

JOMO KENYATTA UNIVERSITY  
OF  
AGRICULTURE AND TECHNOLOGY

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**GENDER POLICY**

**2009**

**To be an institution of global excellence in training, research and innovation for  
development**

**JOMO KENYATA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY**

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*Dedicated to Excellence in Training, Research and Innovation*

## **VISION**

To be an institution of global excellence in training, research and innovation for development

## **MISSION**

To offer accessible quality training, research, and innovation in order to produce leaders in the fields of Agriculture, Engineering, Technology, Enterprise Development, Health and other Applied Sciences to suit the needs of a dynamic world.

## **CORE VALUES**

Our core values are:

- Quality
- Productivity and team work
- Transparency and accountability
- Professionalism
- Innovation
- Integrity
- Self Development

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## **ABBREVIATIONS**

AIDS	Acquired Immune Deficiency Syndrome
ARVs	Anti Retro Virals
ASALS	Arid and Semi-Arid Lands
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
EFA	Education For All
GBV	Gender-Based Violence
GMC	Gender Mentoring Center
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IEC	Information, Education and Communication
JKUAT	Jomo Kenyatta University Agriculture and Technology
MDG'S	Millennium Development Goals
SMT	Science, Mathematics and Technology
STI	Sexually Transmitted Infections
UASU	University Academic Staff Union
UNESCO	United Nations Educational,Scientific Cultural Organization
UNTESU	Non-Academic Staff Union
WHO	World Health Organisation



## **DEFINITION OF TERMS**

Affirmative Action	A policy or programme of taking steps to increase the representation of a designated group/s seeking to redress discrimination or bias through active measures in education and employment.
Curriculum	Refers to the content of an education programme.
Date rape	Refers to coerced sexual intercourse during a mutually agreed upon meeting.
Empowerment	This is a process through which men, women, boys and girls acquire knowledge, skills and attitudes to critically analyze their situation and take appropriate action to change the status quo of the underprivileged and other marginalized groups in society.
Engender	The process of ensuring that planning and programming is appropriate for and takes into account the different needs and concerns of females and males.
Gender	This is used to describe those characteristics of women and men, which are socially constructed.
Gender Analysis	The process of examining roles, responsibilities or any other situations with regard to women and men, boys and girls, with a view to identifying gaps, raising concerns and addressing them; investigating and identifying specific needs of girls and boys, women and men for policy and programme development and implementation.
Gender-based violence	Refers to any form of act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, girls, men and boys on the basis of gender.
Gender Competencies	Skill and knowledge to perceive and analyze things from a gender perspective.
Gender discrimination	Refers to unequal or preferential treatment of individuals or groups on the basis of their gender that results in reduced access to or control of resources and opportunities.

Gender equality	This is the absence of discrimination on the basis of a person's sex in opportunities, in allocation of resources and benefits, or in access to services. It refers to the equal treatment of women and men, boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.
Gender Equity	Refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services. It is essentially the elimination of all forms of discrimination based on gender.
Gender Imbalance	Refers to a situation where there is no gender parity
Gender mainstreaming	This is a strategy for making women and men concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies, programmes, activities and projects at all levels in the social, economic and political spheres.
Gender parity	This is a numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population.
Gender responsive	Refers to action taken to correct gender imbalances.
Gender responsive pedagogy	Refers to teaching and learning methodologies and classroom practices that take gender into consideration.
Gender roles	Socially assigned roles and responsibilities as opposed to biologically determined functions.
Gender sensitization	The process of developing people's awareness, knowledge and skills on gender issues.
Gender stereotyping	The assigning of roles, tasks and responsibilities to a particular sex on the basis of pre-conceived prejudices.
Gender Transformative policy	A policy that takes into account the needs of men, women, boys and girls; it also seeks to transform the existing gender relations to be more equitable through the redistribution of resources and responsibilities.

Participation	A general term used to refer to active involvement, enrolment, retention, progression, performance and transition.
Provisions	Refers to policy pronouncements on action to be taken.
Sex	Sex refers to the biological and physiological characteristics of males and females, which are biologically determined by nature. People are born female or male but learn to be girls and boys who grow into men and women.
Sex disaggregated data	Classification of information on the basis of sex; that is male and female.
Sexual harassment	Unwanted acts of a sexual nature that cause discomfort to the targeted person. They include words, persistent request for sexual favours or dates, gestures, touching, uninvited sexual overtures, coerced sexual intercourse and rape.
Strategic interests	Refer to long term non-material needs. They focus on getting more choices, more options and more say.

## **FOREWORD**

Sustainable socio-economic development calls for the participation of all persons. Education has a critical role to play in addressing issues of gender equality and equity in Kenya. Integrating gender perspectives in higher institutions of learning including public Universities is sound public governance and will help to strengthen the impact of gender mainstreaming including in research and future publications. An institutional Gender Policy formalizes the rights and responsibilities of all people. It provides a framework for the planning and programming of gender responsive programmes at management and operational levels.

This Gender Policy provides a framework for staff and students in the planning and implementation of gender responsive education, training and research. It highlights the key concerns and intervention strategies in various aspects including disparities in student enrolment, enhanced governance and management with an aim to enhance overall performance through incorporation of holistic and successful organization practices and adaptation of best practices.

Gender is a cross-cutting issue and the implementation of a Gender Policy requires the commitment, participation and contribution of all staff members and students. Our commitment to integrating gender perspectives will need to be reflected in all academic programmes, work plans, research and publications, in budgeting as well as in technical cooperation activities with other institutions. Departments and offices will be expected to develop plans of action for integrating gender perspectives into their work. These action plans will be used to monitor progress on gender mainstreaming.

The successful implementation of this policy will hinge on unrelenting and concerted effort of all members of the university and will also act as a linkage for liaison and networking for synergy within the University and with other institutions.

*JKUAT Policy in Gender*

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## **CHAPTER ONE: BACKGROUND TO GENDER POLICY**

### **1.0. Introduction**

Education is a human right widely recognized as key to national development. An increase in access and equity in educational opportunities for both females and males, including higher education, is critical to socio-economic growth and productivity, increased individual earnings and, subsequently reduced income inequalities and the reduction of poverty. Equal opportunities in education will contribute significantly to improved health, enhanced democracy, good governance and effective leadership.

Gender mainstreaming is an internationally accepted strategy to promote sensitivity and integration of gender issues and concerns that affect men and women. An important strategy to bring about gender equity and equality through specific interventions is to integrate gender in institutional policies. This will lead to a transformation in which women and men's concerns and experiences are an integral part in the design, implementation, monitoring and evaluation of policies, programmes, activities and projects at all levels. Further, this will enable the needs, concerns and experiences of both men and women to become centrally institutionalized beyond projects and programmes to include systems, structures and to ensure that all actors and stakeholders recognize and understand this strategy. The ultimate goal is to achieve gender equality.

Attainment of gender equity and equality in education and in higher institutions of learning is a core development issue and a goal in its own right. Towards the accomplishment of this goal, the University has developed this Gender Policy, which provides a comprehensive framework of the principles and strategies to be pursued in order to achieve gender equity and equality. It also acknowledges ongoing initiatives globally and in Kenya as well as in the Ministry of Education in bridging the gender gaps in the provision of education. The policy also identifies special measures that the university is to undertake to redress identified gender inequities and inequalities.

Jomo Kenyatta University of Agriculture and Technology is dedicated to excellence in training, research and innovation. Consequently, the university aims to achieve gender equity, equality and inclusiveness of all persons. The University has established the Gender Centre to address gender issues and concerns among them are affirmative action and encouraging males and females to take part in decision making process.

The Jomo Kenyatta University Gender policy is based on the following guiding principles and assumptions:

- The commitment by the institution to ensure an enabling environment that promotes and facilitates gender equality at all levels. This will ensure that adequate resources including academic programmes and staff training are gender responsive to enhance gender parity
- JKUAT will be committed to creating and promoting a gender sensitive work environment within the university and its various campuses. Towards achieving this goal, it would organize regular workshops/seminars and exposure to a variety of other inputs. All JKUAT events/programmes, both internal and external, will have a gender component and address gender specific needs of the participants.
- JKUAT will also ensure a detailed documentation of all the processes related to the activities on the issue of gender within the university. These will be accessible to all those who wish to use the same to promote and strengthen gender equality within their work spheres. In addition, these will be reported in the JKUAT Newsletter and Website regularly.
- Gender mainstreaming will apply in the main with considerations of specific interventions to redress historical imbalances of any gender.
- Gender is a cross-cutting issue and therefore intervention strategies should encompass all University functions, systems and processes.

The national education system has been characterised by gender disparities that go way beyond academic and administrative programmes. This emancipates from a strong

cultural tradition that has tended to impede girls and women education and effective participation in governance and management. Under representation of females in overall enrolment and in positions of leadership has meant that they are rarely part of, or involved in the decision making process. In order to positively transform these attitudes and inclinations, there will be need for regular provision of accurate information as well as affirmative action to address existing disparities. Various activities covering academic programmes, research and publications; multi-media activities; talks and seminars; and related interventions will be put in place. This Policy provides a conceptual framework of the principles and strategies to be pursued in order to achieve gender equity and equality at the university.

This will involve:

1. Collaboration and networking to build synergies and utilize available expertise within and outside the University.
2. Participatory approach in the implementation of the various programmes of activities
3. Specific attention paid to women's and men's concerns.
4. Academic programmes including research, documentation and publications
5. Advocacy and sensitisation.

Attainment of gender equity and equality in education together with institutions of higher learning is, therefore, a core development issue and a goal in its own right.

### **1.1. LEGAL AND POLICY CONTEXT**

The commitment of the Government of Kenya to attain gender equality is underlined in various international and national policy documents. Both the Constitution of Kenya and the Sessional Paper on African Socialism and its Application to Planning in Kenya (1965) outlaw discrimination on the basis of gender and emphasize social justice and equal opportunities with regard to education. The Children's Act (2001) unequivocally stipulates every child's entitlement to education, thus make certain full inclusion of girls

in education. Other policy documents seek to mainstream gender in all sectors, pledge to enforce a policy of equal opportunities, lay emphasis on the education of girls, and stipulate measures for mainstreaming gender in the education sector. They also seek to ameliorate the impact of HIV and AIDS and actions for Most Vulnerable Children. Other Government documents that address gender issues in education are the Poverty Reduction Strategy Paper (2001), Economic Recovery Strategy 2003-2007, National Development Plan (2002-2008), Sessional Paper No. 1 of 2005, and Kenya Education Sector Support Programme (2005) and the Vision 2030.

The Government is also a signatory to international protocols relating to education and human rights of women and girls, including the Universal Declaration on Human Rights (1948), Convention on the Elimination of all Discrimination Against Women [CEDAW] (1979), Convention on the Rights of the Child [CRC] (1989), Beijing Declaration and Platform for Action (1995), Jomtien World Conference (1990), Dakar Framework of Action on EFA (2000), Millennium Development Goals (MDGs) as well as Goals of the African Union. The Sexual Offences Act (2006, Revised 2007) provides for sexual offences, their definition, prevention and the protection of all persons from unlawful sexual acts. All these documents reiterate the need to eliminate all forms of discrimination, enhance the right to education, promote gender equality particularly in education, and gender inclusion and empowerment. The documents also set goals and targets for achievement.

The Ministry of Education developed a Gender Policy in Education in 2007 that reaffirms its commitment and determination to address legal and policy issues in order to facilitate attainment of equality in the education of girls and women. Equally, the University is committed to offer policy guidelines so as to maintain and uphold similar values and virtues, and strengthen university policies and regulations. This forms the framework upon which the JKUAT Gender policy is based.

## **1.2 THE STATUS OF GENDER DISPARITIES IN EDUCATION AND THEIR UNDERLYING CAUSES IN KENYA**

International reports, for example the EFA Global Monitoring Reports by UNESCO, and various reports by the Ministry of Education often indicate that at the national level, Kenya has virtually attained gender parity in enrolment at both the primary and secondary education levels. However, close scrutiny reveals that serious gender disparities in enrolment exist between regions in favour of males with regard to access, retention, completion, performance and transition. The gender gap widens as one goes higher up the education ladder. For instance, female students constitute about 30% of enrolment in Public Universities and about 40% in private universities and are much lower in science based courses. Even with such low enrolment of female students in higher institutions, there are clear disparities in schools/faculties, departments and courses. For instance at JKUAT of female students in SMT is less than 15%. Even further, female staff especially in senior management is few and almost lacking in certain areas.

It is evident that gender disparities in education are often in favour of males and are particularly large in access to and performance in SMT subjects, and in higher education. Although small gender disparities in favour of girls in enrolment, survival, completion and transition are beginning to appear in some provinces, there are few women in technical professions and key governance and management positions, both in the wider society and in the education sector in particular.

Research on Gender and Education has focused on unearthing the underlying causes of gender disparities, and the factors that hinder attempts to reduce and eventually eliminate disparities. Studies reveal that key factors include social, cultural and religious beliefs, attitudes and practices, poverty, child labour, poor learning environment, lack of role models, HIV and AIDS, curriculum, pedagogy and learners' attitudes, among others.

### **1.3 ONGOING INITIATIVES TO ADDRESS GENDER DISPARITIES IN EDUCATION**

In recognition of the importance of gender equity and equality in education, the Government, Strategic Partners and Educational institutions particularly universities have developed strategies and implemented a variety of initiatives to address gender in education. Within Government, legal issues are being addressed through a harmonized framework, and gender issues are addressed in all programmes. The National Plan of Action on EFA 2003-2015, the Report of the Education Sector Review 2003, the Ministry of Education Strategic Plans and Service Charters, Sessional Paper No. 1 of 2005, and the Kenya Education Sector Support Programme have all paid attention to gender and education. The Government has also ratified a number of protocols and conventions with a bearing on gender equality. These include the CEDAW and the CRC, among others. The Government has also set up a Ministry of Gender, Culture and Social Services, and a Gender Commission. The Ministry of Education has established a Gender Desk at the Ministry Head quarters and in various educational institutions to coordinate gender activities. It is in this context that JKUAT has established Gender and Mentoring Center whose goal is to mainstream gender in all its operations

From the foregoing, it is clear that a lot has been done to address gender disparities in education at all levels. The impact, however, has not been as strong as desired especially in institutions of higher learning. There are still glaring disparities that pose challenges to the attainment of gender equity and equality in higher institutions of learning including student enrolment, governance and management.

The challenges to be addressed include:

- ❖ Enhanced governance and management;
- ❖ Improved enrolment of female students in higher education especially in science related subjects; and,
- ❖ Continuous review, evaluation, adoption and adaptation of strategies that work in given situations.

Addressing these and other emerging challenges at the university requires a more comprehensive and holistic approach to programme formulation, and hence the need for this policy.

#### **1.4. RATIONALE**

The rapidly changing global, economic, technological and social trends have created the necessity for organisations to re-examine and prioritise their mandate. This transformation is intended to capture and articulate core functions and values with a focus to improved performance. Jomo Kenyatta University of Agriculture and Technology is committed to align the University's Strategic objectives to national policy documents, including medium term plans, MDG's and Kenya's Vision 2030. It is in the pursuit of this commitment that this policy has been formulated and will be implemented in the university campuses and all its centres.

#### **1.5. GOAL AND OBJECTIVES**

The University is committed to:

- Enhancing the principle of equal opportunities for all persons such that no deserving persons are discriminated against on the basis of gender; and,
- Institutionalizing the principle of gender mainstreaming to ensure that opportunities and benefits are equally accessible to both women and men in all its operations.

#### **GOAL**

The goal of this policy is to enhance gender mainstreaming at Jomo Kenyatta University of Agriculture and Technology in all its operations. These include academic and staff training programmes, research and policies that give due attention to gender considerations and promote equity and equality among males and females.

## **POLICY OBJECTIVES**

The specific objectives of the Gender Policy are to:

1. Provide qualitative and quantitative information on the influence of gender in science and technology;
1. Support all stakeholders in science and technology in order to undertake gender responsive planning, implementation and evaluation of policies, programmes and projects.
2. Increase coverage effectiveness and efficiency of gender interventions in all the university's operations
3. Promote equity and equality between women and men while at the university and ensure that training does not promote inequitable gender roles and relations.
4. Design, develop and implement a curriculum, pedagogy, strategies and materials that are gender responsive
5. Enhance participation of women and men in governance and management of JKUAT.
6. Ensure that working environment within the institution is gender responsive.
7. Eliminate sexual harassment and gender based violence
8. Empower men and women on gender issues within the institution and the surrounding community.
9. Promote gender responsive health programmes such as counseling and life skills including need to address and reduce HIV and AIDS infection rates and impact in the JKUAT community.
10. Promote the participation of both males and females in training and research of science and technology
11. Establish new and strengthen the existing synergies and utilize available expertise to enhance gender responsiveness in science, information, communication and technology

## **1.6. SCOPE OF THE GENDER POLICY**

The Gender Policy provisions will apply to all activities and programmes of Jomo Kenyatta University at all levels including all the campuses and centres.

## **1.7. GUIDING PRINCIPLES**

1. Gender equality will be considered as an integral part of all JKUAT's policies, programs and projects;
2. Achieving gender equality requires the recognition that every policy, program and project affects women and men differently. Women's empowerment is central to achieving gender equality. Therefore, promoting equal participation of women as agents of change in economic, social and political processes is essential to achieving gender equality;
3. Gender equality can only be achieved through partnership between women and men;
4. Achieving gender equality will require specific measures designed to eliminate gender inequalities; and
5. All JKUAT policies, programs, and projects should contribute to gender equality.

## **CHAPTER TWO: POLICY PROVISIONS**

### **2.0. INTRODUCTION**

Education is key to individual, community and national development. An increase in access and quality of education especially higher institutions of learning relative to the national population has a positive impact on increased individual earnings and, thus, reduction of poverty and income inequalities. Higher institutions also contributed to high-level manpower, research and technological development. This will significantly lead to improved health, good governance, research and quality of life for individuals and families. Gender responsiveness and inclusiveness is therefore a mark of administrative efficiency and management.

This Chapter discusses the policy provision and strategies to enhance gender parity at the University. Aspects include Research and Publications, Academic programmes and Scholarships, Governance and Management, Institutional Capacity Building, Gender Responsive Work Environment, Gender-based Violence and Sexual Harassment, Gender Responsive Programmes including Health Services, HIV and AIDS and other support services such as guidance and counseling.

### **2.1. UNIVERSITY ACADEMIC PROGRAMMES**

#### **Background**

Although there has been a remarkable growth in university education since independence in 1963 with the establishment of several public and private universities, the national education system still continues to be characterized by gender disparities at the national level, and between various regions in favour of males. This is despite various studies that have proven that educating women is empowering to women themselves and benefits the family as well as the communities. For instance, the affirmative action that allows females girls to be admitted at the public universities two points lower than males was meant to enhance enrolment in universities. Yet disparities still prevail especially in degree courses specifically in science related subjects. Thus, low enrolment of girls and women is still a big challenge in university education.

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### **Objectives**

1. To encourage female and male enrolment at the university including post graduate studies and research
2. To foster gender equity among students and staff in academic programmes
3. To enable individuals from all communities and both sexes access University education.
4. To encourage gender responsive pedagogy including teaching/ learning materials and language, research and publications.
5. To promote expression and participation of all persons especially females in academic research and publications, decision-making, problem solving, management in all units, departments and University programmes.

### **Policy Statements**

1. Ensure a gender responsive teaching and learning environment to promote involvement and participation of all categories of people including male and females and persons with special needs at the University.
2. Implement affirmative action in admission of both male and female students from disadvantaged areas such as like urban slums, ASALs and marginalized areas.
3. The University will endeavour to solicit for grants and scholarships to assist the disadvantaged gender
4. The university encourages and promotes the use of gender responsive teaching and learning methods including use of language that is free of any bias
5. Encourage and promote gender-responsiveness in the appointment of administrative management officers

### **Strategies**

1. Encourage both male and female student to enrolment in SMT subjects at both undergraduate and post graduate courses.

2. Source scholarships for girls and boys from disadvantaged circumstances and in areas of specialisation where the specific gender is disadvantaged.
3. Priority will be given to Students from disadvantaged backgrounds in the allocation of scholarships thus enabling them pay fees rather than dropping out, through bursaries and work study.
4. A clear procedure of reporting sexual harassment will be put in place and such cases handled as a matter of urgency.
5. Introduce student orientation programmes that include life skills, guidance and counselling, HIV and AIDs to enhance the well being of male and female students at the university.
6. Students with special needs should be given special support to enable them to achieve their goals irregardless of their gender.
7. Regular talk shops, seminars and consortiums are to be organized at the university and will be facilitated by diverse successful women and men professionals to encourage female and male students to pursue all fields of study to the highest levels.
8. All academic work, research and publications will be free of gender bias including language and statements that favour any gender.
9. All studies will take into consideration both genders unless the study is based on one gender in design and conceptualisation.

## **2.2. PARTICIPATION AND PERFORMANCE IN (SMT) SUBJECTS AND COURSES**

### **Background**

At JKUAT, the foundation of most courses is Science, Mathematics and Technology. SMT is a prerequisite for industrialization and economic development. The general performance in SMT subjects and courses among both women and men is not commensurate with females' participation and performance. A study of the historical development of education reveals that females were encouraged to study humanities and not SMT related subjects and courses. Consequently, necessary infrastructure such as

science laboratories, equipment and other related facilities for learning science and technology subjects were inadequately provided in girls schools. The impact of this is glaring in JKUAT where most courses are science oriented and hence attracts few female students. .

### **Objective**

To improve participation, performance and gender equity in SMT courses and professions

### **Policy statements**

1. Develop structures and systems that will create a conducive environment for more women to take up SMT courses in order to reduce disparity.
2. Promote modalities and mechanisms to facilitate survival and enhance participation and performance of women in SMT.
3. Develop a framework for a wider stakeholder participation and achievement in gender responsive science and technology.
4. Provide systems geared towards promoting best practices in the pedagogy of agriculture science and technology.
5. Ensure promotion and implementation of modern agriculture through research.

### **Strategies**

1. Implement affirmative action for qualified females in admission into JKUAT programmes by instituting gender responsive subsidized bridging courses and programmes to enable more females to access science, agricultural and technical courses.
2. Develop a scheme to provide bursaries and scholarships for needy qualified and performing female students through establishment of income generation activities.
3. Lobby for increased recognition and reward of women scientists and technologists by society and labor market.

4. Build females' confidence in science and technology through implementing programmes aimed at bringing on board more female students to take science and technology based courses
5. Conducting career guidance in secondary schools and holding science camps will encourage female students to take up science related course
6. Rewarding best female students during secondary schools' science congress will promote the participation of female students in science and technology.
7. Engender science and technology curriculum and increase access to gender responsive science and technology facilities and equipment.
8. Mobilize resources for science and technology and conduct research with special focus on gender issues in the same.

### **2.3. GENDER AND INFORMATION, COMMUNICATION AND TECHNOLOGY**

#### **Background**

The Information and Communication Technologies (ICT) has been a vibrant sector over the recent years. The electronic media, through radio and television is increasingly becoming competitive with the licensing of several radio stations. Both print and electronic media are powerful tools for shaping opinions, educating and entertaining people. The role of ICT is therefore critical in informing people on priority issues such as democracy, education, health, human rights, agriculture and technology for sustainable economic and industrial development. ICT plays an important role in the country's development and social transformation. Currently, a gender digital divide at international and national levels exist with few females in ICT careers and even fewer girls in IT classes, especially in universities and other institutions of higher learning. This scenario is clearly evident in JKUAT where female student enrolment at both masters and doctorate levels is underrepresented, constituting only a quarter of student enrolment.

This in turn creates a disparity where female students have no role models in this discipline.

### **Objective**

To promote gender balance in access and participation in Computer Science, Information systems and Computer Technology.

### **Policy statements**

1. JKUAT is committed to establish mechanisms to provide appropriate and gender responsive training in ICT.
2. Recognizing that ICT is a global issue, the university will endeavor to establish networks and linkages both nationally and internationally so as to provide more opportunities for the support and development of ICT among women and men.
3. Develop modalities to include those with special needs, both women and men, in training of ICT.
4. Increase budgetary allocation and mobilize resources for gender sensitive ICT training to promote a balanced and non-stereo typed portrayal of ICT training.

### **Strategies**

1. Implement affirmative action in admission of qualified female students into ICT training.
2. Conduct organized career guidance in primary and secondary schools in order to remove stereotyping in ICT.
3. Link with other institutions of higher learning nationally, regionally and globally to establish exchange programmes with a special preference to female students in ICT.
4. Develop ICT training facilities that are gender responsive for men and women students with special needs.
5. Sensitize the stakeholders and members of the community on the importance of non-stereotyping ICT training.
6. Implement affirmative action in provision of scholarships for higher education in favor of female students pursuing ICT.

7. Ensure gender equity in appointments of governance and leadership positions in the management of ICT in the university.
8. Initiate an integrative framework for both men and women students.

## **2.4. GOVERNANCE AND MANAGEMENT**

### **Background**

Good governance has become a pertinent area in developmental planning. Most of the challenges bedeviling African governments such as poverty and political strife has been attributed to bad governance and management on the part of the leaders. Good governance is measured through indicators such as, accountability, .democracy ,human rights ,management and administrative efficiency. Inclusivity is a key element of good governance. The area of Governance and management in the education sector has largely been occupied by men. At the universities, gender gaps in top governance and management have been glaring especially in public universities and more gender responsive in private universities. Student leadership is also male dominated often with a female representation where elected are usually assistants.

At JKUAT, there are glaring gender disparities with female dominance in both university staff and student composition. Males also dominate in most positions of leadership among staff and students. This is an area of concern since it leads female students and staff lacking confidence in their leadership ability. There is need to increase female participation in university governance and management, as well as student leadership.

### **Objective**

To enhance and promote gender equity and equality in governance and management to ensure participation of women and men at the university

### **Policy Statements**

1. Institute and provide policy direction and guidelines that ensure gender equity and equality in governance and management.
2. Ensure gender equity in appointment of senior positions at the university.
3. Facilitate the development of training programmes for capacity building of both females and males to enhance their competencies.
4. Ensure gender equality in appointments such as heads of sections ,schools and departments
5. Encourage males and females to seek election and appointment in all governance structures such as heads of section and departments.

### **Strategies**

1. Enforce the 30% policy in appointments where either gender is disadvantaged.
2. Ensure gender equity in appointments of heads of departments and centres.
3. Encourage female appointment and participation in positions of leadership
4. Encourage rotational leadership such as heads of department and sections.
5. Encourage males and females in positions of leadership including seeking for leadership positions in staff and student elections.
6. Create equal opportunities for effective work and personal development
7. Promote equity and equality between males and females in allocation of resources and opportunities.
8. Sensitisation on gender issues and concerns for effective implementation of strategies.
9. Encourage and maintain sex disaggregated data to enhance gender responsiveness.
10. Mainstream gender at all levels of the university and implement women empowerment programmes to ensure female representation in management.

## **2.5. GENDER EQUITY AND MARGINALISED AND VULNERABLE GROUPS**

### **Background**

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There is low enrolment of students and employment of staff and thus higher disparities among disadvantaged groups in higher institutions of learning. Students and staff in the category of marginalized and vulnerable groups are mainly from ASALs, children from informal settlements and the orphans including those affected and infected by HIV and AIDS, persons with special needs and those persons displaced as a result of internal and international conflicts. Students with disabilities face challenges related to mobility and access to teaching, learning, and working facilities. Female students who become pregnant while at the university also face challenges related to housing, medical facilities and examinations. Among the marginalized and vulnerable groups, females tend to be the majority and they face a myriad of challenges. This group of people face unique challenges in pursuance of university education.

### **Objective**

To increase access and participation among students and staff at Jomo Kenyatta University including the disadvantaged and vulnerable groups

### **Policy Statements**

1. Sensitize students and staff on inclusiveness so as to appreciate all persons
2. Allocate resources to address the needs of the most vulnerable and marginalized groups
3. Facilitate students with special needs to move around to class and other areas in a convenient and timely manner.
4. Establish monitoring and follow-up mechanisms to address the issues and concerns of the marginalized and persons with special needs
5. Establish mechanisms that enhances all inclusiveness including special examinations and readmission of university students who drop outs.
6. Provide support for learners affected by abject poverty and other forms of discrimination.

## **Strategies**

1. Award specific scholarships and bursaries to the vulnerable and marginalized students and staff undertaking both undergraduate and post graduate studies.
2. Sensitize the JKUAT community to give care and support to persons with special needs including the hearing impaired, visually and physically challenged.
3. Provide facilities that are suitable for challenged male and female students and staff. For example, sanitary facilities including toilets and changing rooms, elevators and learning facilities like brails and projectors, parking lot at the library and other areas.
4. Carry out needs assessment among vulnerable groups as bases to establish their needs and design appropriate mechanisms to address their specific and general concerns.
5. Sensitize the wider University community on the special needs of all staff and students
6. Develop modalities to seek further support including funding for resource provisions for learners affected by abject poverty and other forms of discrimination.
7. Initiate monitoring and mentoring programmes including guidance and counselling to ensure that all students and staff are attached to the existing programmes at the University.

## **2.6. GENDER AND WORK ENVIRONMENT**

### **Background**

Institutional and work environment impact on men and women differently. Critical gender issues in the academic and work environment exist in academic, social amenities, social dimension and management of students and staff in an academic institution such as

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the university. Provision of adequate, appropriate and gender responsive social facilities including separate toilets for males and females is key to teaching and learning, and a work environment that aims at effective performance. There is need to be sensitive to the needs and concerns of males and females including persons with special needs. JKUAT is an environment of diversity of staff and students that aims to enable full potential regardless of gender.

### **Objectives**

To create a gender friendly teaching, learning and work environment for all students and staff at the university

### **Policy Statements**

1. Create an environment that is free from sexual harassment for both men and women
2. Enact measures to address the issues that affect males and females such as drug and substance abuse among female and male students as well as staff and pregnancy among female students
3. Enhance security for all male and female students and staff within the university

### **Strategies**

1. Ensure that cases of sexual harassment are given priority and disciplinary action taken against any offenders.
2. Carry out regular drug awareness campaigns in the university to address drug and substance abuse.
3. Enhance mentoring programmes, guidance and counseling of students and counseling for drug and substance abusers
4. Introduce a common curriculum course on drug and substance abuse, gender and HIV and AIDS.

5. Organize seminars and workshops for males and females in order to sensitize them to transform behavior and attitudes patterns pertaining to gender relationships.

## **2.7. GENDER-BASED VIOLENCE AND SEXUAL HARASSMENT**

### **Background**

Gender based violence includes any form or act of violence that results in sexual, physical or psychological harm or suffering to girls, boys, women and men on the basis of gender. Research shows that although both male and female students, as well as female and male staff suffer acts of sexual and gender based violence, girls and women are the most affected and tend to suffer most. These include physical sexual and psychological harm. Violence against women is imminent across social-cultural, political and religious orientations. However GBV against men has been on the increase as recent studies have indicated. Efforts to address gender based violence and sexual harassment is often uncoordinated and most cases go unreported. In essence, the culprits continue to perpetuate the crime unabated. Gender based violence has been rampant in the universities as highlighted by the media.

### **Objective**

To eliminate all forms of Gender-Based Violence and Sexual Harassment at the University

### **Policy statement**

1. Mainstream policies that address GBV and SH.
2. The establishment of clear systems of reporting and dealing with cases of GBV and SH at the university

### **Strategies**

1. Establish a GBV and SH unit to cater for victims and ensure that such cases are treated with confidentiality.

2. Provide support services including health, counseling psychological services and rehabilitation mechanisms for victims of sexual harassment.
3. Punish all perpetrators of GBV and SH irrespective of their gender and status.
4. Formulate a Gender Based Violence and SH policy.
5. Carry out GBV and SH awareness campaign to sensitize men and women on the vice, including rape awareness.
6. Establish and sustain networks with organisations working on the elimination of Gender-Based Violence and Sexual Harassment.

## **2.8. RESEARCH AND PUBLICATIONS**

### **Background**

Research is key to the generation of knowledge and is core activity at the University. Human and social issues are diverse, dynamic and often complex. In that case, knowledge and information is not fixated but is dynamic. Research and publications must enhance gender equity and equality by promoting a gender responsive social environment. Research must of necessity include both gender unless such research, is by virtue of design and conceptualisation, clearly designated to investigate aspects relating to a specified gender. In addition, female members of staff are in the minority in various universities especially in science, research and in publications. Further, certain gender issues may be diverse as research is not exhaustive. Therefore there is a need to research in this areas to fill the gaps. It is important to also ensure that gender responsive research tools are developed so that research outcomes are gender responsive. Universities must encourage and support female members of staff to carry out research.

### **Objective**

To encourage equal participation by females and males in gender responsive research and publications

### **Policy statements**

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1. Increase gender responsive research and publications, and findings at all levels in the University.
2. Increase research funding to support female and male members of staff to undertake research to enhance their chances for promotion.
3. Encourage workshops and seminars on gender responsive research, publications and dissemination of findings
4. Adopt gender responsive publications including newsletters, IEC materials, journal articles, course modules and other materials.

### **Strategies**

1. Ensure females and males have equal opportunities to funding for research, with specific regard to the disadvantaged gender or under represented gender.
2. Allocate resources to promote research and publications by males and females, including seminars and workshops to disseminate findings.
3. Gender awareness and sensitization training for all staff members to ensure gender friendly language, teaching and learning materials and research.
4. Enhance and develop research skills among males and female members of staff.

## **2.9. LINKAGES, NETWORKING AND COLLABORATION**

### **Background**

Institutional gender mainstreaming requires effective networking with a variety of stakeholders. Jomo Kenyatta University will continue to establish and strengthen networks and linkages with other institutions including universities in research, policy implementation, information management systems, monitoring and evaluation of institutional programmes to enhance best practice. This will ensure improved quality of services for all persons at all levels using a sector wide approach.

### **Objective**

To establish new, and strengthen existing partnership and collaboration in Gender, Education, Research and Publications

### **Policy statements**

1. Establish new, and strengthen existing partnership and collaboration in gender and education.
2. Continue providing an enabling environment for partner participation in gender and research.
3. Establish mechanisms and fora to facilitate gender consultations, monitoring and evaluation.

### **Strategies**

1. Identify key partners in gender education and research.
2. Sensitise partners including parents and strategic partners and elicit their support for gender programmes.
3. Mobilize resources for gender education and research programmes.
4. Expand gender related programmes at all levels including gender sensitisation and advocacy in guidance and counselling and HIV and AIDS.

## **2.10. GENDER RESPONSIVE HEALTH SERVICES**

### **Background**

The enjoyment of highest attainable standards of health is one of the fundamental rights of every human being. Integrating gender perspective in health is sound policy and will help to strengthen health programmes. This is because gender considerations are central to the provision of quality health services, especially sexual and reproductive health. In addition, it is increasingly well recognized that there are differences in the factors determining health for males and females. The dynamics of gender in health including girls and female vulnerability to HIV and AIDS are of profound importance. Physiological differences between males and females such as menstruation, pregnancy, child bearing, breast feeding, menopause, rites of passage such as circumcision create unique health issues for females as compared to men.

## **Objective**

Integrate gender considerations into health programmes for quality health services at the University.

## **Policy Statements**

1. Develop and implement gender integrated health policies.
2. Implement modalities to enhance health services for male and female students and staff
3. Build capacity for health providers on gender responsiveness.
4. Increase collaboration and partnership to enhance health services for students and staff.

## **Strategies**

1. Demonstrate commitment to responsiveness by creating an enabling environment for mainstreaming gender in health care.
2. Review the existing health policy and guidelines to highlight gender gaps and put measures in place to address them.
3. Provide students and staff with knowledge and skills on enhanced personal health and hygiene.
4. Ensure health consultancy services for males and females within existing university policies.
5. Enhance quality health services for students and staff.
6. Improve sanitation facilities including provision of clean drinking water for staff and students.
7. Develop tools for monitoring and evaluation of health service.
8. Develop and encourage training programmes build capacity to address gender issues in health provision
9. Strengthen the existing university structures and processes and seek to create new ones for purposes of gender mainstreaming with regard to health provision.

## **2.11. GENDER AND HIV/AIDS**

### **Background**

HIV and AIDS continue to be a challenge to social economic development especially in developing countries. HIV and AIDS affect girls and boys, women and men differently due to a combination of factors. These factors are biological, socio-cultural and economic that increases the vulnerability of girls and women to HIV and AIDS. These are further compounded by gender-based violence and sexual harassment such as rape, incest and coerced sex. Both males and females lack life skills and are thus often ill prepared to protect themselves from HIV and AIDS.

### **Objective**

To reduce HIV/AIDS infection rates and impact among students and staff at JKUAT

### **Policy Statements**

1. Empower both women and men to make responsible decisions concerning their sexuality
2. Enhance and promote the implementation of JKUAT HIV and AIDS policy.
3. Facilitate the provision and accessibility of condoms to university staff and students of either gender.
4. Facilitate training of students and staff on reduction and management of HIV and AIDS.

### **Strategies**

1. Train medical personnel to be gender sensitive while dealing with HIV/AIDS and STI patients.
2. Improve gynecological services in the university health unit.
3. Provide free medical services and care for GBV victims.
4. Provide free ARVS to patients.

5. Ensure that patients have the freedom to choose the gender of the health personnel to serve them.
6. Ensure non discrimination on provision on health services whether on gender, age, status or on nature of illness.
7. Provide health facilities that are gender sensitive.

### **3.0 CHAPTER THREE – IMPLEMENTATION OF GENDER POLICY**

#### **3.1 THE IMPLEMENTATION STRUCTURE AND HUMAN RESOURCE REQUIREMENT**

Effective implementation of the Policy and co-ordination of gender programmes, will be achieved through two organs: directorate of Gender and Mentoring Centre and a Gender Advisory Board.

##### ***3.1.1 The Gender and Mentoring Centre***

The university has already created a Gender and Mentoring Centre(GMC)

The mandate of the GMC is to:

- To conduct short training courses which will enhance the understanding of gender issues
- To engage in outreach programmes and advocacy in gender related issues through public lecturers, short courses, seminars, workshops and mass media
- To assist both men and women to recognize and understand their complementary roles in the society through mass media, public lectures, seminars and workshops
- To establish a resource centre for information on gender issues
- To provide consultancy services and counseling on gender and related developmental issues
- To offer mentoring programmes as a basic tool in achieving maximum performance
- To provide short academic programmes in gender and development studies
- Develop strategies for the advancement of gender equity, skills and capacity in gender development
- Facilitate links between the university and like minded institutions and persons
- To conduct research in gender issues within the university and advise the university accordingly for better service delivery
- Facilitate gender mainstreaming in all sectors of the university

### **Terms of Reference for the Gender and Mentoring Centre**

1. Coordinating all gender activities related to education, training and research.
2. Mainstreaming gender issues in the university and training policies, programmes, activities and processes.
3. Mobilizing resources to support gender activities within the university
4. Advocating for gender education
5. Initiating research, gender analysis and audit, and ensuring implementation of key recommendations.
6. Documenting and managing information on gender issues
7. Scaling up and mainstreaming best practices on gender issues in the university.
8. Championing appropriate and necessary affirmative action interventions.
9. Advising the university on gender issues.
10. Undertaking public relations, communication and rapid response to emerging issues.
11. Promoting partnerships and collaboration with gender stakeholders.
12. Linking international developments on gender to national efforts to promote gender issues in the university.
13. Developing monitoring, evaluation and accountability systems.
14. Undertaking monitoring and evaluation of gender programmes in the university.

### **Structure of the Gender and Mentoring Centre**

A Director, of grade 13 and above will head the Gender Mentoring Centre. The Centre will have two other professional members of staff:

1. A programme Coordinator of job grade 12 who will work in an administrative capacity,
2. Administrative Assistant who will be charged with the day to day administration of the office;

### **3.1.2. The Gender Advisory Board**

The gender board will be appointed by the Vice Chancellor and will consist of;

- Representatives from the functional divisions of the university i.e

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AA, RPE, APD ( of grade 13 and above)

- The Director, of the Gender and Mentoring Centre

Dean of Students

JKUSO chairperson

Non –academic Rep

### **Terms of Reference for the Gender and Education Advisory Board**

The terms of reference for the Gender and Education Advisory Board will be:

To facilitate effective interpretation and implementation of the Gender Policy.

To initiate laws, policies and programmes that promotes gender equity and equality in the university.

To lobby for laws, policies, regulations and programmes that promote gender equity and equality.

To promote public relations, communication and rapid response to emerging issues pertaining to gender.

To ensure gender equity and equality in governance and management in the university..

To mobilize resources for gender related activities.

To support gender sensitization programmes at all levels of the university and society at large.

To establish linkages for gender center and to strengthen existing partnerships and collaborations.

To advise the Ministry of Education on all matters of gender and education, training and research.

To ensure gender is mainstreamed in all university operations including training policies, programmes, activities and processes.

To strengthen organizational / institutional capacity of groups and associations involved in gender in the university

To promote and support local efforts aimed at increasing gender equity and equality in education, training and research in the university..

To ensure scaling up and mainstreaming of best practices in gender . in the university environment.

To initiate research, gender analysis and audit, and ensure implementation of findings to strengthen gender initiatives within the university and the society at large.

The implementation structure will consists of several structures and agencies to allow the effective implementation as shown in the organogram:

### **MONITORING AND EVALUATION**

Monitoring will be cardinal to the effective and efficient implementation of this Gender Policy. This entails the collection, analysis and use of the data and information to determine the progress of implementation. Additionally, periodic evaluation of programme processes with a view to using the findings for programme improvement and planning, and impact assessment will be an integral part of the design, development and

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implementation of the Policy. Consequently, gender-responsive monitoring and evaluation mechanisms will be instituted. Activities in this area will include identification of gender-responsive indicators and targets, training of implementing personnel on monitoring and evaluation concepts and procedures, conducting the monitoring and evaluation, and using the findings for planning interventions.

**REVIEW OF POLICY**

This Gender Policy will be reviewed every (3) three years to take into account emerging issues and trends.

**GENDER AND MENTORING CENTRE AT JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY**

