

GENDER POLICY

Version	1.0
Short description	Gender Policy
Relevant to	Staff, Students and Stakeholders
Approved by	University Council
Responsible officer	Deputy Vice-Chancellor Administration and Finance
Responsible office	Office of the Vice-Chancellor
Date introduced	June, 2014
Related University documents	University Charter and Statutes
Related legislation	Constitution of Kenya, 2010, Universities Act, 2012 and National Gender and Equality Commission Act, 2011, Sexual Offences Act, 2006, Employment Act, 2007
Key words	Gender

JUNE, 2014

APPROVAL

The University of Eldoret having been awarded its Charter on 11th February 2013 has set on a growth path guided by its vision of “being a Premier University that is globally visible in knowledge generation and technological innovation”

As part of laying its foundation, the University developed its Statutes in November 2013 followed by its first strategic plan which will be rolled out later this year, 2014. The process of recruiting its top managers was completed in March 2014. The University has now embarked on the process of developing its policies which will guide decisions of the different organs of the University in order to achieve rational outcomes geared towards the growth of the University. This Gender policy is just one of the many policies that the University is rolling out.

My special thanks go to all those who put in their time, effort and skills to develop this Policy.

By virtue of the authority vested in me as the Chairman of Council of the University of Eldoret and in reference to the approval granted by Council in its meeting of....., I hereby sign this Gender policy this....14th.....day of....June.....2014.



Prof. Sarone Ole Sena. B.Ed.; M.Phil.; M.Sc.; Ph.D.
Chairman of Council

ABBREVIATIONS AND ACRONYMS

CEDAW:	Convention on Elimination of All form of Violence Against Women
GoK:	Government of Kenya.
JAB:	Joint Admissions Board.
KUCCPS:	Kenya Universities and Colleges Central Placement Service
MDG:	Millennium Development Goals
MOEST:	Ministry of Education Science and Technology.
NCGD:	National Commission on Gender and Development.
UGP:	University Gender Policy
UoE:	University of Eldoret.

DEFINITION OF TERMS

Affirmative action: An action taken on a temporary basis in favour of a disadvantaged group so as to enhance equity.

Culture of Silence: The 'culture of silence', relates to a condition or matter which is known to exist, but by tacit communal unspoken consensus is not talked about or acknowledged. Commonly such matters are considered culturally shameful.

Disability: A disability is a condition or function judged to be significantly impaired relative to the usual standard of an individual or their group. The term is often used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic disease.

Disadvantaged Groups: A term used to assert rights of peoples who have been discriminated against, either socially or by law such as women and the disabled.

Empowerment: achieving control over one's life through expanded choices. Empowerment encompasses self-sufficiency and self-confidence and is inherently linked to knowledge and voice. Empowerment is a function of individual initiative, which is facilitated by institutional change.

Equal Opportunities: Absence of discrimination, as in the workplace, based on race, color, age, gender, national origin, religion, or mental or physical disability.

Gender Balance: To place or keep in equilibrium or proportion, such as balancing competing interests among the different gender within an organization or institution.

Gender Based Violence: Any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life (UNESCO 1999 p.53)"

Gender blindness: the inability to perceive that there are different gender roles and responsibilities and, consequently, the failure to realise that policies, programmes and projects may have different impact on women and men.

Gender Desegregated Data: For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.

Gender Discrimination: Gender discrimination refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevents a person from enjoying full human rights.

Gender equality: requires equal enjoyment by women and men of socially valued goods, opportunities, resources and rewards. Achieving gender equality requires changes in the institutional practices and social relations through which disparities are reinforced and sustained.

Gender equity refers to fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalance between the sexes.

Gender Focal Point: The centre of attention or interest concerning issues that are gender related.

Gender Inclusive: is a description aimed at minimizing assumptions regarding the sexuality of human. It aims at clarifying the *inclusion* of both sexes and gender.

Gender Issues: arise where an instance of gender inequality is recognized as unjust. The fact that women have a higher rate of illiteracy than men is a gender concern and would need to be taken into account in a project that requires literacy skills. Other examples of gender-specific issues are: female genital mutilation, violence against women, discrimination against men in family planning services, etc.

Gender mainstreaming The ECOSOC Resolution defines mainstreaming gender as "...the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres, such that inequality between men and women is not perpetuated. The ultimate goal is to achieve gender equality"⁶.

Gender parity is a numerical concept referring to equal number of girls and women, boys and men relative to their respective number in the population.

Gender Policies: It is intended to advance gender equality and women's empowerment or reduce discrimination and inequalities based on sex. Gender equality is explicitly promoted in activity documentation

Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, and relative power and influence that society ascribes to the two sexes on a differential basis. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them

Gender responsive: Practices that take gender into consideration.

Gender role stereotyping: the constant portrayal (in the media, the press, or in education), of women and men occupying certain roles according to the socially constructed gender division of labour and expectations of behaviour.

Gender sensitivity: the ability to recognize gender needs and constraints and the ability to recognize men's and women's different perceptions and interests arising from their different social positioning.

Institutional Culture: The term "institutional culture" is used widely in describing the personality of institutions. Culture is ubiquitous. Every organization, every department, every little informal work team has a culture. People are constantly surrounded by culture, and their behavior is shaped by it. Culture makes its presence known whenever a new leader appears or there is a change in managerial style.

Prejudices: To be prejudiced is to have bias or negative (usually) thoughts or attitudes towards a group of people, usually unwarranted. To discriminate is to base your actions from your prejudice.

Sex: refers to the biological differences between males and females. Sex differences are related to males' and females' physiology and generally remain constant across cultures and over time.

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

Sexual Offences: an offensive disrespectful impudent act directed towards persons targeting their sexuality.

Social Equality: Social Inequality occurs when ideology and power combine in such a way as to make one group superior or inferior to another group. In this respect, the fact that men have historically been more powerful than women has been reflected in different levels of social status for each group

Women's Bureau: An agency within an institution or organisation created among women with the objective of promoting the well being of wage-earning women, improve their working conditions, increase their efficiency, and advance their opportunities for profitable employment.

Zero Tolerance: The policy or practice of not tolerating undesirable behavior, such as violence or illegal drug use, especially in the automatic imposition of severe penalties for first offenses.

TABLE OF CONTENTS

APPROVAL	2
ABBREVIATIONS AND ACRONYMS	3
DEFINITION OF TERMS	4
OVERVIEW OF UNIVERSITY OF ELDORET	10
1. BACKGROUND	12
1.1. <i>Legal and policy context</i>	<i>12</i>
2. HIGHLIGHTS OF GENDER DISPARITIES IN UNIVERSITY OF ELDORET	13
2.1. <i>Ongoing Efforts to address gender disparities in University of Eldoret</i>	<i>14</i>
2.2. <i>Rationale for the gender policy</i>	<i>14</i>
2.3. <i>Goal and objectives of the gender policy</i>	<i>15</i>
2.4. <i>Scope of gender policy</i>	<i>16</i>
2.5. <i>Guiding Principles</i>	<i>16</i>
2.6. <i>Target of the Gender Policy</i>	<i>17</i>
3. POLICY PROVISIONS	18
3.1. <i>Policy levels</i>	<i>18</i>
3.1.1. <i>Situation analysis and policy issues</i>	<i>18</i>
3.1.2. <i>Issues:</i>	<i>18</i>
3.1.3. <i>Policy statement</i>	<i>18</i>
3.1.4. <i>Strategies</i>	<i>18</i>
3.2. <i>Student enrolment, performance, achievement and retention Situation analysis and policy issues</i>	<i>18</i>
3.2.1. <i>Issues</i>	<i>19</i>
3.2.2. <i>Policy statement</i>	<i>19</i>
3.2.3. <i>Strategies</i>	<i>19</i>
3.3. <i>Teaching, research and extension programs situation analysis and policy issues..</i>	<i>19</i>
3.3.1. <i>Issues</i>	<i>20</i>

3.3.2.	Policy statement	20
3.3.3.	Strategies	20
3.4.	<i>Staff recruitment, training, promotion, retention and welfare</i>	20
3.4.1.	Issues	21
3.4.2.	Policy statement	21
3.4.3.	Strategies	21
3.5.	<i>University governance situation analysis and policy issues</i>	22
3.5.1.	Issues	22
3.5.2.	Policy statement	23
3.5.3.	Strategies	23
3.6.	<i>Organizational culture</i>	23
3.6.1.	Situation analysis and policy issues	23
3.6.2.	Issues	24
3.6.3.	Policy statement	24
3.6.4.	Strategies	24
4.	IMPLEMENTATION OF THE GENDER POLICY	25
4.1.	<i>Implementation structure and human resource requirements</i>	25
4.2.	<i>The Gender Office/Institute</i>	25
4.3.	<i>Gender Institute Board</i>	26
4.4.	<i>Duties and Responsibilities of representatives to Gender Institute</i>	26
4.5.	<i>Support to the process of gender mainstreaming</i>	26
4.6.	<i>Resource Mobilization</i>	26
4.7.	<i>Monitoring and evaluation</i>	26
4.8.	<i>Effective Date</i>	27
4.9.	<i>Review</i>	27
	APPENDIX : IMPLEMENTATION STRUCTURE OF GENDER COMMITTEE	28

FOREWORD

The **University of Eldoret** is one of the public Universities in Kenya. It is situated approximately 9 km along the Eldoret-Ziwa road in Eldoret town, Uasin Gishu County. It was founded in 1946 by the white settlers as a Large Scale Farmers Training Centre. In 1984, it was converted to a teachers' training college and renamed Moi Teachers' Training College to offer Diploma Science Teachers Training. Due to the double intake crisis, the College was taken over by Moi University as a Campus in 1990, renaming it Chepkoilel Campus. From 1990, the University made it a campus of natural, basic and applied science programmes. In August 2010 the President, through Legal Notice No. 125 of 13 August 2010 upgraded the campus into a University College with the name Chepkoilel University College, a Constituent College of Moi University. Upon the award of Charter by the President on 11th February 2013, the University College was renamed **University of Eldoret**.

One of the goals under the Millennium Development Goals (MDGs) is the promotion of gender equality and the empowerment of women particularly in the education sector from primary, secondary and higher levels by 2015. The Government has formulated policies, adopted legislation and established institutions geared towards eliminating gender disparity and promoting gender equity for both men and women.



Prof. Teresa A. O. Akenga, B.Ed., M.Sc., Ph.D., MRSC, MBS
Vice-Chancellor

OVERVIEW OF UNIVERSITY OF ELDORET

Vision

To be a Premier University that is globally visible in knowledge generation and technological innovations.

Mission

To provide high quality Education in training, Science, Agriculture and Technology that promotes networking, Partnerships and linkages with other institutions and industry.

Core Values

At University of Eldoret, we are committed to:

- Integrity
- Innovativeness;
- Customer satisfaction;
- Competitiveness;
- Equity; and
- Responsiveness

Mandate

The Mandate of University of Eldoret is enshrined in its **objects** and **functions**. The **objects** of the University shall be to:

- (a) Provide directly, or in collaboration with other institutions of higher learning, facilities for quality University education, including scientific and professional education, and the integration of teaching, research, outreach and effective application of knowledge and skills to the life, work and welfare of the citizens of Kenya;
- (b) Provide and advance University education and training to appropriately qualified candidates, leading to the conferment of degrees and award of diplomas and certificates and such other qualifications as the Council and the Senate shall from time-to-time determine and in so doing, contribute to realization of sustainable national economic and social development;

(c) Provide programmes, products, and services in ways that reflect the principles of equity and social justice.

The **function** of the University shall be to participate in technological innovation as well as discovery, transmission, preservation and enhancement of knowledge, and stimulate the intellectual participation of students in the economic, social, cultural, scientific and technological development of Kenya.

1. BACKGROUND

University of Eldoret is located in the grounds that was for the formerly Moi Teachers Training college. This science based University has grown steadily to eight (8) Schools and over twenty academic departments and a population of over 12,000 students.

1.1. Legal and policy context

Since Kenya attained political independence in 1963, the government has been following policies aimed at social equality and non-discrimination. The Constitution of Kenya and the Sessional Paper on African Socialism and its Application to Planning Kenya 1965 outlaw discrimination on the basis of gender and emphasize social justice and equal opportunities with regard to education (MOEST, 2007).

Kenya is a party to international human rights law treaties and she is obligated to put in place legislative and administrative measures that ensure the human rights of all Kenyans are protected and fulfilled. Under CEDAW for example, the government is obligated to take all appropriate measures to eliminate discrimination against women in order to ensure them equal rights with men in the field of education on basis of equality and equity for men and women. It must ensure that women and men enjoy the right to the same employment opportunities, right to promotion, job security and all the benefits and conditions of service including training.

The Legal Framework for the promotion of gender equity in Kenya includes the Constitution that prohibits discrimination against any person on the basis of gender. More recent laws include the Children's Act 2001, Sexual Offences Act 2006 which criminalizes sexual harassment and the 2007 Employment Act. Under the Employment Act for example women are entitled to three months maternity leave without forfeiting their annual leave and men are entitled to a 14 working day paternity leave. These laws are complemented by a number of related national policies and the establishment of institutions to implement them.

In December 2003, the National Commission on Gender and Development (NCGD) was established by an Act of Parliament to "coordinate, implement and facilitate gender mainstreaming in national development and to advise government on all aspects thereof." On October 20th 2006, the President of the Republic of Kenya issued a decree that 30% of all new jobs in government institutions including parastatals should be reserved for females. A government notice was sent to target institutions advising on the implementation of the decree. This requirement is entrenched in the Constitution of Kenya. At least 30% in all positions must be the other gender.

In November 2006, the Session Paper No. 5 on Gender Equality and Development was approved by Parliament and it largely addresses issues of equality and development. To enact the National Gender Policy on Equality and Development, the government ordered all ministries and parastatals including public universities to appoint gender officers in the respective institutions and specific terms of reference were outlined.

The Ministry of Education developed Gender Policy in Education in July 2007. The goal of the policy is “to promote gender equity and equality in education, training and research and to contribute to the economic growth and sustainable development in Kenya” (p. 7). Articles 27, 54, 55, 56 and 232 of the constitution of Kenya also protects the rights and ensures equity of either gender, youth, people with disabilities and the minorities and marginalized groups. In reference to the University, the Gender Policy in Education is aimed at increasing participation and ensuring gender equity in teaching, learning, governance, management and administration of University education and research.

Lastly, although government has made headway in formulating policies meant to address gender in the last 10 years, implementation of gender sensitive policies remains a challenge. Through this policy, University of Eldoret affirms its commitment and resolve to address legal and policy issues as an effort to facilitate achievement of equality for both genders. The establishment of Gender Office and Gender Mainstreaming Committee is a further measure that University of Eldoret has taken to oversee policy formulation and implementation.

2. HIGHLIGHTS OF GENDER DISPARITIES IN UNIVERSITY OF ELDORET

Gender disparities are evident in student admission, progression and completion. The disparities in the admission of students into the various programs is informed by factors at play long before the students join University of Eldoret such as Subjects selection, cultural factors and attitude towards science subjects. Unplanned pregnancy is another factor that affects a significant number of female students immediately after completion of secondary education and at times soon after reporting to the University. Unplanned pregnancy and being a student-mother normally hinders female students’ progression and timely completion of academic programs.

More than 40% of Kenyans live below the poverty line, a factor that impacts negatively on the poor especially their inability to meet the educational costs of their children. Poverty therefore slows the pace of progression from one year to the next for a critical number of students who make it to the University.

Limited consideration of gender equity and equality practices lead to gender blind practices and approaches. This was evident in that most departments had hired teaching and non-teaching staff without regard to the glaring gender disparities. In addition, there were imbalances in key administrative and higher academic positions. Currently, women

constitute approximately 25% of all teaching staff in 2013. However, in some departments they are less than 20% or non-existent. The disparities have been evident in key committees, management and student governance Council. This situation is now being addressed at the University of Eldoret.

2.1. Ongoing Efforts to address gender disparities in University of Eldoret

University of Eldoret is working towards establishing a Gender Office or Institute whose mandate will be to spearhead gender mainstreaming in the University among other functions.

Student Admission: University of Eldoret is a public institution and has been a member of the Joint Admission Board (JAB) now Kenya Universities and Colleges Central Placement Service (KUCCPS), through the University, whose mandate is to process admission of students into the public universities. In the last five years, JAB has developed affirmative action policies aimed at addressing gender disparities. In that regard, the University implements the JAB policies by regularly revising admission criteria into the various academic programs including admissions to Privately Sponsored Students Program and inter-school transfers.

Student welfare: To ensure smooth progression, timely completion and graduation by students, the University through the Student Affairs office offers general counseling services and organizes career talks. In addition, the Student Affairs Office in collaboration with the Admission Office liaises with the Higher Education Loans Board to ensure needy students receive loans and/or bursaries for tuition and subsistence.

Scholarships and bursaries: The University also collaborates with local and international foundations and universities that offer bursaries to needy students and/or scholarships. The University through the Finance, Planning and Development Committee ensures both men and women are considered for scholarships. Unfortunately both the scholarships and bursaries are limited and the demand is high.

Staff recruitment: There are efforts to recruit members of the disadvantaged groups.

Policy against sexual harassment: The University has developed Sexual Harassment and Discrimination Policy which is being implemented. The policy aims at establishing an office to respond to issues pertaining to sexual harassment and discrimination in the University.

2.2. Rationale for the gender policy

University of Eldoret like all public institutions is governed by the Constitution of Kenya which prohibits discrimination against any person on the basis of sex. In the recent past, a number of related policies have been enacted for example, the National Gender Policy for Equality and Development 2006 and the Gender Policy in Education which was developed

by the Ministry of Education in 2007 with the goal of promoting gender equity and equality in education, training and research and to contribute to the economic growth and sustainable development in Kenya. The government is also signatory to several international protocols aimed at promoting gender equity and equality such as MDG 2000, Beijing Platform of Action 1995, and the CEDAW which GOK ratified in 1984. The University of Eldoret Gender Policy is therefore in line with the above government policies. Through the policy, The University affirms its commitment to ensure equality for both genders by addressing the identified problems and challenges.

2.3. Goal and objectives of the gender policy

GOAL

The overall goal of this policy is to promote gender equity and equality between men and women in the University by addressing gender issues in planning, implementation, monitoring and evaluation of University programs, training, research, and extension; and contribute to the achievement of equal opportunities, conducive working and learning environment and level playing ground for both genders.

Objectives

The overall objective of the gender policy is to establish ways of eliminating gender disparities, prejudices and discrimination in University of Eldoret in relation to its core functions.

The specific objectives of this policy are to:

- i) Achieve equal representation of both genders in the governance and management of University of Eldoret.
- ii) Mainstream gender in University policies; academic programs and activities; planning, budgeting, implementation, monitoring and evaluation processes
- iii) Promote creation and sustenance of a gender responsive working, living and learning environment
- iv) Promote and sustain an institutional culture that is empowering to both genders.
- v) Eliminate sexual harassment and gender based violence.
- vi) Promote and increase research and outreach activities on gender issues and mainstreaming.
- vii) Promote gender equity and equality in staff recruitment, deployment, development, promotion, retention and welfare.

- viii) Promote gender equity and equality in student enrollment, progression, completion and welfare.
- ix) Provide guidelines that shall enable the University to eliminate discriminatory practices, procedures and rules.

2.4. Scope of gender policy

The policy provisions shall focus on access, equity, retention, transition, promotion, completion, relevance, and quality; in financing, governance and management of the University units and activities at all levels for the benefit of all. The gender policy provisions shall therefore apply to all activities and programs of the University.

2.5. Guiding Principles

This policy is premised on the following principles:

- i) University of Eldoret is an equal opportunity employer. If one gender is clearly under represented it shall be given preference in principle as long as the minimum qualifications are met.
- ii) The University is obliged to address gender inequalities where/when they exist.
- iii) Gender equality does not mean that women are the same as men.
- iv) Achieving gender equality shall require specific measures designed to eliminate gender inequalities.
- v) Achieving gender equality does not mean that women become the same as men.
- vi) Affirmative action shall be used to correct gender imbalances in the recruitment of staff, training, promotion and retention; and in determining admission criteria for students into various programs.
- vii) The policy affirms the right to equitable, quality education for students. Affirmative action shall apply in relation to the admission criteria, minimum entry points and program/cluster cut-off points.
- viii) All Schools, Departments/Units shall use the principle and practice of gender mainstreaming to enhance attainment of gender equity and equality.
- ix) Equal participation of women and men, especially in governance and management, shall be assured.
- x) Empowerment of women and men shall be used as a key strategy for the achievement of gender equity and equality.
- xi) Women's empowerment is central to achieving gender equality.
- xii) The University is guided by the principle of zero tolerance on sexual harassment and gender based violence.

- xiii) Gender equity and equality shall be integrated and enforced as a cross-cutting theme in all programs and activities.
- xiv) Partnership and collaboration in the realization of gender equity and equality shall be maintained and enhanced.

2.6. Target of the Gender Policy

The policy is designed to be used by the management and all staff in their everyday work as a reference for planning, decision-making, implementation, monitoring and evaluation of activities and programmes. The policy is not designed to contravene the existing University policies.

3. POLICY PROVISIONS

This chapter discusses the gender issues in the various levels and areas of the University, and the strategies of addressing the issues raised. The levels and areas discussed include policy: student enrolment, performance, achievement and retention; teaching, research and extension programs; staff recruitment, training, deployment, promotion, retention and welfare; University governance; and organizational culture.

3.1. Policy levels

3.1.1 Situation analysis and policy issues

A gender responsive institution anchors gender concerns in its processes including vision, mission, core values, policies, plans, budgets, programs, projects and activities. The document analysis of University of Eldoret policies reveal limited consideration of gender equality and gender equity principles in the vision, mission, core values and other key articulations such as University of Eldoret Strategic Plan; Rules and Regulations Governing the Conduct & Discipline of Students; Rules and Regulations Governing University Examinations; Staff Training and Development Policy; Research Policy; Extension and Outreach Policy; Sexual Harassment and Discrimination Policy; HIV and AIDS Policy; and Staff Code of Conduct.

3.1.2 Issues:

- i. Limited and/or non-consideration of gender sensitive articulation in the University policy documents.
- ii. Limited platform for action.

3.1.3 Policy statement

University of Eldoret shall regularly review all core functions and corresponding policy documents with the aim of making them gender responsive.

3.1.4 Strategies

- i. To promote gender equity and equality through the University policies.
- ii. To establish accountability mechanisms for gender mainstreaming in policies, programs, plans and functions.
- iii. To institute mechanisms that provide for gender responsive budgetary approaches.

3.2. Student enrolment, performance, achievement and retention Situation analysis and policy issues

The student population is over 7,000. Although the overall enrolment of female students is over 30%, it is lower in the science based programs. A slow increase in female enrolment is

however evident in all programs. Generally, students' progression and completion levels are not 100% due to attrition. The existing policies inadequately address student welfare matters.

3.2.1. Issues

- i. Inequality in the enrolment of female and male students
- ii. Lower enrolment of women students in various academic programs
- iii. Limited social and wellness counseling services
- iv. Limited academic resource centers, tutorials and remedial clinics
- v. Limited recreational services.

3.2.2. Policy statement

University of Eldoret shall endeavor to:

- i. Correct the historical imbalance through affirmative action.
- ii. Review opportunities for both female and male students in the areas of enrollment, progression, retention and completion until an equal representation percentage ratio is achieved and maintained in all programs and all campuses.
- iii. Improve and diversify student welfare and recreational provisions and services.
- iv. Establish mechanisms that are sensitive to people with disabilities.

3.2.3. Strategies

- i. To enhance affirmative action efforts such as those instituted through JAB and the Committee of Deans.
- ii. To promote measures aimed at supporting, retaining and enhancing performance of all students especially the female.
- iii. To promote measures aimed at supporting, retaining and enhancing performance of people with disabilities.
- iv. To create and provide gender responsive and adequate recreational provisions and services.
- v. To enhance and establish gender responsive mechanisms for students' welfare services.

3.3. Teaching, research and extension programs situation analysis and policy issues

Curriculum review and development of new programs are central to University of Eldoret's gender contributions to national development needs; and hence should reflect gender equity and equality. However most of the current academic programs at University of Eldoret do not include courses or gender and teaching, research and extension/outreach activities and approaches are not gender responsive.

3.3.1. Issues

- i. Few courses on gender in the University academic programs
- ii. Gender stereotyping and prejudices exist in project and program implementation.
- iii. Gender insensitivity in teaching, research and extension initiatives.
- iv. Limited documentation and records on gender and related literature generated at the University

3.3.2. Policy statement

University of Eldoret shall endeavor to mainstream gender in all academic programs, research and extension activities.

3.3.3. Strategies

- i. Departments to review curricula for gender sensitivity and responsiveness.
- ii. The University to support and fund gender responsive research and extension activities.
- iii. GENDER MAINSTREAMING COMMITTEE to develop and maintain a data base on gender research undertaken by the University staff and graduate students.
- iv. GENDER MAINSTREAMING COMMITTEE to collaborate and partner with stakeholders in gender research and discourses for information sharing and dissemination.
- v. Establish gender parity status in all units at the University

3.4. Staff recruitment, training, promotion, retention and welfare

Situation analysis and policy issues

A gender sensitive institution has staff recruitment, training, promotion retention and welfare programs that are gender responsive. There is gender imbalance in the staff recruitment, development and in the overall University policy decision making processes. The University has therefore committed itself to entrenching gender mainstreaming through deliberate efforts to enhance gender balance and equity.

The university should strive to achieve gender balance in recruitment, promotion, training, retention and welfare of both teaching and non-teaching staff. Consequently, there is need to ascertain if the existing departments fulfill the gender balance requirement.

The University provides health services to both staff and students. Men and women have different health needs in their life span, some of which have to be provided for by the University. However, as much as the University endeavors to provide health services to students, staff and the local community, it discriminates against student-mothers. Student-mothers are denied ante-natal and post-natal care together with their children. In the spirit

of MDG no. 1, 4 and 5, the University should address students' health from a holistic perspective.

Security is a basic need for both staff and students and the University is obligated to provide. However, observations are that gender disparity exists in the total number of security personnel. For example, when there is need to conduct body or general search to students at the University exit gates or elsewhere, it presents a security challenge due to imbalanced male-female numbers.

3.4.1. Issues

- i. Unequal opportunities for either gender in recruitment and training.
- ii. Unequal opportunities for either gender in key administrative and higher academic positions.
- iii. Lack of clear policy and measurable indicators in bridging the existing gender gaps in the academic and administrative staff numbers.
- iv. Limited recognition of other roles and social responsibilities that female staff shoulders e.g. reproductive roles.
- v. Limited gender responsiveness in the tools, criteria and/or standards used for motivation of staff e.g. promotions, research and international travel funds.

3.4.2. Policy statement

University of Eldoret shall:

- i. Become an equal opportunity employer by institutionalizing and monitoring policies and programs that shall create equal opportunities and level playing ground for both women and men in staff recruitment, deployment, training, promotion, and retention; including people with disabilities.
- ii. Endeavor to provide a gender responsive welfare policy.

3.4.3. Strategies

- i. To adopt affirmative action during recruitment as a method of increasing the number of female employees in academic and administrative positions by defining female and male target percent levels.
- ii. To create a mechanism with accountability for managing and monitoring how each unit (College, School, Department/Unit) adopts and implements gender responsive plans for achieving parity (minimum of 30% of the other gender and eventually 50/50 percentage ratio).

- iii. To generate and maintain gender disaggregated data showing the actual number of employees at all levels in order to provide equal opportunity in staff recruitment, training, promotion and retention.
- iv. To establish and implement effective strategies for supporting female employees especially those in the reproductive group so that they benefit from training, research and promotion opportunities. Maternity leave for example should not become an impediment to promotion or career advancement.
- v. Ensure equitable distribution of the University resources, benefits and opportunities e.g.
- vi. Nomination for PhD scholarships should consider the number and gender of PhD holders in an applicant's department. Opportunities should be given to the departments where there is none or few of either gender to enhance gender friendly medical and security service systems. On medical services, staff and students should have a choice of the service provider to attend to her or him for specialized services within the provision of the staff terms of service or as stipulated in the Student's Handbook.
- vii. Provide adequate facilities for women including persons with disabilities e.g. sanitary facilities.

3.5. University governance situation analysis and policy issues

In the 21st century, effective institutional governance demonstrates progress towards gender balance. Good governance demands accountability and leadership, which includes mentoring. In Kenya, currently the target is a minimum of 30% of the other gender and consequently moving towards the ratio of 50/50 percentage between women and men in all governance positions. Through this policy, the University will strive to offer gender equity and equality in leadership, teaching and administrative assignments including membership in key committees, Council and management.

3.5.1. Issues

- i. Limited opportunities for participation by women in leadership and governance structures at the University.
- ii. Lack of parity in the governance positions between women and men.
- iii. Criteria for appointing heads of teaching departments are not gender friendly.
- iv. Unequal opportunities for women in elective posts and appointments in the University.

3.5.2. Policy statement

University of Eldoret shall establish gender responsive structures and processes by putting in place mechanisms for increased women participation in the University governance; for a start, minimum of 30% as per government directive shall apply; with the aim of reaching the 50/50 percent ratio for women and men, staff and students.

3.5.3. Strategies

- i. To determine target percentage with the aim of achieving gender parity (50/50 gender ratio) in leadership positions and memberships in decision making organs of the University. The target may vary from one department/unit to another; and shall be revised from time to time, so that by 2015, at least 50% of top leadership positions, heads of departments and student leadership shall be the other gender.
- ii. To institutionalize equal opportunity operational procedures when searching and appointing individuals for leadership positions and decision making organs of the University.
- iii. To embrace affirmative action in appointing staff for leadership positions.
- iv. Embrace at least one-third principle in student governance.
- v. Embrace at least one-third principle in Senate, Schools and Council Committees.
- vi. To establish a system for holding office bearers accountable for lack of mainstreaming gender in their units.
- vii. To make known gender issues and gender responsiveness as part of the terms of reference for all office bearers in governance positions at the University.
- viii. To institutionalize gender budgeting strategies in all University operations. This shall require University managers and planners to wear gender lens when planning and budgeting.
- ix. To facilitate gender training and skills development for staff at the University.

3.6. Organizational culture

3.6.1. Situation analysis and policy issues

Gender and development is about changing culture, which includes the way people think, behave and carry out their responsibilities. It is also about changing the day-to-day language of communication by making it gender inclusive and gender sensitive. Organizational cultures speak of gender relations which through mentoring facilitate the moulding of gender sensitive professionals from the student and staff community. There are also various forms of discrimination at the work place for example by age, ethnicity, disability, political affiliation, religion and social status; and lack of action when cases are

reported. Neglect of such cases involving both student and staff may lead to the victims feeling disempowered and marginalized, thus negatively affecting positive work ethic the University needs to cultivate. Cases of sexual harassment and gender based violence amongst students and staff may take any of the following forms student-student, staff-staff and staff-student

3.6.2. Issues

- i. Gender sensitive organizational culture is yet to be entrenched at the University.
- ii. Culture of silence in relation to sexual harassment and gender based violence exists.

3.6.3. Policy statement

University of Eldoret shall:

- i. Promote gender sensitive organizational practices and culture by eliminating all forms of gender oppression, discrimination, and marginalization; and promoting progressive gender sensitive social relations.
- ii. Provide human resource and physical infrastructure that are friendly for use by people with disabilities.

3.6.4. Strategies

- i. To adopt advocacy processes designed to encourage the University community to say NO to disempowering practices.
- ii. To carry out regular gender awareness activities and audit.
- iii. To develop human capacity to cater for the needs of staff and students with disabilities. For example there should be interpreters for the hearing impaired in Senate, Recruitment Committee; School Boards as need may arise.
- iv. To provide infrastructure that is friendly to the physically and visually challenged.
- v. To monitor the implementation of the Sexual Harassment and Discrimination Policy.
- vi. To create a culture of positive-mentoring at the University.
- vii. To establish and maintain gender sensitive language of communication in all correspondence within and from the University; and a mechanism for monitoring and evaluating the same.
- viii. To embrace gender friendly working hours.
- ix. To establish a gender desk at all departments/units.
- x. To establish gender boxes in strategic locations in all campuses.

4. IMPLEMENTATION OF THE GENDER POLICY

Effective implementation of the gender policy shall be through the existing University structures but taking into account changes resulting from the normal/regular institutional transformation. The implementation of the policy requires political commitment and support from University management including University Council. It also requires collective approach to institutionalizing social change by all units of the University.

The implementation of the gender policy shall be a collaborative effort by all units of the University. Each administrative unit has a role to play as a **gender focal point** in ensuring gender equality and equity is achieved in all areas of development and decision making. The University Management shall be responsible and accountable for the implementation of the Gender Policy.

4.1. Implementation structure and human resource requirements

The responsibility for the implementation of University of Eldoret Gender Policy lies with the Vice Chancellor on behalf of Council. The Vice-Chancellor shall be accountable for the end result of the University's work as well as its policy decisions, and the implementation of the Gender Policy by the University. However, the responsibilities outlined in the policy shall be delegated according to the structure of the University. Therefore, the Senior Management is responsible for gender mainstreaming in their specific sections, Departments and Schools.

This system of delegation shall be followed throughout the University and in the day-to-day work of the staff acknowledging the Gender Policy in the overall framework of the University. This implies that the Vice Chancellor, together with the Senior Management, have the overall responsibility to ensure that University of Eldoret Gender Policy is implemented; and are accountable for the outreach and impact of its objectives. However, the professional staff of the University must be responsible for the direct implementation of the policy document in their day-to-day work and activities.

4.2. The Gender Office/Institute

A gender office/institute shall be established under the Office of the Deputy Vice Chancellor (A&F). The Deputy Vice Chancellor shall be the chair person of the institute Board

The institute shall be headed by a Director who is also referred to as the gender officer as per government requirements. There shall be an administrative officer in the institute and personnel that shall including administrative assistant, a typist and an office assistant

4.3. Gender Institute Board

The Gender institute Board shall constitute of representatives from all Schools and administrative units including Medical Services, People with Disabilities and Student Affairs. The members of the board shall be:

- i. The **gender focal persons** in each of the units they represent.
- ii. Recommended to Gender Institute from Schools or administrative units they shall represent.

In addition, the letters of appointment to the Board shall be signed by the Vice Chancellor and shall normally be for a period of **three years**. The period of service is renewable once (a second term) or as the situation allows.

4.4. Duties and Responsibilities of representatives to Gender Institute

As gender focal persons and change agents, they are the link between their units and/or Schools and the institute. They shall attend Gender Board meetings and their duties and responsibilities shall be determined by the Board.

4.5. Support to the process of gender mainstreaming

Gender Institute shall have the aim of building capacity and strengthening gender awareness and knowledge within the University. It shall have the responsibility of coordinating and supporting staff in implementing the objectives of the Gender Policy. Gender Board under the leadership of the Vice Chancellor (shall coordinate and provide support to all units of the University in order to achieve the Gender Policy objectives.

4.6. Resource Mobilization

Effective implementation of the University Gender Policy (UGP) shall require mobilization of resources mainly from the University. To achieve the goal of the policy, the University shall provide adequate funds for specific activities that will address gender inequalities.

4.7. Monitoring and evaluation

Gender Institute shall develop a gender responsive instrument and establish monitoring and evaluation process. These shall include generation, analysis and use of data to determine the progress of implementation. In addition, impact assessment shall be carried out regularly through gender mainstreaming committee Board. This shall entail identification of gender responsive indicators and targets, training of the implementing members of the board and affiliates, conducting the monitoring and evaluation, and using the findings to design intervention activities and to inform future policy revisions.

4.8. Effective Date

The effective date for this policy is the data of approval by the University of Eldoret Council.

4.9. Review

This Policy shall be reviewed from time to time as need arises.

APPENDIX : IMPLEMENTATION STRUCTURE OF GENDER COMMITTEE

