



GENDER POLICY



Egerton University 2011

Gender Policy

Egerton University

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Foreword

Egerton University strives to generate and disseminate significant knowledge and offer exemplary education that contributes to national and global development. It is guided by its vision of becoming a world class University for the advancement of humanity. It is in pursuit of this that the University endeavors to close the gender gap between females and males in its Strategic Plan for the period 2009-2015.

This Gender Policy was developed and provides a roadmap for the operationalisation of the University's commitments and it includes a comprehensive seven year Strategic Plan, which will guide the implementation of these commitments by the university.

This policy also outlines the basis for eliminating barriers to gender equality in the university. It will guide gender equality actions for the University in implementing global commitments on gender including Millennium Development Goals.

I wish to express my gratitude to all individuals who participated in the development of this policy and stakeholders who took part in the consultative workshops that came up with the draft.

I hope the Egerton University Gender Policy will serve as point of reference in policy making and guidance to those who share similar ideals.



Prof. J. K. Tuitoek, Ph.D., EBS
VICE-CHANCELLOR

October 2009

Preamble

In its endeavour to improve itself, society has , at every point in time, to set a clear agenda for itself. This means, it has to define its priorities, unresolved contradictions, underachievements and drawbacks. With these in mind, it then has to take speedy and determined transformative action for achievement of development.

As far as the developing world of today is concerned, its agenda can be said to be contained in the Millennium Development Goals (MDGs). The “human development” of each country of this world is inexorably tied to the achievement of these Goals. Immediately following “eradication of extreme poverty and hunger” and “achievement of universal primary education”, Goal 3 of this grand world compact reads: “Promote gender equality and empower women”.

In a way, this is a unique goal. Gender equality is an ideal that has a timeless, eternal value. For whatever other reconfigurations – of status, circumstance, position, and parameter – can occur in society, the two categories that will immutably remain in place are those of gender – women and men. Consequently, the position of each one of them in society, their self-perception and their perception of each other, their inter-relationship, the collective society’s view of them and the possibilities envisioned for each of them in the social, economic, political, cultural, and domestic realms of life, and indeed their ideological envisioning, are issues that not only affect but to a large extent determine the well-being of a nation.

History has not favoured the realisation of this ideal, and women have, on the whole and throughout time, been disadvantaged in all aspects of their development when compared with men. It is perhaps impossible to establish the exact “price” societies have had to pay for this anomaly, the extent of the losses that have been incurred, the opportunities for upliftment that have remained unutilised, the consequential further distortions that may have been brought about. But rather than bemoan these, it is time to reverse this unfortunate trend.

Kenya is, of course, one of the countries of the developing world. But it is not this categorisation that is of primary essence. What is more important is the fact that its own national experience and the reality of its condition serve to affirm the validity of the above goal. It is this goal then that is the concern of the present Gender Policy.

Egerton University sees itself as a world class university for the advancement of humanity. It looks at this advancement in the broadest terms. The University sees it as its business to intervene in all issues that are of priority to society. This Gender Policy was conceived with such a priority in mind, one that is both global (as an MDG) and national: To promote gender equality and empower women. But in order to serve the nation, and the world, the University has first of all to embrace this goal at its own institutional level, to incorporate the concrete meaning of its anticipations in the realisation of all aspects of its mandate. The content of the Gender Policy outlines how this is to be done.

The University community, the University Management Board, and the University Council commit themselves to the realisation of this goal, as interpreted in this Gender Policy, and in terms of the policy statements, strategies, and actions stipulated in it.

List of Abbreviations

BPFA	: Beijing Declaration and Platform for Action
CMTs	: Change Management Teams
CSR	: Corporate Social Responsibility
DGFP	: Departmental Gender Focal Point
FASS	: Faculty of Arts and Social Sciences
FERD	: Faculty of Environment and Resources Development
FGMSS	: Faculty Gender Mainstreaming Sentinel Sites
FIDA-K	: Federation of Women Lawyers (Kenya)
GMP	: Gender Mainstreaming Proposal
GPE	: Gender Policy in Education
IWGDS	: Institute of Women, Gender and Development Studies
NGDP	: National Gender and Development Policy
PRA	: Participatory Rural Appraisal

Definition of Terms

Affirmative Action A policy or programme of taking steps to increase the representation of certain designated groups in all areas of life in an institution. It seeks to redress past discrimination or bias through active measures in education and employment. It is a temporary measure that should be discontinued once gender balance has been achieved.

Curriculum The contents of an education and training programme.

Empowerment A process through which men, women, boys and girls acquire knowledge, skills and attitudes to critically analyse their situation and take appropriate action to change the status quo of the underprivileged and other marginalised groups in society.

Gender Socially/culturally determined power relations, roles, responsibilities and entitlements for men and women, girls and boys. These social constructs are dynamic and vary between cultures as well as over time.

Gender Analysis Methodology of collecting and analysing sex disaggregated data in order to: show the differences in gender roles and relations, assess the differential impact of development on women and men, ensure that women and men benefit equally.

Gender-Based Violence Any act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, girls, men and boys on the basis of gender.

Gender Discrimination Unequal or preferential treatment of individuals or groups on the basis of their gender that results in reduced access to or control over resources and opportunities. Systematic bias in which a person is denied his or her right because of being a woman, man, girl or boy.

Gender Equality Equal treatment of women and men, boys and girls so that they can enjoy the benefits of development including equal access to and control over resources and opportunities. It is essentially the elimination of all forms of discrimination based on gender.

Gender Equity The application of the principle of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services.

Gender Mainstreaming	The consistent integration of a gender perspective into the design, implementation, monitoring and evaluation of policies, plans, programmes, activities and projects at all levels, to ensure that women and men have equal access to and control over resources and decision making processes.
Gender Parity	A numerical concept referring to the inclusion / participation in any activity / structure of such a number of girls and women, boys and men that is proportionate to their respective numbers in the population.
Gender Responsive	Action taken to correct gender imbalances.
Gender Roles	Socially constructed roles and responsibilities as opposed to biologically determined functions. These roles are dynamic and vary from culture to culture.
Gender Sensitisation	The process of developing people's awareness, knowledge and skills with respect to gender issues. Awareness of and respect for the needs, interests and sensibilities of women as women and men as men.
Gender Stereotyping	Assigning of roles, tasks and responsibilities to a particular sex on the basis of long-standing and unexamined perceptions of their abilities and supposedly inherent qualities.

Gender Transformative Policy	A policy that takes into account the needs of women and men, girls and boys, and seeks to bring in changes into the existing gender relations with a view to making them more equitable. This is done through the redistribution of resources and responsibilities.
Participation	Enrolment, retention, performance, progression and transition to another stage in study and activity.
Patriarchy	literally, 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 gender inequality.
Policy	A guiding principle that influences decisions and actions of a person, group, or government within a given environment. It provides opportunities to overcome obstacles in an effort to reach a goal or realise an objective or purpose.
Provisions	Policy pronouncements on action to be taken.
Rape	The commitment of an act which causes penetration of one's genital organs against the will of the other party.
Sex	The biological and physiological differences between males and females as determined by nature.

Sex Disaggregated Data	Classification of information on the basis of sex, i.e., male and female.
Sexual Harassment	Unwanted acts of sexual nature that cause discomfort to the affected. It may include words, persistent requests for sexual favours or dates, gestures, touching, sexual overtures, coerced sexual intercourse and rape.
Gender Blindness	The inability or unwillingness to recognise gender inequalities, so that they are not considered in any development process. One needs a gender lens to remove gender blindness.
Gender Negative	Gender inequalities are reinforced to achieve desired development outcomes.
Gender Awareness	Sensitivity to the perceived differences between men and women or boys and girls in environments such as the workplace and the classroom.

Chapter One

Background

1.0 Introduction

The Gender Policy is meant to promote gender equality at Egerton University. The document takes into consideration the history of the University and the prevailing gender situation at the time of writing. The process that led to the formulation of the Policy is described and its scope of application defined.

1.1 History of Egerton University

Egerton University is the oldest institution of higher learning in Kenya. Founded in 1939, it traces its roots to the generosity of Lord Maurice Egerton of Tatton who donated 300 hectares of his estate for its establishment. Originally it only trained European male youth for careers in agriculture. It was then known as Egerton Farm School.

The first certificate course was started in March 1946 with 46 male students. In 1950, the Farm School was upgraded to an Agricultural College and the curriculum expanded to offer both a certificate and a diploma in agriculture. The Egerton Agricultural College Ordinance was enacted in 1955.

In 1958, Lord Egerton passed away. In his will, he had bequeathed an additional 3,000 acres of his Ngongogeri Farm to the College. Shortly before Independence, in 1961, the College opened its doors to all races in Kenya, as well as to students from other countries in Africa. In 1966,

the first African Principal of the College was appointed. It was only in 1968 that the first female students were admitted. The programmes in Egerton then were designed to suit both boys and girls. In 1986, Egerton Agricultural College was gazetted as a constituent college of the University of Nairobi. The following year, 1987, marked the establishment of Egerton University through an Act of Parliament.

The Lord Egerton name has been bequeathed to the University, together with the family coat of arms and motto, *Sic Donec (Thus until)*. Since then, Egerton University has continually grown and improved in all aspects of its activities. Its Vision is- a world class University for the advancement of society. Its Mission requires it to generate and disseminate significant knowledge and offer exemplary education that contributes to National and global development. The core values of the University include: passion for excellence; professionalism; devotion to duty; integrity; transparency and accountability; and social fairness.

1.2 Gender Situation Globally and in Kenya

Globally, there are deliberate attempts to reduce the gender gap in education, employment and all spheres of life. It is in this context that Kenya as a country has committed itself to achieving at least 30% representation in employment and has included gender equality in the economic, social and political pillar of Vision 2030

Globally, the situation is similar with initiatives and interventions being undertaken in order to achieve the eight (8) Millennium Development Goals and specifically MDG 3 - Gender Equality and Empowerment.

1.3 Gender Justification at Egerton University

Gender inequalities persist in institutions of higher learning in Kenya, Egerton University included. In almost all faculties, women's representation is lower than that of men. Male staff dominate the top-level positions and decision-making organs. This has created, in practice, if not in theory, a culture of exclusion. The gender inequalities observed at Egerton University can be viewed from a broader national, regional and international perspective. The University is committed to redress the

existing gender imbalances by institutionalising gender mainstreaming at all levels of its operations.

Egerton University is governed by the Council, the University Management Board, the Senate, Principals, Deans and Directors. In this governance structure, there has been under-representation of women. There are also gender concerns affecting both staff and students. These include insecurity, sexual harassment, and gender disparity in the classroom. Both in staff and student population, males are the majority. The inequalities at Egerton University could be attributed to its historical origin and the cultural context in which the society is premised.

Egerton University takes pride in being the only University in Kenya that has a well coordinated Gender Institute. It started as a Gender Centre in 1991 and was the first of its kind in any Kenyan university. It had the mandate to address gender related issues within and beyond the institution. Initiatives currently include: 75% tuition waiver for female staff enrolled in Egerton University Self-Sponsored Programmes, and training of top-level managers on gender issues. These emanate from the University's Vision, Mission and core values.

1.4 The Gender Policy Formulation Process

The Gender Policy was developed by a specially appointed committee on the basis and as a result of wide consultations. This was in the period 2007-2008. Workshops involving various categories of stakeholders were held, whose purpose was to identify significant gender related concerns in the institution. Surveys were also carried out by the Rapid Results Initiative (RRI) team. The purpose of the surveys was to get inputs from the entire Egerton University community. The involvement of the University community has made everyone own the process and accept the final document for implementation. Specific individuals and groups inside and outside the University including representatives of the civil society and the relevant government departments were consulted. The committee benchmarked with University of Dar-es-salaam, Kenyatta University, World Health Organisation, African Union and other gender policies.

The stakeholders' comments and views were incorporated in the various drafts of the Policy. All in all, the process that culminated into the final gender Policy was participatory and rigorous.

1.5 Scope of Application

The Gender Policy will be applied to all activities and operations taking place at the University. It is binding to everyone in the institution and its affiliate structures. The implementation of the Policy will be the responsibility of everyone in the University. The Institute of Women, Gender and Development Studies (IWGDS) will play the role of a directorate and resource centre and it will co-ordinate all efforts of implementation by the various units of the University. The University will take the Gender Policy into account in the planning and execution of its services.

Chapter Two:

Gender Policy In National and International Context

2.0 Introduction

This Gender Policy is guided by a broad canvas of national and international legal and policy documents. It draws on their historic antecedence and strives to maintain harmony with them. At the same time, it seeks to establish its institutional identity through a degree of specificity of its overall goal, objectives and guiding principles.

2.1 The Legal Framework for Gender Policy

The Kenyan Constitution serves as the bedrock for the present document. Being the supreme law of the land, it stipulates the centrality of such human rights values as equality and non-discrimination, which are also fundamental to this Gender Policy. It also makes provisions for their protection. Thus, Section 70 of Chapter V of the Constitution provides for the protection of fundamental rights and freedoms of the individual regardless of one's race, tribe, place of origin, political opinions, colour, creed or sex. Section 82 of the same Chapter is concerned with the protection of the individual from discrimination on the grounds of race, colour and sex, among others.

Section 21 of the Public Officer Ethics Act 2003 provides that a public officer shall not sexually harass a member of the public or a fellow public officer and sub section 2 of this section defines Sexual Harassment.

Section 29 of the Employment Act provides for maternity leave and rights therein. Section 5 (3) (a) of the Employment Act (2007) also provides for non discrimination and non harassment of employees. Sub-section 3 of this section further provides that it is not discrimination to take affirmative action measures consistent with the promotion of equality or elimination of discrimination in the work place. Sub-section 5 (1) defines sexual harassment; sub-section 7 provides for policy on practice relating to recruitment, selection criteria, appointments, grading, remuneration, terms and conditions of employment, working environment and facilities, training and development, promotion and disciplinary measures among others, including use of language, written or spoken, of sexual nature. These are the guiding principles for this Gender Policy.

The National Policy Environment

The National Gender and Development Policy (NGDP), developed by the Ministry of Gender, Children and Social Development in 2000 is of crucial significance to the present document because of its focus on gender specifically as a national concern and of the manner in which it links gender to development. NGDP emphasises the incorporation of a gender perspective into all aspects and processes of national development by considering the needs of both women and men. It also targets the advancement of the status of Kenyan women.

The Gender Policy in Education (GPE) developed by the Ministry of Education in 2007 is important for the current document because its sphere of application is the education sector as a whole, including university education, and, therefore, all activities and programmes in that sector as well as financing, governance and management of education.

Kenya's Vision 2030, as the country's roadmap to the desired future also provides sustenance to the current Policy in terms of the projected levels of achievement in all spheres of national life.

Relationship with International Instruments

Internationally, the Universal Declaration of Human Rights (1948), the

Convention on the Elimination of All Forms of Discrimination Against Women [CEDAW] (1979), the Beijing Declaration and Platform for Action [BPFA] (1995), the Millennium Development Goals and the Goals of the African Union, all relate to human rights of girls and women. They underline the need to eliminate all forms of discrimination, promote gender equality as well as gender inclusion, and empowerment. The documents also set goals and targets for achievement. The World Health Organisation, African Union Gender Policy are important reference points to this Gender Policy both because the Kenyan Government is signatory to them, and Egerton University, therefore, has the duty to support the Government's efforts in fulfilling its obligations; and because the documents serve as legal and policy models.

2.2 Relationship with Egerton University's Strategic Plan 2009 – 2015

Like other policy documents developed in the University, the Gender Policy is governed by and operates in tandem with the institution's Strategic Plan for the period 2009 – 2015. Whereas the policy's provisions are to a greater or lesser extent relevant to practically all Strategic Issues addressed in the Plan, the Gender Policy is particularly to be seen as the instrument designed to deal with Strategic Issue 6: Gender Equity and Vulnerable Groups. There are two Strategic Objectives under this Issue with five Strategies aligned to them, as follows:

Strategic Objective 11: Promote admission and retention of females and members of Vulnerable Groups and their completion of University education.

Strategies:

- a) Giving priority to females and members of Vulnerable Groups applying for admission into university programmes.
- b) Securing of scholarships and bursaries for needy female and Vulnerable students.

Strategic Objective 12: Employ, train and promote females and members of Vulnerable Groups.

Strategies:

- Preferential treatment of females and Vulnerable persons
- Training of females and members of vulnerable groups employed in the University
- Promotion of females employed in the University into managerial positions.

All the above are incorporated in the content of this Gender Policy.

2.3 Overall Goal of the Gender Policy

The overall goal of the Gender Policy is to provide a comprehensive framework that allows for the entrenchment of the principle of equity and the promotion of gender equality at Egerton University in all its academic and administrative structures and processes.

2.4 Objectives of the Gender Policy

The Gender Policy seeks to achieve the following objectives:

- Mainstream a gender equality perspective in all institutional frameworks, projects, programmes and processes;
- Ensure that the design, implementation, monitoring and

evaluation of all academic and research programmes are gender responsive;

- Adopt the principle of gender equity in the admission and training of variously disadvantaged girls and women, boys and men, as well as those with special needs;
- Increase participation of women in the management of Egerton University;
- Maintain a gender-responsive work and study environment;
- Raise the awareness of girls and women, boys and men on gender issues;
- Ensure that all students and members of staff in the University conduct themselves in a gender-responsive and respectable manner;
- Enhance educational and professional achievements for staff and students of both genders;
- Reduce HIV and AIDS infection rates through instilling responsible sexual behaviour among staff and students of both genders;
- Promote gender-responsive health;
- Create intolerance to sexual harassment and gender-based violence within the University and by University students and staff anywhere;
- Enhance partnerships and collaborations in gender; and,
- Mobilise resources to implement those aspects of the Policy that have financial implications.

2.5 Guiding Principles

Some of the principles that guide this Policy are as follows:

- Treatment and availing of opportunities to women and men must be equal.
- The interests of both women and men must be optimally served, taking into consideration existing specificities and differences.
- Affirmative action may be used to correct gender imbalances.
- The advancement of female students and academics receives particular attention.
- The dignity and integrity of every human being must be regarded

with utmost respect. Sexual harassment, sexist behaviour and sexist language constitute violations of the dignity of a human being.

- The review of the gender situation at Egerton University must be a regular undertaking.

Chapter Three

Areas of Policy Intervention

3.0 Introduction

To achieve the objectives of the Gender Policy, the following areas of intervention will be initiated:

- Governance and public space
- Students' welfare
- Students' organisations
- Students' admission, retention and completion of study
- Students' teaching and learning
- Recruitment, training and development
- Research and scholarship
- Community outreach and extension
- Staff welfare
- Staff unions

3.1 Governance

3.1.1 Situation Analysis

The governance structure of Egerton University consists of the Chancellor, the University Council, the University Management Board, the Senate, Principals, Deans, Directors, Chairpersons of Departments and Heads of Sections. Currently, there is an obvious imbalance in the representation of women in the University governance, with men constituting 86% and women 13.9% of leadership positions.

The University governance organs perform various responsibilities within their respective mandates. They are involved in policy planning and formulation. They strive to work in line with the University mission and vision in promoting social fairness in all matters affecting students and staff. This requires that the University governance structures should incorporate a gender perspective in all its operations. This will create an enabling environment that will promote the participation of both women and men in University planning, policy formulation, implementation, monitoring and evaluation.

Egerton University was among the first East African universities to establish a gender centre in 1991. This was in recognition of the need to mainstream gender in its governance structure. It has been documented that gender mainstreaming enhances efficiency and quality of services.

3.1.2 Objective

The objective of gender intervention in the area of governance, institutional and public space is to adopt all possible means of involving both women and men in all decision-making processes within the University; ensure that there is a critical mass of women and men involved in decision-making to have the impact of their respective perspectives felt; and to provide leadership opportunities for women.

3.1.3 Policy Statement

To meet the above objective, the University will:

- Ensure gender equality in all positions;
- Ensure that gender issues are mainstreamed in all University programmes and projects at all levels;
- Create conducive environment for equitable access to opportunities for governance and management of resources by women and men.

3.1.4 Policy Strategies

To implement the above policies the University will employ the following strategies:

- Increase women's participation in the University governance;
- Adopt deliberate measures to achieve gender balance in structures

where women are currently practically (though not in terms of criteria and requirements) excluded, involving them fully in all matters;

- Organise capacity building workshops for University management on gender mainstreaming;
- Ensure that all decision-making structures include both women and men;
- Establish institutional monitoring and evaluation framework for the implementation of the policies; and
- Encourage male involvement in gender equality work.

3.2 Staff and Student Welfare

3.2.1 Situation Analysis

Egerton University is committed to the promotion of social fairness in all matters affecting students and staff, including persons with special needs, and to the treatment of all students and staff with respect, courtesy and dignity. The students and staff are entitled to freedom and protection from all forms of discrimination on the basis of gender. In this regard, the University does not condone any form of sexual harassment and gender based violence such as rape or attempted rape. Staff and Students are guaranteed a clean, comfortable, safe and secure environment for teaching and learning, working and recreation and respect for individuals' privacy and dignity.

However, a research carried out in 2007 by the Institute of Women, Gender and Development Studies revealed that there are gender concerns affecting staff and students at the University. These include: insecurity, sexual harassment, inadequate accommodation, poor health services, inadequate library services, poor catering services, inadequate recreational facilities, poor working conditions, gender disparities in the classroom and in employment, and gender imbalance in leadership positions.

3.2.2 Objective

The objective of gender intervention in the area of staff and students welfare is to provide students and staff with a clean, comfortable, safe

and secure environment for teaching, learning, working, recreation as well as respect for individual privacy and dignity.

3.2.3 Policy Statement

To achieve the above objective, the University will:

- Prevent, control and manage aspects of institutional behaviour which influence gender disparity in students and staff welfare;
- Enhance measures that guarantee gender equity and fairness in accessing services for students and staff;
- Establish a sexual harassment policy to safeguard students and staff;
- Enhance security in the University; and
- Create awareness on the Gender Policy among students and staff to ensure that they know their rights and obligations.

3.2.4 Policy Strategies

To implement the policies, the University will employ the following strategies:

- Conduct research and organise seminars and workshops to enhance change of attitude in gender related issues at all levels;
- Develop and put in place a policy on gender and gender based violence and sexual harassment;
- Facilitate the formation of male organisations to combat violence against women in the University, e.g. male students against sexual harassment;
- Regularly review policies and practices related to the needs of staff and students to make them gender responsive;
- Prioritise and undertake continuous research on gender issues that are responsive to the needs of students and staff; and
- Create a centre for quality assurance unit for monitoring and evaluating services rendered to both female and male students and staff;
- Develop, enhance and mainstream gender related courses and training modules to benefit all students and staff.

3.3 Students' Admission, Retention and Completion of Studies

3.3.1 Situation Analysis

At Egerton University, enrolment of undergraduate female students is lower than that of males. In 2002 – 2007 it was about 32%. During the same period, enrolment of female students per faculty was as follows: Arts and Social Sciences – 38%, Education – 35%, Agriculture – 32%, Commerce – 38%, Science – 25%, Health Sciences – 33%, Environment and Resources Development – 28% and Engineering and Technology – 13%.

The University will strive to improve female enrolment and completion rates in order to strike a balance in male and female student population. There is need to stem student drop-out rates due to indiscipline, substance and drug abuse, and poor academic performance through counselling and other forms of support.

3.3.2 Objectives

The objectives of gender intervention in the area of students' admission, retention and completion studies:

- To attain gender balance in admission and completion by ensuring increased female admissions in all programmes and facilitating high retention and completion rates for both males and females;
- To avail equal opportunities for all to access university education; and
- To facilitate gender equity among staff and students in all University structures.

3.3.3 Policy Statement

To meet these objectives, the University will:

- Adopt affirmative action in admission;
- Provide counselling services in all sectors of student life;
- Provide mentoring centres;
- Create an enabling environment for enhancing quality academic performance for both females and males; and

- Carry out research on causes of high female and male drop-out rate in specific programmes.

3.3.4 Policy Strategies

- The interests of both women and men must be served at all levels and in all functions while paying attention to the special needs of each. The following strategies are instrumental in this regard:
- Increase the number of trained counsellors and enhance their skills;
- Advise student mothers to defer studies when necessary;
- Establish and enhance funding for needy students;
- Revitalise extra-curricula activities for female and male students so as to promote a healthy learning environment; and
- Introduce empowerment programmes targeting female students in order to enhance their self-esteem and confidence, and gender sensitisation programmes for male students to enable female and male students to interact on an equal basis.

3.4 Teaching and Learning

3.4.1 Situation Analysis

Egerton University is mandated to teach and discover, transmit and preserve knowledge. This mandate is clearly articulated in the University mission. To achieve its mandate and mission, the University has established academic departments that develop programmes. The programmes entail acquisition of appropriate knowledge, information and skills. Their completion leads to the award of certificates, which enables students to compete effectively in the market.

In view of the above, it is important that teaching and learning processes and facilities be of the highest standard and be gender responsive, ensuring that both female and male staff and students have equal teaching and learning opportunities.

A survey conducted in 2007 revealed that there is inadequate participation of women in teaching and learning processes based on the following:

- Unsafe environment;
- Intimidation, sexual and other forms of harassment;
- Men's club syndrome (networks of men in which women are excluded); and
- Lack of flexibility in time-tabling.

As stated in the section on staff and students welfare, there are other gender issues that contribute to female staff and students performing, on average, below their potential in the teaching and learning processes. There is, therefore, need for well-defined policies, strategies, interventions and programmes to address gender disparities in the teaching and learning processes in the University.

3.4.2 Objective

The objective of gender intervention in the area of teaching and learning is to identify gender related factors that hamper effective teaching and learning processes and provide remedies with a view to achieving gender parity.

3.4.3 Policy Statement

To meet this objective, the University will:

- Identify unfavourable practices and gender specific barriers that prevent staff and students from realising their full potential in teaching and learning;
- Ensure a safe and friendly environment for teaching and learning which is responsive to the needs of both females and males; and
- Review organisational cultures and practices that prevent women from participating effectively in academic discourse.

3.4.4 Policy Strategies

To implement the policies, the University will employ the following strategies:

- Improve lighting and security on campuses so that students and staff can work at all times;

- Sensitise managers to encourage and create an enabling environment for equal participation of both females and males in academic discourses at all levels;
- Improve time-tabling and sequencing of lectures to accommodate and respond to the needs and circumstances for both females and males;
- Develop and put in place a sexual harassment policy to safeguard the human dignity of both females and males;
- Sensitise staff and students on gender and sexual harassment policies;
- Introduce a common undergraduate course on gender studies;
- Establish an internal system dealing sexual harassment and other forms of violence which is sensitive to the needs of the victim and guarantees confidentiality;
- Provide adequate facilities to meet the academic needs of both staff and students; and
- Provide transport and other facilities to physically challenged staff and students.

3.5 Recruitment, Training and Development of Staff

3.5.1 Situation Analysis

Egerton University's most important assets are its human resources comprising academic and non-academic staff. Academic staff are engaged in quality teaching, research and contribution to community development at various levels. Non-academic staff offers support services in academic programmes and administration.

Capacity building for staff is necessary to enhance quality performance and service delivery. The education system has a responsibility to contribute to the achievement of equality between the sexes, and to improve the conditions and situation of life for women and men, girls and boys. Education is critical in advancing knowledge and skills, expanding opportunities for socio-economic development and increasing their participation and representation at all levels in the society. This is in line with the Egerton University gender-mainstreaming proposal (GMP).

The equality of faculty or academic staff at any institution of higher learning is the single most important determinant of the overall quality of university education.

3.5.2 Objective

The objective of gender intervention in the area of recruitment, training and development of staff is to eliminate gender disparities and achieve equity in staff recruitment, training, retention, performance, transition, quality and outcomes.

3.5.3 Policy Statement

To meet this objective, the University will:

- Promote equitable staff capacity building;
- Ensure that institutional work environments are gender responsive;
- Apply affirmative action in recruitment, training and development to correct the imbalance in gender representation; and
- Enhance gender balance in recruitment and development to various positions in the University.

3.5.4 Policy Strategies

The following strategies will be employed with respect to the above:

- Evaluate current criteria and practices on recruitment, selection, and promotion to make them gender responsive; and
- Make Egerton University an equal opportunity employer. Where necessary put in place affirmative action to redress the gender imbalance.

3.6 Research and Scholarship

3.6.1 Situation Analysis

Egerton University is a multi-campus institution that offers diverse academic programmes. The programmes attract scholarships from the private sector, government, and development partners.

The University has undertaken many research projects funded locally in collaboration with the Government of Kenya and by various donor

agencies. Projects are in diverse fields, reflecting various areas of specialisation and range from short-term student research for higher degrees to long-term policy-oriented projects.

Gender equality has not been fully realised in the institution as revealed by information from the Research and Extension Division. Between 2003 and 2007, there were vast gender disparities in research funding, caused by various reasons.

3.6.2 Objective

The objective of gender intervention in the area of research and scholarship is to identify all barriers to equality between women and men in research and scholarship and to achieve equitable representation of women and men in distribution of scholarships, access to research funds and participation in research projects.

3.6.3 Policy Statement

To meet the above objective, the University will:

- Identify and solve problems that hinder participation, performance and completion of studies by female and male students and staff;
- Ensure that research funds and donor information are deliberately accessible to all staff and students, especially women;
- Promote and support the participation of female staff and students in research projects; and
- Train more women to undertake research.

3.6.4 Policy Strategies

To implement the policies, the University will employ the following strategies:

- Research on problems affecting academic performance of female students and staff, especially at postgraduate level;
- Promote the mentoring of female and male students and staff in academics and research;
- Avail information on donor networks to male and female students and staff;
- Put mechanisms in place to enforce equity in scholarship and

- research to achieve at least 40% female applicants for proposals;
- Provide redress for women who may have suffered from policy infringements; and
- Increase the existing budget for research and award scholarships to top female students according to academic performance.

3.7 Community Outreach and Extension

3.7.1 Situation Analysis

Part of the mandate of the University is to offer advisory and consultancy services. This is operationalised through one of the core functions which is to engage in extension and outreach activities. The activities help to demystify the university, deconstructing the “ivory tower” perception. The University therefore has been involved in numerous outreach activities, including:

- Medical services and health education;
- Tree planting and general environmental conservation;
- Field attachment and teaching practice;
- Participatory Rural Appraisal (PRA), a methodology for rural/urban community empowerment;
- Field Day Demonstrations and Agricultural Society of Kenya (ASK) shows;
- Alumni contribution to society;
- Mentoring by the Institute of Women, Gender and Development Studies. Mentoring has been done to secondary school girls from selected schools. Boys have not been given similar opportunity;
- Knitting, tailoring, secretarial and computer courses: Majority of the applicants in this area are girls. Tailoring and computer literacy courses attract very few boys;
- Bridging courses offered to both boys and girls who wish to improve their grades obtained at the Kenya Certificate of Secondary Education in English, Sciences and Mathematics;
- Deans of Faculties and Heads of Departments popularise the University programmes/professional fields in which girls are encouraged to apply in male dominated areas while boys are encouraged to venture in female dominated areas; and

- Animal Health Services: The Department of Animal Science offers advisory and animal health services to the community farmers.

3.7.2 Objective

The objective of gender intervention in the area of community outreach and extension is to undertake community outreach and extension activities to ensure greater appreciation of the institution and what it stands for.

3.7.3 Policy Statement

To meet the above objective, the University will:

- Increase opportunities for students to put into practice the knowledge and skills they learn;
- Offer professional knowledge and services to community members of both genders; and
- Market the University with a special effort to attract women clients.

3.7.4 Policy Strategies

To implement the policies, the University will employ the strategies listed below:

- Improve its corporate social responsibility;
- Ensure gender sensitivity in carrying out activities and offering services;
- Involve women role models in the academic and professional fields in marketing the University;
- Reflect University core values in activities and services offered to the community; and
- Involve men in community outreach and extension work.

Chapter Four

Institutional Framework for Implementation of the Gender Policy

4.0 Introduction

Egerton University has evolved from a farm school to a world class university that is committed to the advancement of humanity. The history of Egerton University reflects the different social, political and economic arrangements in the making of Kenya. These are the colonial era, independence and the post-colonial era. During the colonial era, the Universal Declaration of Human Rights was inaugurated in 1948. In its Article 26 (i), it states: “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stage. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.”

The Egerton Farm School and its successor, the Egerton Agricultural College, in the context of colonialism, did not adhere to the ideals of human rights. For example, admission was not only exclusively European, but also restricted only to men. This situation continued even at independence in 1963. Education and training at Egerton College became accessible to all on the basis of merit in 1968. However, even then, gender disparities have continued to exist.

4.1 Situation Analysis

The main gender disparities and concerns at Egerton University are:

- Low enrolment of female students in technical and science courses;
- Under-representation of women in governance, management and administrative responsibilities;
- Fewer female than male lecturers;
- Relatively low participation of women in research;
- Inadequate gender-responsive research and programmes;
- Gender-blind student funding policies and regulations; and
- Learning and work environments that are not sufficiently gender-responsive.

4.2 Objective

The objective of the implementation of the Gender Policy is to ensure that gender equity is observed in enrolment, learning, lecturing/teaching, research, participation in the management and administration of the University, as well as in access to social welfare provisions.

4.3 Policy Statement

To achieve the above objective, the University will:

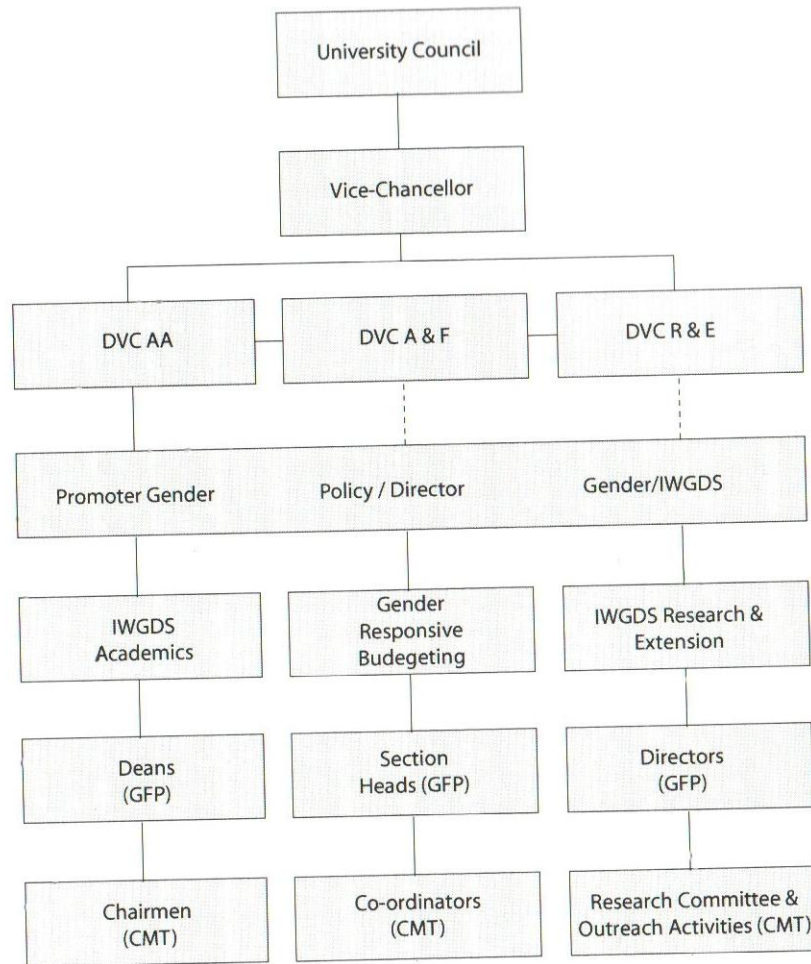
- Provide gender-sensitive guidelines for enrolment in all academic programmes;
- Develop gender-sensitive criteria for awarding scholarships and granting research funds;
- Balance the appointment of managers and administrators;
- Institute gender-responsive organisational structure and culture; and
- Strengthen gender-responsive security systems for learning and work environments.

4.4 Policy Strategies

The above policies will be operationalised through the following strategies:

- Integrate gender equality perspective in all activities performed by the University, e.g. policy and programme development, research, management policies and practices, consultations and communication plans and practices;
- Hold managers accountable for conducting gender equality analysis in their scope of work and for promoting work by all staff and students aimed at addressing gender inequalities;
- Raise gender awareness and develop skills to ensure that all personnel are equipped to practise gender equality in all their substantive work and seek to remedy any inequalities. Make it mandatory for personnel to attend basic relevant gender courses;
- Undertake a gender analysis of spending and integrate it into budget planning for programmes aimed at facilitating change in various departments, e.g. affirmative action and mainstream programmes;
- Strengthen and create networks with the national machinery and civil society organisations involved in the promotion of gender equality through partnerships; and
- Develop and create structures to facilitate the implementation, monitoring and evaluation of the Gender Policy through an institutional framework.

4.5. Institutional framework for implementation of Egerton University Gender Policy (Organogram)



- **Institute of Women, Gender and Development Studies:** This will act as the gender directorate and will be the management resource centre. It will ensure the ongoing development of the gender policy; facilitate the integration of gender concerns into mainstream policy development; monitor and facilitate

implementation of the gender policy; drive a gender budgeting process within the wider context in the University; facilitate the establishment of departmental gender focal points and network with civil society and other relevant government institutions dealing with gender issues such as the Ministry of Gender, Children and Social Development, the National Commission of Gender and Development, the Kenya National Commission of Human Rights, and the Federation of Women Lawyers (FIDA).

- **Gender Focal Points within Faculties (GFP):** These will have the mandate to monitor the implementation of the Gender Policy and carry out a gender impact analyses in monitoring and assessing departmental policies, practices, procedures and programmes; they will also advise their managers on gender issues. Each faculty and its departments will also identify, implement and facilitate the process of mainstreaming gender issues in departmental policies and practices to promote gender equality.
- **Change Management Teams within Departments (CMT):** These will be responsible for driving and managing the transformation process within the departments. They will ensure that the department moves towards gender equality transformation by ensuring gender equality analysis and gender budget and the rest of the programmes of action in the gender policy are implemented successfully within the allocated time frame. They are also mandated to ensure that adequate funding is allocated for implementation of the programmes of action. Students will be part of these teams.

4.6. Gender Policy Implementation Framework

	Policy Statements	Activities	Responsible Officers
1.	Provide gender-based guidelines for enrolment in all academic programmes	Review existing documents, draft guidelines and present to Senate for approval.	Sub-committee of Senate, Director IWGDS
2.	Develop gender-based criteria for awarding scholarships and granting research funds	Carry out surveys, reviews, draft criteria and present them to Senate to discuss and make recommendation to University Council.	Director Research and a sub-committee of Senate DVC (R&E)
3.	Balance the appointment of managers and administrators	Mainstream gender among decision-makers. Increase number of women in capacity building programmes. Apply affirmative action to correct gender imbalance. Develop guidelines for gender based appointments to be discussed by University Management and to be approved by Council.	VC Registrar (ADM.), Director IWGDS Deans, Directors, CODs, & Heads of Sections

4.	Institute gender-responsive organisational structure and culture	Apply affirmative action in recruitment, training, deployment and promotion.	VC, DVCs, Registrars
5.	Strengthen gender-responsive security modalities for learning and work environments	Organise gender orientation meetings for new students and staff. Balance participation, support and co-operation of women and men in taking responsibility and performing all duties and functions in the University. Organise workshops and open days to address issues of stereotyping, sexual harassment and violence on the basis of gender.	VC, DVCs, Director IGWDS, Deans, CODs, Dean of Students, Chief Security Officer.