



MOI UNIVERSITY

MOI UNIVERSITY GENDER AND DEVELOPMENT POLICY (2022-2026)

June, 2022

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MOI UNIVERSITY

MU/ACD/1/60: - PROCEDURE FOR DEVELOPING OF QUALITY
UNIVERSITY POLICIES

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UNIVERSITY:	

DOCUMENT CONTROL:	
ISSUE NO:	01
REVISION NO:	00
<i>Controlled issue of this procedure will be final in case of dispute</i>	
AUTHORISED BY:	DEPUTY VICE-CHANCELLOR (ACADEMIC, RESEARCH, EXTENSION & STUDENT AFFAIRS)

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FOREWORD

Sustainable socio-economic development calls for the participation of all persons. As party to international and regional human rights treaties anchored in various legal, ethical, and policy instruments, Kenya is obligated to put in place legislative and administrative measures that ensure that human rights of all Kenyans are protected and fulfilled. This would be operationalized through the development of legal, ethics, and policy frameworks that are cascaded to county governments and to various institutions and bodies across the country. As a public institution in Kenya, Moi University is obligated to contribute to national development in line with national policies, legislation and plans. In view of social dynamism and the consequent development of new or revised international, regional, and national policies and legislature, review of the Moi University gender policy was indispensable. For example, it was necessary to align the Policy with the National Gender and Development Policy (2019).

Against this background, the Moi University Gender Policy seeks to promote gender justice for men, women, vulnerable and marginalized groups by addressing gender issues in planning, implementation, monitoring and evaluation of university programmes, training, research and extension, and contributing to the achievement of equal opportunities, conducive working and learning environment, and level playing ground for all persons in terms of gender and other intersectional factors like age, ethnicity, religion and other socio-demographic identities including persons with special needs (Refer to Disability Policy and Cohesion and Diversity Policy). Through this policy, Moi University lays down its commitment to ensure gender justice by addressing the identified challenges and any emerging issues in the future.

This gender policy therefore, provides members of Moi University community with a framework for planning and implementation of gender responsive education, training and research. It reiterates the University's commitment to integrating gender perspectives in all academic programmes, work plans, research and publications, in budgeting as well as in technical cooperation activities with other institutions. Thus, it highlights the key concerns and intervention strategies in various aspects including disparities in student enrolment, enhanced governance and management with the aim to enhance overall performance through incorporation of holistic and successful organization practices and adaptation of best practices.

The successful implementation of this policy will hinge on unrelenting and concerted effort of all members of the University. I therefore urge all members of the university community to internalize the policy and support the university in its implementation. I am confident that through this policy, an enabling environment where full potential of women and men both students and staff will be realized.

PROF. ISAAC SANGA KOSGEY

VICE CHANCELLOR

ACKNOWLEDGEMENTS

This review of the Moi University Gender Policy spearheaded by an Ad hoc Committee of Moi University Senate has been a participatory process involving various stakeholders. We are therefore indebted to many individual persons and groups and would like to acknowledge and express our gratitude to them. First, we would like to thank the Moi University Senate and its Chair, Prof. Isaac Sanga Kosgey for visionary leadership. Second, we wish to thank the Ad hoc committee who worked tirelessly with minimal resources to see that both the process and the outcome of the review task was carried out with utmost integrity, quality, and wide participation of stakeholders at all levels. The membership of the Committee is listed in the appendices. Third, we are indebted to the Ministry of Education, Moi University Management, the Committee of Deans and to all representatives of various stakeholders: academic staff, local community who actively participated in the stakeholders workshop and meetings thereby adding a lot of value to this document. Fourth, we wish to express our gratitude to the three experts who meticulously reviewed the first draft of the revised policy within a few days. Their comments and advice were most resourceful in ensuring a quality document.

PROF. ISAAC KIMENGI

DVC (A,R, E & SA)

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ARE	Academics, Research, and Extension
ASALs	Arid and Semi-Arid Lands
CAT	UN Convention Against Torture
CEDAW	Convention on Elimination of All form of Discrimination against Women
CRC	Convention on the Rights of the Child
DVC	Deputy Vice Chancellor
FGM	Female Genital Mutilation
GoK	Government of Kenya
HIV	Human Immunodeficiency Virus
ICCPR	International Covenant on Civil and Political Rights
ICERD	International Convention on the Elimination of All Forms of Racial Discrimination
ICESCR	International Covenant on Economic, Social and Cultural Rights
ICPD	International Conference on Population and Development
ICT	Information, Communication and Technology
IGERD	Institute of Gender Equity, Research and Development
IGDPS	Institute of Gender, Diversity, and Peace Studies
JAB	Joint Admissions Board
MDGs	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
MU	Moi University
NCGD	National Commission on Gender and Development
SGBV	Sexual and Gender-Based Violence

SDGs	Sustainable Development Goals
SIDA	Swedish International Development Agency
STEAM	Science, Technology, Engineering, Arts, and Mathematics
UGP	University Gender Policy
UNDHR	United Nations Declaration of Human Rights
UNSCR	United Nations Security Council
WASH	Water, Sanitation and Hygiene
VC	Vice Chancellor
VLIR-UOS	Flemish Interuniversity Council (VLIR)-UOS

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DEFINITION OF TERMS

Gender: Gender is often conflated with sex. But while sex is biological, gender refers to socially constructed roles, responsibilities, rights, principles, behaviors, characteristics, entitlements and exclusions assigned to males and females.

Gender equality: Giving equal access to opportunities and resources regardless of gender and intersectionality.

Gender equity: Gender equity goes beyond gender equality. It refers to distribution of opportunities and resources on the basis of need. Effective gender equity would lead to gender Justice in the distribution of resources, benefits, and responsibilities in all spheres of life

Gender Justice: Equal enjoyment by women and men of socially valued goods, opportunities, benefits, privileges, life chances, resources and rewards.

Gender Analysis: It is the systematic examination of the different activities and identities of men and women, focusing on the power relations relating to patterns of women's and men's access to, ownership of, and control over resources; authority and social legitimacy.

Gender Mainstreaming: This is a process or a strategy for achieving gender equality, equity, and gender justice. It involves giving adequate attention to gender issues in all aspects of teaching and learning and addressing their implications for both males and females

Gender Responsiveness: The acknowledgement that gender differences exist and the analysis of how they arise in society (in specific situations). It implies the ability to recognize and respond to gender issues.

Gender and Intersectionality: This term explains and recognizes that different forms of gender injustice do not work independently but interact with other identities such as age, race, social class, ethnicity, religion, and different (dis)abilities to produce particularized forms of social injustice.

CHAPTER 1

INTRODUCTION

1.1 Introduction and Background Information

The achievement of any of the 17 Sustainable Development Goals under the global 2030 Agenda for Sustainable Development adopted by the United Nations in September 2015 is positively related to the achievement of gender justice: gender and intersectionality, is the gravitational theme around which sustainable development is founded. Other goals, specifically Goals 1 (No Poverty) 2 (Zero Hunger); 6 (Clean Water and Sanitation); 10 (Reduced Inequalities); and 16 (Peace, Justice and Strong institutions), relate directly to gender justice and Goal 5 is specific to Gender Equality. At the regional level, Kenya has ratified the ii) the Maputo Protocol to the African Charter on Human and Peoples' Rights and on the Rights of Women in Africa; and iv) Agenda 2063 of the African Union titled, 'the Africa We Want', among other initiatives.

Since attainment of political independence in 1963, the Government of Kenya (GoK) has been following laws and policies aimed at social equality and non-discrimination. The legal framework for the promotion of gender equity in Kenya is anchored in the Kenya Constitution (2010) which prohibits discrimination against any person on the basis of sex. Specific laws include but are not limited to Children Act (Revised 2010), Sexual Offences Act (2006), which criminalizes sexual harassment and the Employment Act, 2007, in which women are entitled to three months maternity leave without forfeiting their annual leave and men are entitled to two weeks paternity leave. These laws are complemented by a number of related national policies and 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, His Excellency Mwai Kibaki, issued a decree that 30% of all new jobs in government institutions including parastatals, should be reserved for women. A government notice was sent to all target institutions advising on the implementation of the decree. Later, the decree was enshrined as the Two-Thirds gender rule in the Constitution of Kenya (2010) in Article 27(8) of the Bill of Right to promote gender equality.

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.

At the national level, the State Department for Gender in the Ministry of Public Service, Youth and Gender is responsible for promoting gender justice. Among its key responsibilities is to promote the development and review of gender policies and legislation. In line with its mandate, the Department has developed a National Gender and Development Policy, a review of the Gender Policy adopted by the cabinet in 2000.

The Ministry of Education developed Gender Policy in Education in July 2007, the goal of which 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). In line with the Gender Policy in Education, Moi University established the Institute for Gender Equity, Research and Development, now renamed the Institute of Gender Diversity and Peace Studies. Later, the Institute developed the Moi University Gender Policy (2010). The Policy is aimed at increasing participation and ensuring gender equity in teaching, learning, governance, management and administration of university education, research, and extension. Through this policy, Moi University affirms its commitment and resolves to address legal and policy issues to facilitate the achievement of equality for both genders.

1.2 Policy Review Process

This policy review process involved analysis and synthesis of international, regional, and national policies, legislation and plans that aims at gender justice, consultation with expert reviewers, benchmarking with other university policies, engagement of internal and external stakeholders in workshops and meetings, and eventual synthesis of all contributions with due regard to various Moi University contexts.

CHAPTER TWO

SITUATIONAL ANALYSIS

2.1 Moi University Gender and Development Framework

Moi University, Kenya's second public university was founded in 1984 by an Act of Parliament. Since then, the University has grown from a student population of 83 in 1985 to more than 40,000 students in 2022 with female students accounting for 45.6 % and male students 54.4%. The staff increased from 141 at the start of its operations to over 3000 by 2022, 44.9% females and 55.1% males.

2.2.1 The Vision and Mission of Moi University

Vision: to be a university of choice in nurturing innovation and talent in science, technology, and development.

Mission: to preserve, create and disseminate knowledge and conserve and develop scientific, technological, and cultural heritage through quality and relevant teaching and research; to create conducive work and learning environment; and to work with government and private sector for the betterment of society.

2.2.2 Objectives

The objectives of Moi University are to:

- i) To be an innovative, competitive and world class entrepreneurial University
- ii) To pursue excellence in teaching, research, outreach and extension.
- iii) To produce internationally recognized informed, practical, and self-reliant graduates capable of contributing to knowledge and development in a variety of settings.
- iv) To offer expertise in national and international development in a globalized world.
- v) To promote science and technology for development.
- vi) To promote culture of corporate social responsibility.
- vii) To offer opportunities for training through Open and Distance Learning and continuing education.
- viii) To secure and manage resources in order to achieve the set goals effectively.

2.2.3. Core Values

At Moi University we believe in:

- i) Quality
- ii) Integrity

- iii) Innovation
- iv) Diversity

2.3 Institute for Gender, Diversity, and Peace Studies (IGDPS)

In 2003 Moi University launched the then Institute for Gender Equity, Research and Development (IGERD) whose mission was: *to advocate, develop and promote gender equity in all aspects of life through education, research and collaboration and linkages at local, national, regional and international levels*. This has since evolved to become the Institute for Gender Diversity and Peace Studies (IGDPS). The mission of the Institute complements that of the University which includes 'creating conducive work and learning environment for the betterment of society'.

2.3.1 Vision of IGDPS

To be an advocate and a promoter of gender equity for the benefit of social justice.

2.3.2 Mission of IGDPS

To advocate, develop and promote gender justice in all aspects of life through education, research and collaboration and linkages at local, national, regional and international levels.

2.3.3 Objectives of IGDPS

The objectives of IGDPS are to:

1. advocate and promote gender equity through affirmative action,
2. promote development and implementation of gender policies,
3. promote multi-disciplinary research on gender issues at the local, national and regional levels,
4. advocate for and promote access to quality education of all women, men, girls and boys,
5. set up programmes on gender at certificate and diploma levels,
6. advocate mainstreaming of gender in all Moi University curricula, research and other programmes,
7. establish systems and strategies that address students' and staff's real life issues,
8. advocate policies that promote reproductive health and wellbeing of men, women and families,
9. create consultancies, collaboration and linkages at the local, national, regional and international levels, and,
10. institute strategies for IGDPS's sustainability.

The mandate of the Institute of Gender and Peace Studies, which is responsible for the development, implementation, and review of this Moi University Policy on Gender and Development, is drawn from the mission, vision, objectives, and core values of Moi University which is in turn drawn from Kenya Government's agenda for development. The Policy is in line with the National Policy on Gender and Development which draws from the Constitution of Kenya (2010). The Institute is responsible for: (a) Gender Policy Management; (b) Special Programmes for Empowerment of persons with special needs; (c) Gender Mainstreaming in Colleges, Schools, Departments and sections (d) Community Mobilization; (e) Domestication of International, Regional and National Treaties and Conventions on Gender; and, (f) Policy and Programmes on Gender Violence.

2.4 Gender Situation at Moi University

Over the years, Moi University has taken major actions to promote gender equity and equality including affirmative action (for example lowering points for female students in admission to various competitive academic programmes) and creation of tools and infrastructure to support male and female persons with special needs. This has seen the University reduce gender gaps and promote equality. However, evidence points to glaring gaps in gender equality such as disparities in representation by sex and abilities in the Moi University Management. Moi University also does not anchor gender concerns in its processes including, vision, mission, core values, policies, plans, budgets, programmes and activities. These gender and developmental issues present major challenges but also great opportunities in the pursuit of gender justice. To this end, this policy has been designed to guide and ensure that all planning, programming, budgeting and implementation of academic and development programmes and activities include a gender perspective with clear monitoring, evaluation and learning processes.

2.5 Thematic Areas and Key Issues

This section provides a broad overview of the critical issues which impact on the University's progress towards gender equality. The situational analysis focuses on the gender issues in the various levels and areas of the University and has also been aligned with current development blueprints. A range of gender-related challenges and problems have been identified in each thematic area and key issues identified such as: policy, student enrolment, performance, achievement and retention; teaching, research and extension programmes; staff recruitment, training, deployment, promotion, retention and welfare; University governance; and organizational culture.

2.5.1 Student enrolment, performance, achievement and retention

The student population at Moi University as at 2021/2022 Academic year stands at 26,789 of which 54.4% are male and 45.6% are female. Although the overall enrolment of female students is over 40%, it is lower in the science based programmes. Although selection of postgraduate students is purely on merit, some programmes have significantly more male than female students. A slow increase in female enrolment is however evident in all programmes. Nevertheless, given that in a normal population the ratio of males to females is 50:50, there is need to encourage more female student enrolment. Students' progression and completion levels are also not 100% due to attrition. The existing policies inadequately address student welfare matters.

Table 1: Summary of student enrolment into different programmes for the 2021/2022 Academic year.

S.No	Level of Study	Enrolment		
		M	F	TOTAL
1	Diploma	89 (67%)	43(33%)	132
2	Undergraduate/Bachelors	13626(53%)	11743(47%)	25369
3	Masters	638 (66.5%)	320 (33.5%)	958
4	Ph.D	233(70%)	97 (30%)	330
		14,586 (54.4%)	12203 (45.6%)	26,789 (100%)

Key issues:

- Inequality in the enrolment of female and male students
- Lower enrolment of female students in various science-based academic programmes
- Limited social and wellness counseling services
- Few female professional counselors
- Limited academic resource centers, tutorials and remedial clinics
- Limited recreational services

2.5.2 Teaching, research and extension programmes

Curriculum review and development of new programmes are central to Moi University's gender contributions to national development needs; and hence should reflect gender equity and equality. However, most of the current academic programmes at Moi University do not include courses on gender and teaching, research and extension/outreach activities and approaches are not gender responsive. Generation of knowledge through research is one of the core businesses of a University. Training and development of human resource in universities is mainly promoted through research skills that lead to production of research

papers and publications. As in other areas, female members of staff are in the minority in the universities and, therefore, when it comes to research, they are also in the minority. Further, gender issues are diverse and have not been researched extensively. There is, therefore, need to support female members of staff to carry out research by developing gender responsive tools to make research outcomes gender responsive.

Key issues:

- a) Few courses on gender in MU academic programmes
- b) Gender stereotyping and prejudices exist in project and programme implementation.
- c) Gender insensitivity in teaching, research and extension initiatives.
- d) Limited mainstreaming of gender in collection, analyses, and documentation of data generated at MU.
- e) Inadequate funding for research at the university level, and when funds are available, most female members of staff are not funded as the applicants are few.
- f) Lack of capacity to attract funding because most female members of staff are in the lower positions such as Assistant Lecturers and Lecturers and therefore, they cannot compete equally for the funds that are allocated to research with the male members of staff who are in the Senior Lecturer and Professorial levels.

2.5.3 Policy levels

A gender responsive institution anchors gender concerns in its processes including vision, mission, core values, policies, plans, budgets, programmes, projects and activities. Analysis of Moi University policy documents reveal that there is a limited consideration of gender in the policy documents and limited platform for action. There is also a lack of accountability mechanism for gender mainstreaming in policies, programmes, plans and functions.

Key issues:

- a) Limited and/or non-consideration of gender in MU policy documents.
- b) Limited platform for action.
- c) Lack of accountability mechanism for gender mainstreaming in policies, programmes, plans and functions

2.5.4 Staff recruitment, training, promotion, retention and welfare

A gender sensitive institution has staff recruitment, training, promotion, retention and welfare programmes that are gender responsive. Moi University has a total staff establishment of 2615 employees as at March 2022, 44.9% of whom are females and 55.1% are males. However, the ratio of males to females was significantly higher among academic staff (m:f = 64% : 36%) in comparison to those of the administrative staff (m:f = 45%:55%). Notably, the existing human resource gender situation is that staff establishment is male dominated at the top level.

Key Issues

- i. Unequal opportunities for women and men in recruitment and training.
- ii. Unequal opportunities for women and men in key administrative and higher academic positions.
- iii. Lack of clear policy on staff recruitment that ensures gender balance in the academic and administrative appointments.
- iv. Limited recognition of the special reproductive roles and social responsibilities that male and female staff and students have.
- v. Limited gender responsiveness in the choice of assessment tools and criteria for promotions.

2.5.5 University governance

Inclusivity is a key element of good governance. At MU, there is unequal opportunity for women in teaching and administrative assignments. This includes membership in key committees, Senate and Council. Gender gaps in top management has also been glaring with all Vice Chancellors being male since the inception of the University. Unequal gender representation also exists in student leadership where the male dominance has prevailed over the years.

Key issues:

- i. Limited opportunities for participation by women in University governance.
- ii. Criteria for appointing heads of departments and sections are not gender sensitive.
- iii. Unequal opportunities for women in elective posts and appointments.

2.5.6. Organizational culture and work/learning environment

Institutional learning and work environments 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 in the university. Provision of adequate, appropriate gender responsive social facilities is key to teaching and learning and a work environment that aims at effective performance. There's need to be sensitive to the needs and concerns of males and females including persons with special needs. Moi University is an environment of diversity of staff and students and efforts should be made to enable full potential of all with due regard to gender and intersectionality.

Gender based violence which includes any form or any act of violence that result in sexual, physical, spiritual, or psychological harm or suffering to girls, boys, women, men on the basis of gender as has been highlighted in various sections of the media is rife in the institutions of higher learning. Moi University is no exception. Research shows that although both male and female students and staff suffer acts of sexual and gender based violence, girls and women are the most affected and tend to suffer most. Violence against women cuts across social-cultural, religious and political barriers, impeding the rights of women, not only to realize their full potential, but also to participate fully in society. Moi University has a policy on Sexual Harassment and Discrimination in place. However, 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.

Key issues:

- a) Gender sensitive organizational culture is yet to be entrenched at MU.
- b) Gender responsive teaching, learning and work environment for all students and staff at the University is lacking.
- c) Culture of silence in relation to sexual harassment and gender based violence exists.

2.5.7 Gender equity and intersectional discrimination

Gender encapsulates many intersecting identities. There are men who are young, old, living with disability and members of marginalized communities. The gender identity in these circumstances intersects with other inequalities amplifying the impact on persons. This raises the intra-categorical complexity of intersectionality to demonstrate the inadequacy of programmatic interventions for these target groups. Kenya's Constitution captures the collective Kenyan spirit in recognizing the aspirations of all Kenyans for a Government based on the essential values, which include human rights, equality and freedom. Article 27 (4) of the Constitution lists grounds for legal action on discrimination on the basis of race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth. Gender intersects with each of these inequalities creating a 'matrix of domination' for some persons due to limited access to opportunities, agency and capacity to negotiate and move between different intersections as the situation demands.

There is low enrolment of students and employment of staff and thus higher disparities among the disadvantaged groups in higher institutions of learning. Staff and students in the category of marginalized and vulnerable groups are mainly from ASALs, children from informal settlements and the orphans including those affected 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 of related to mobility and access to 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 face a myriad of challenges. This group of people face unique challenges in pursuance of University education.

Key issues:

- (a) Inadequate programmatic interventions to address intersectional discrimination.
- (b) Gender disparity access to opportunities, agency and capacity to negotiate and move between different intersections.

CHAPTER 3

3.0 POLICY GOAL, OBJECTIVES AND PRINCIPLES

3.1 Introduction

This chapter outlines the policy goal, objectives, and guiding principles towards making Moi University a gender responsive institution through its university policies and practices in line with the national and international instruments on gender equality.

3.2 Policy Goal

To attain gender equality, equity, and justice in all academic and administrative functions at Moi University and between the University and external stakeholders.

3.3 Scope of Application

The provisions under this policy will apply to all policies and governance tools, documents, and social media with respect to teaching and learning, research and service areas at Moi University's schools, institutes, departments and sections at main campus, constituent colleges and satellite campuses. It targets University management, staff in academic and administrative areas, students and stakeholders engaged in University operations at individual, group, institutional and society levels. The Policy aims to remove any direct and indirect forms of gender disparities at the work, learning and social environment with respect to age, ethnicity, disability, political affiliation, religion, and social-economic status and the intersectionality of these factors.

3.4 Policy Statement

Moi University is committed to providing an inclusive and just learning, research, teaching and service environment for all internal and external members of the University community

3.5 Policy Objectives

The policy framework is guided by the following six objectives aligned to the thematic areas from the situation analysis.

- i. Guide the integration and mainstreaming of gender obligations, commitments and equal participation into the institutional policies, governance structures, strategic plans, and operational activities,
- ii. Facilitate implementation of workplace practices in human resource management to remove gender inequality and discrimination at Moi University,
- iii. Mainstream gender intersectionality issues in all academic, research and extension programmes and in all administration activities undertaken at the University,
- iv. Strengthen the mechanisms for embedding gender lens in student enrolment, academic progression and graduation rates, and welfare activities,
- v. Institutionalize an organizational culture founded on national values and rights-based approach in all gender related activities to build a society sensitive to gender matters,

- vi. Design an institutional framework for tracking gender-based performance indicators to achieve gender equity, equality, and ultimately, gender justice.

3.6 Guiding Principles

Gender is a social construct and strategies are cross-cutting by design. The principles are premised on eliminating avoidable demographic, health, socio-economic, political, cultural, and religious differences, and their intersectionality that perpetuate inequalities and inequity among men, women, boys and girls. These ten (10) principles are anchored in the Kenya Constitution and will be contextualized to the education sector and are cross-cutting in their application:

- i. sharing and devolution of power;
- ii. equality, equity and non-discrimination;
- iii. recognition of differences, diversities and inequalities among women, men, girls and boys;
- iv. respect of the rule of law;
- v. the inseparability of public and private spheres of life;
- vi. inter-sectionalist and multiple discrimination;
- vii. public participation, consultation and co-operation;
- viii. transparency and accountability;
- ix. sustainable development and inclusive growth; and
- x. protection, inclusion and integration of the marginalized and special interest groups.

3.7 Policy Approach

The Policy adopts a set of transformative approaches that encourage individuals, groups and the institution to identify and proactively challenge injustices based on gender and related internationality and create opportunities for promoting and eliminating these injustices. These approaches will therefore operationalize the policy:

- (a) gender mainstreaming and integration in all planned policies and interventions;
- (b) Affirmative Action to ensure that temporary special measures are used to address past gender inequalities and injustices;
- (c) empowerment of women, men, boys and girls to facilitate equality, equity and non-discrimination;
- (d) participation of men in addressing gender issues;
- (e) institutional and human capacity building;
- (f) gender responsive development planning budgeting; and
- (g) data disaggregated by sex, age, disability, ethnicity and other relevant variables.

CHAPTER 4

4.0 POLICY PRIORITY ACTIONS

4.1 Introduction

To achieve its goal of attaining gender equality, equity, and justice in all academic and administrative functions in and outside the institution, Moi University identifies and commits to oversee and implement specific policy priority actions. These priority actions in specific priority areas are anchored on the Policy objectives and will guide institutional arrangement to mainstream gender and ultimately lead to gender justice for all, whereby, the views, needs, interests and rights of women, girls, men and boys and those of the special interest groups shape the University's development agenda to ensure that all participate in and benefit from development.

The policy priority actions will address the following key issues:

- (i) University governance
- (ii) University Policies
- (iii) Teaching, research and extension programmes
- (iv) Student enrollment, performance, achievement and retention
- (v) Gender Equity in Participation and Performance in Science, Technology, Engineering, Arts, and Mathematics (STEAM)
- (vi) Staff recruitment, training, promotion, retention and welfare
- (vii) Organizational culture and work/learning environment
- (viii) Gender and intersectional discrimination

4.2 *University Governance*

Unequal opportunities exist for women at Moi University in academics and administration. This includes membership in key committees, senate and council. Gender bias also exists in student leadership. Moi University shall establish gender responsive structures and processes to increase women participation in university governance.

Policy Actions

- i) Use affirmative action as a strategy to achieve gender parity for appointive and elective positions at all levels.
- ii) Provide policy direction and guidelines that ensure gender equity and equality in management of the University affairs.
- iii) Ensure gender equality in appointments to management and leadership positions in student union, staff welfare associations and other bodies.
- iv) Institute gender-responsive management and governance structures, including appointment to University committees
- v) Strengthen modalities for gender-balanced appointment of deans, directors, chairpersons of departments and section heads

- vi) Encourage and empower women to boost their self-esteem to seek management positions.
- vii) Apply the principles of gender equality to leadership positions in University sponsored student organisations.
- viii) Institute monitoring and evaluation mechanisms for progress and impact assessment.

4.3 University Policies

There is limited consideration for gender in policy documents. Moi University shall regularly review all core functions and corresponding policy documents with the aim of making them gender responsive through the following policy actions:

Policy Actions

- i) Explicit consideration of gender in all policy documents
- ii) Implement accountability mechanisms for gender mainstreaming in policies, programmes, plans and functions.
- iii) Institute mechanisms that provide for gender responsive budgetary approaches.

4.4 Teaching, Research and Extension Programmes

Curriculum review and development of new programmes are central to Moi University's gender contribution to national development. However, most of the current academic programmes at Moi University do not include courses on gender and teaching, research and extension/ outreach activities and approaches are not gender responsive. Moi University shall endeavor to mainstream gender in all academic programmes, research and extension activities. The following policy actions will address this

Policy Actions

- i) Departments to review curricula for gender sensitivity and responsiveness.
- ii) Enhance gender sensitive pedagogy.
- iii) Train academic staff to conduct gender-responsive action research in the University to enhance development of local solutions to local gender issues.
- iv) Promote participation of staff and students in local and international gender research networks and fora for sharing and peer evaluation of research.
- v) Mobilize resources for gender-responsive research
- vi) Implement, within the University set up, viable recommendations from gender-responsive research.
- vii) Develop and maintain a database on gender research undertaken by MU staff and graduate students.

4.5 Student Enrolment, Performance, Achievement and Retention

Although the overall enrolment of female students is over 40%, it is lower in the science based programmes. Generally, students' progression and completion levels are not 100% due to attrition. Moi University commits to addressing the wide gender disparity in access to, retention, completion, and performance in education among students through the following actions

Policy Actions

- i) Develop modalities to promote enrolment to university education by both males and females.
- ii) Support visits to high schools by students and academic staff to encourage more gender-balanced enrolments.
- iii) Provide mechanisms to enhance participation of women, girls and other marginalised groups in university education.
- iv) Enhance institutional capacity of the University to provide an enabling environment for enhancing quality academic performance for both male and female students
- v) Implement affirmative action in order to address gender parities among the students especially in science based programmes.
- vi) Encourage the development of mentoring programmes for both undergraduate and postgraduate students.
- vii) Sensitise students, parents, lecturers and the community at large to adopt positive beliefs and attitudes with regard to encouraging both females and males to pursue higher education.

4.6 Gender Equity in Participation and Performance in Science, Technology, Engineering, Arts and Mathematics (STEAM)

Evidently there are immense gender disparities in the access to and performance in Science, Technology, Engineering, Arts, and Mathematics (STEAM) programmes in Moi University. The University will achieve gender equity in Science, Technology, Engineering and Mathematics (STEAM) disciplines through the following policy actions:

Policy Actions

- i) Implement modalities and mechanisms to facilitate retention, participation and performance of women in STEAM courses and technical professions.
- ii) Build capacity for STEAM lecturers in the use of gender responsive pedagogy
- iii) Sensitise students, parents, lecturers and other stakeholders so as to change beliefs and attitudes about females' ability in STEAM

- iv) Build students' confidence in STEAM through implementation of programmes such as mentorship, science camps/clinics and career guidance seminars
- v) Implement affirmative action for qualified females in admission to STEAM-based degree programmes
- vi) Provide scholarships and bursaries for needy students, particularly girls pursuing STEAM based programmes
- vii) Lobby for the recognition and rewarding of high achieving students and staff in STEAM.
- viii) Mobilise resources for STEAM programmes and research with special focus on gender issues in STEAM
- ix) Institutionalise gender responsive monitoring, evaluation and impact assessment for STEAM programmes improvement.

4.7 Staff recruitment, Training, Promotion, Retention and Welfare

The employment policy at the university is not gender sensitive. The top management is male dominated both at academic and management levels. Moi University shall become an equal opportunity employer by establishing gender sensitive policies and a monitoring mechanism to ensure equal opportunities for both women and men in staff recruitment, deployment, training, promotion and retention. This will be achieved through the following policy actions:

Policy Actions

- (i) Use a competitive recruitment process at all levels in combination with an affirmative action strategy.
- (ii) Ensure a gender-balanced pool of applicants for every position.
- (iii) Re-establish training programmes for both academic and non-academic staff and ensure that men and women have equal opportunities to participate in these.
- (iv) Use affirmative action to hire into positions where one gender is under-represented.
- (v) Provide support in the form of scholarships, study leave, and other incentives to enable female academic staff members to complete postgraduate studies.
- (vi) Generate and maintain data showing the actual gender distribution in staff recruitment, training, promotion and retention.
- (vii) Establish and implement support programmes for female employees in the reproductive age group so that they benefit from training, research and promotion opportunities.
- (viii) Provide adequate and appropriate facilities for women e.g. crèches, sanitary facilities etc.

4.8 Organizational Culture and Work Learning Environment

There are various forms of discrimination at work place based on age, ethnicity, disability, political affiliation, religion and social status. There are also cases of sexual harassment and gender-based violence amongst students and staff. Moi University shall establish gender sensitive rules and practices to eliminate all forms of gender inequality and to nurture progressive gender sensitive social relations.

Policy Actions

- i) Adopt advocacy processes designed to encourage MU community to say *NO* to disempowering practices.
- ii) Budgetary allocation and resource mobilisation for the provision of quality and gender responsive learning and working environment
- iii) Ensuring availability of gender responsive infrastructure, and equipment, including appropriate toilets and sanitary materials, disposal and recreational facilities.
- iv) Promote gender-respectful social interactions among female and males within the University community.
- v) Carry out regular gender awareness activities and audit.
- vi) Establish and maintain gender sensitive language in all correspondence within and from MU.
- vii) Establish modalities for dealing with sexual and gender based violence, including sexual harassment (Refer to the Sexual Harassment and Discrimination Policy).
- viii) Institute gender-responsive monitoring and evaluation, and impact assessment programmes

4.9 Gender Equity and Intersectional Discrimination

Marginalized students and students with disabilities face challenges related to mobility and access to learning and working environment. Expectant students face challenges related to housing, medical facilities and examinations. Moi University shall endeavour to remove gender barriers in access to opportunities, agency and capacity to negotiate and move between different intersections through the following policy actions:

Policy Actions

- i) Increase programmatic interventions to address intersectional discrimination.
- i) Sensitize students and staff on inclusiveness so as to appreciate all persons.
- ii) Allocate resources to address the needs of the most vulnerable and marginalized groups.

- iii) Establish mechanisms that enhances inclusiveness including special examinations and readmission of University students who drop out.
- iv) Provide support for learners affected by abject poverty and other forms of discrimination.
- v) Establish monitoring and follow-up mechanisms to address issues and concerns of the marginalized and persons with special needs.

CHAPTER 5

5.0: ROLES AND IMPLEMENTATION OF POLICY

	ROLES AND IMPLEMENTATION OF POLICY
University Council	Approve policy and oversee its implementation
Vice Chancellor	Appointment of IGDPS board members
Deputy Vice Chancellor (A, R, E & SA)	Chairing IGDPS board meetings
Director IGERD	i) Responsible for formulation of gender policy ii) Responsible for organization, formulation and implementation of gender programmes iii) Responsible for implementation of regulations and procedures iv) Making recommendation to Vice Chancellor/ Council on gender issues v) Mainstreaming of disability programmes in the department vi) Ensure that gender dimensions is taken into account in relevant departmental policies and actions at all levels Any other duties assigned by the Vice Chancellor
IGDPS Board	i) Implementation of the policy ii) Collecting analyzing sex disaggregated and other relevant iii) data in planning and programming iv) Sensitizing employees on prevention of gender based Violence v) Reviewing and advising on all university policies and procedures that may impact gender equality and equity. vi) Mobilize resources for gender activities in the university vii) Ensure effective gender mainstreaming on all matters of gender education, training and research. viii) Strengthening capacity of academic and administrative staff in mainstreaming gender and diversity in curricula, research, extension and administration. ix) Monitoring and Evaluation

All Stakeholders	Every stakeholder is responsible for implementation of this policy in their everyday activities at or with Moi University
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CHAPTER 6

6.0 MONITORING, EVALUATION AND LEARNING

6.1 Monitoring and Evaluation

The IGDPs shall monitor the implementation of this Policy and evaluate. The monitoring, evaluation, and learning process entails collection and analysis of data and use of information from the data to evaluate the progress of implementation and draw lessons to guide continued implementation and in planning appropriate interventions.

The monitoring, evaluation, and learning will involve a set of gender responsive monitoring and evaluation mechanisms. The Moi University Senate and the Moi University Council will receive an annual progress report on the monitoring and evaluation of the implementation of the Policy to ensure that the Policy is operationalized. The stakeholders are responsible for the implementation of the Policy within their areas of responsibility.

All stakeholders including students, academic staff, administrative staff have a role in promoting gender equality. There shall be a monitoring and implementations matrix outlining the steps the University will take to operationalize the identified policy resolutions

6.2 Compliance and Quality Control

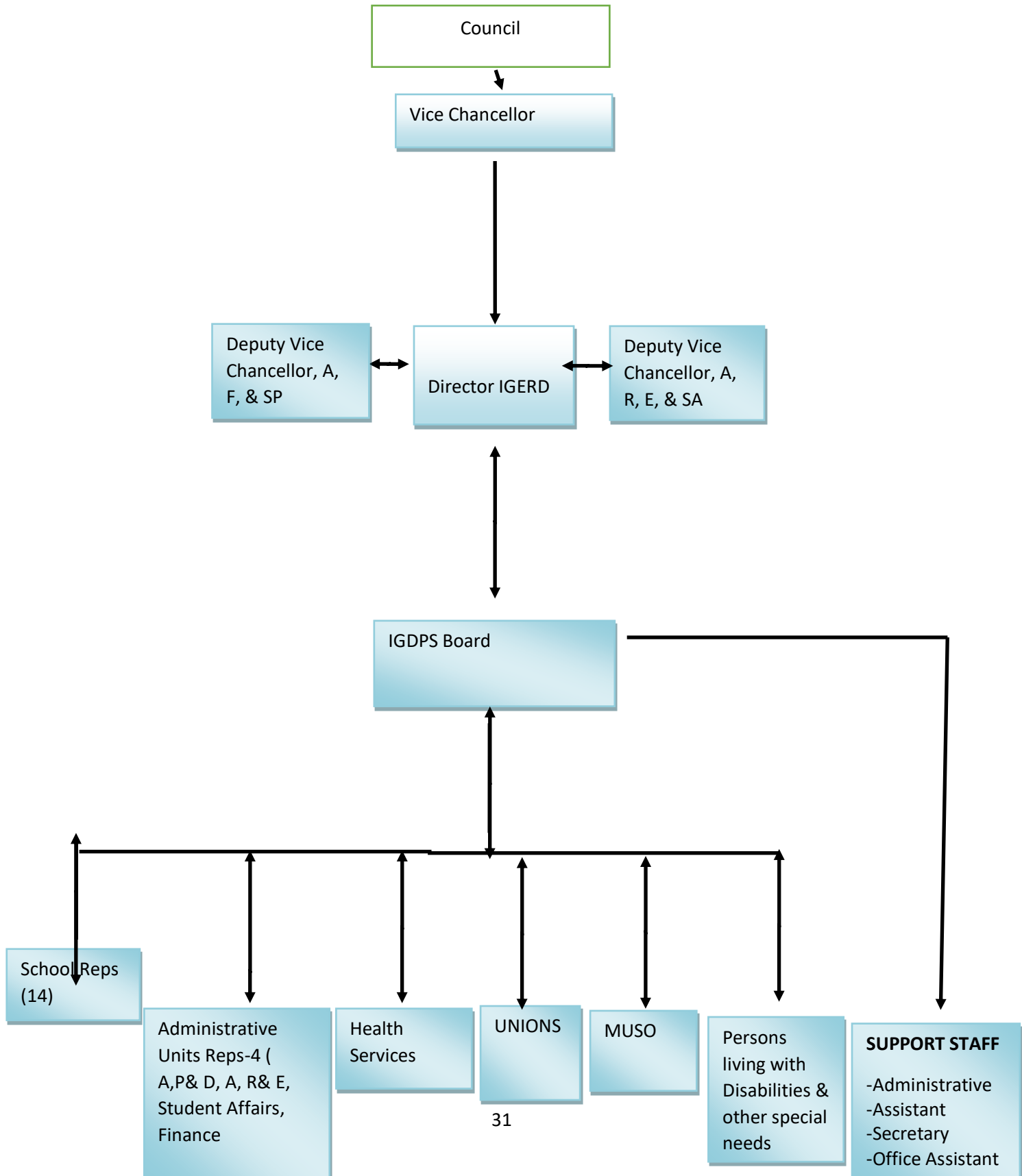
The office of Quality Assurance and Performance Contracting shall monitor and check compliance as well as control the quality of implementation of the policy.

6.3 Review

This policy shall be reviewed every four (4) years or earlier in case of major changes in the institutional, national and/or international levels necessitating review.

APPENDICES

Appendix 1: Organogram



Appendix 2: International, Regional & National Legislation and Policy Frameworks Adapted in this Policy

The Government of Kenya has, among others, ratified the following main global human rights instruments, all of which have gender justice imperatives:

- i) UNDHR (1948) International Covenant on Civil and Political Rights (“ICCPR”);
- ii) International Covenant on Economic, Social and Cultural Rights (“ICESCR”);
- iii) International Convention on the Elimination of All Forms of Racial Discrimination (ICERD);
- iv) Convention on the Elimination of All Forms of Discrimination against Women (CEDAW);
- v) Convention against Torture and Other Cruel Inhuman or Degrading Treatment or Punishment (CAT);
- vi) Convention on the Rights of the Child (CRC).

The Government of Kenya has also been party to other international initiatives that have drawn attention to the need for gender equality including, but not limited to:

- i) Vienna Declaration on Human Rights;
- ii) Beijing Platform for Action;
- iii) International Conference on Population and Development (ICPD);
- iv) Millennium Declaration and Millennium Development Goals (MDGs); and,
- v) Sustainable Development Goals (SDGs).

The fifth SDG is a stand-alone development goal on gender equality and women’s empowerment is characterized by the following targets:

Table 1: Sustainable Development Goal 5

GOAL 5: Achieve gender equality and empower all women and girls	
Target 5.1	End all forms of discrimination against women and girls everywhere
Target 5.2	Eliminate all forms of violence against women and girls in the public and private spheres, including trafficking, sexual and other types of exploitation
Target 5.3	Eliminate harmful practices, such as child, early and forced marriage
Target 5.4	5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

Target 5.5	Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making including political, economic and public life
Target 5.6	Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development, the Beijing Platform for Action and the outcome documents of their review conferences

Regionally, Kenya has ratified the following tools:

- i) African Charter on Human and Peoples' Rights;
- ii) African Union Agenda 2063 and the Solemn Declaration on Gender Equality in Africa;
- iii) African Charter on the Rights and Welfare of the Child;
- iv) Convention governing Specific Aspects of Refugee Problems in Africa;
- v) Protocol to the African Charter on Human and Peoples' Rights on the Establishment of an African Court on Human and Peoples' Rights (2005); and the
- vi) Maputo Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa albeit with reservations on article 10 (3) and 14 (c).

Kenya National policies and legislation frameworks within which the Government seeks gender justice include:

- i) Kenya Constitution (2010) within which are:
 - a. Matrimonial Property Act, 2013 which safeguards women's property rights during and upon dissolution of the marriage,
 - b. Marriage Act, 2014 that gives effect to constitutional provisions on equality between parties to a marriage,
 - c. Land Act and Land Registration Act which secure rights to land,
 - d. Other Acts of Parliament such as Succession Act (Cap, 160), the Counter-Trafficking in Persons Act, 2010, the Prohibition of Female Genital Mutilation (FGM) Act, 2011 and the Sexual Offences Act, 2006 among others
- ii) Kenya's Economic Recovery Strategy for Wealth Creation (2003- 2007);
- iii) Kenya Vision 2030 and the Medium-Term Plans 2008-2012, 2013-2017 and 2018-2022;
- iv) National Policy for Gender and Development of 2019;
- v) National Land Policy (2009);
- vi) National Policy for Prevention and Response to Gender Based Violence;
- vii) National Policy for the Abandonment of Female Genital Mutilation; and the
- viii) Sessional Paper No. 2 of 2006 on Gender Equality and Development