



# **MAASAI MARA UNIVERSITY**

## **GENDER MAINSTREAMING POLICY**

Policy No.	MMU/GEC/P/01
Version	01
Principal Responsibility	Directorate of Gender, Equity and Culture (GEC)
Effective Date	15 <sup>th</sup> January, 2018

## **Policy Approval**

This policy shall be known as the Directorate of Gender, Equity and Culture (GEC) Policy of Maasai Mara University (herein after referred to as “the Policy”) which shall take effect on the date of approval by the University Council.

In exercise of the powers conferred by Statute 17 (2d) of Maasai Mara University, section 35(1) (a) (iii) of the Universities Act No. 42 of 2012 and section 19 of the Charter for Maasai Mara University 2013, Maasai Mara University Council affirms that this Policy has been made in accordance with all relevant legislations.

Dated the ..... day of .....2018

Signed: .....

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## **Foreword**

Kenya has committed to attain gender equity and equality going by the regional and international gender instruments it has signed. The instruments include the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); the Beijing Platform for Action; the Africa Union Heads of State Solemn Declaration on Gender Equality in Africa; and the Optional Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa. The Bill of Rights in the Constitution of Kenya (2010), recognizes the rights and fundamental freedoms of all citizens and guarantees equality and freedom from discrimination on any ground, including sex. Besides, Article 27 in the Bill of Rights demands that women and men have the right to equal treatment including the right to equal opportunities in political, economic, cultural and social spheres. The University has established a Directorate of Gender, Equity and Culture with a mandate to promote gender equity and equality to empower women and men in the development process of the University and by extension the nation at large.

This Policy addresses issues of access, equity, retention, transition, relevance and quality of service to persons of either gender. Application and implementation in relation to financing, management, coordination and governance of people of either gender at all levels is well articulated. To facilitate equal treatment of both gender, the policy provides a foundation and guidelines as a reference for all stakeholders.

**Prof. Mary K. Walingo, PhD, MKNAS, EBS**

**Vice – Chancellor**

## Definition of Terms

- “Affirmative action”** A 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.
- “Date rape”** Refers to coerced sexual intercourse during a mutually agreed upon meeting.
- “Gender”** This is used to describe those characteristics of women and men, which are socially constructed.
- “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 based on gender.
- “Gender discrimination”** Refers to unequal or preferential treatment of individuals or groups based on their gender that results in reduced access to or control of resources and opportunities
- “Gender equality”** This is the absence of discrimination based on 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 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.
- ”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 based on sex; that is male and female.
- “Sexual harassment”** Unwanted acts of 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.
- “The University”** The term is used in this policy to denote Maasai Mara University.

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## **Acronyms and Abbreviations**

- AIDS - Acquired Immuno-Deficiency Syndrome
- GBV - Gender Based Violence
- NGEC - National Gender and Equality Commission.
- VCT - Voluntary Counselling and Testing

## **1. Introduction**

Maasai Mara University is a successor of the then Narok University College which was established as a University College of Moi University in 2008. The university is located within Narok County. It attained full University status following the enactment of the University's Act, 2012 and the award of the charter on 12th February 2013 from which it draws its mandate. The University now operates five Schools namely: School of Science and Information Sciences, School of Education, School of Business and Economics, School of Tourism and Natural Resource Management and the School of Arts and Social Sciences.

This policy provides a framework for fostering gender equality in Maasai Mara University. Gender is a term used to identify social, cultural and psychological features that identify one as a man, woman, boy or girl. It is the shaping of thinking, attitude and values of women, men, girls and boys. It is also about roles and responsibilities for men and women, boys and girls as perceived by the different communities. It is further reflected by gender differences in the choices made, access and control of resources, power relations and participation.

The policy considers equality as a development goal rather than focus on either gender as a target. Achievement of this goal requires the University to examine all its policies, programmes and projects for their impact on either gender with a view of achieving a gender equitable work environment. This policy complies with the relevant National legislation but not limited to, the Constitution of Kenya, 2010, National Gender and Equality Commission Act, 2011[Rev.2012], Maasai Mara University Charter and Statutes.

### **1.1 Overview of the Gender Situation in Kenyan Universities**

The Commission for University Education report on the status of University Education in Kenya paints the picture of gender situation in our universities as described in the section 1.11.

#### **1.11 Enrolment in Public and Private Universities by Gender**

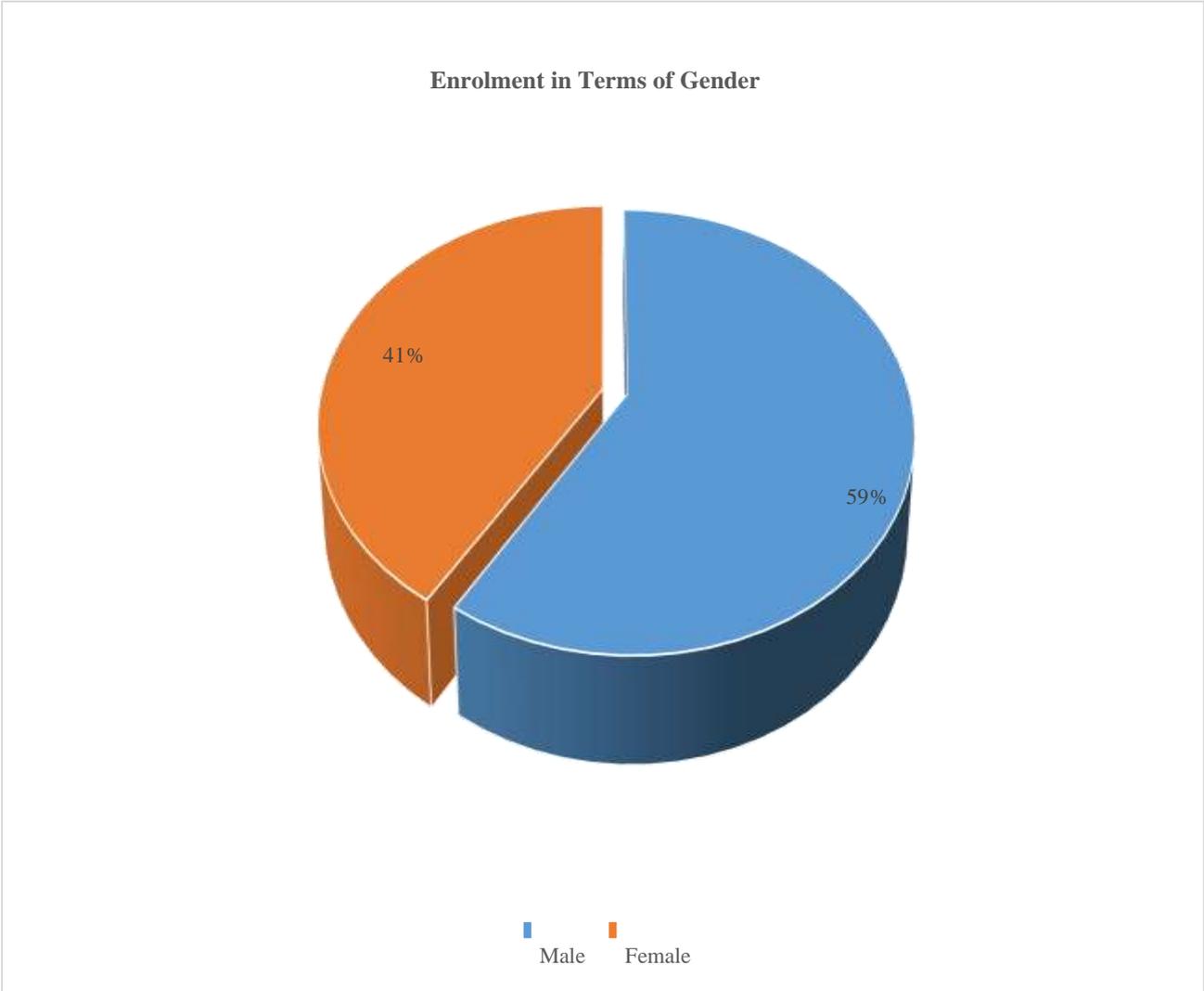
In public universities, there are more male students than female students enrolled at all programme levels. The highest disparity is at the PhD level where the ratio of male to female students is over 2:1.

In private universities male students still out-number their female counterparts in postgraduate, masters and PhD programmes. In Bachelors programmes however, there are more female students than male counterparts. The difference in enrolment between male and

female students may be attributed to factors such as: provision of female responsive learning environments and types of programmes offered in private universities. The table below provides enrolment by gender in private and public universities.

Universities	Postgraduate Diploma		Bachelor		Master		PhD		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Public Universities	668	300	245,849	163,373	27,407	18,164	4,231	1828	461,820
Private Universities	272	152	32,663	33,865	5,505	4,385	684	403	77,929
<b>Total</b>	<b>940</b>	<b>452</b>	<b>278,512</b>	<b>197,238</b>	<b>32,912</b>	<b>22,549</b>	<b>4,915</b>	<b>2,231</b>	<b>539,749</b>

Table 1: Enrolment by Gender in Private and Public Universities per Programme Level (Commission for University Education, 2016)



*Figure 1: Enrolment by Gender*

**1.12 Academic Staff by Gender in Universities**

The total academic staff was established to be 16,318 with 74% in public universities while 26% were in private universities. In terms of gender 68% were male while female accounted for 32%.

The report further notes that in public universities, of the 74% (12,013) academic staff, 70% were male while in private universities, of the 26% (4,305) academic staff, 65% were male. Female academic staff in private universities registered a higher proportion of 35% as compared to their counterparts in public universities, which accounted for 30%.



Therefore, Private chartered universities are more gender responsive in terms of academic staff than all the other university categories.

## **1.2 Vision, Mission and Core Values**

### **Vision**

To be a world class university committed to academic excellence for development

### **Mission**

To provide Quality University education through innovative teaching, research and consultancy services for development.

### **Core Values**

Excellence

Team Work

Professionalism

Equity and Social Justice

Creativity and Innovativeness

Transparency and Accountability

## **2. Purpose**

The purpose of this policy is to identify gender needs and concerns, develop strategies and guidelines for gender mainstreaming, develop collaboration with stakeholders and enhance partnerships for gender mainstreaming, identify both public and private partnerships to support gender mainstreaming programmes and promote the gender rights of students and staff in the university.

## **3. Policy Statement**

The University is committed to promoting and mainstreaming gender to ensure an enabling environment that promotes equity and equality.

## **4. Policy Objectives**

The objectives of the Policy are to:

- i) Promote an environment that enhances dignity of both gender for mutual respect, free from discrimination, harassment, intimidation, retaliation, and humiliation.
- ii) Ensure participation of both gender in decision-making process at the University

- iii) Ensure gender balance in research, training, teaching and development activities in the University.
- iv) Promote non-discriminatory practices and procedures in all aspects of university including admissions, employment and service delivery.

## **5. Scope of the Policy**

This Policy shall address issues of access, equity, retention, transition, relevance and quality of service to persons of either gender. Application and implementation in relation to financing, management, coordination and governance of people of either gender at all levels is covered within this Policy.

## **6. Rationale of the Policy**

This policy seeks to guide the institution towards ensuring a safe work and learning environment which is free from all forms of discrimination for staff and students.

## **7. Gender Mainstreaming Intervention Areas**

The University identifies the following areas: human resource management, students' admissions, teaching and learning, research and scholarships, community outreach and extension, and provision of services for gender mainstreaming interventions.

### **7.1 Human Resources Management**

- i) No person will deny a person of either gender access to opportunities for suitable employment in the University.
- ii) A qualified employee of either gender shall be subject to the same terms and conditions of employment and the same compensation, privileges, benefits, fringe benefits, incentives or allowances as any qualified employees.
- iii) The University shall facilitate access to medical facilities for students and staff of either gender.
- iv) The University shall reserve one third (1/3) of all positions in employment for either gender.
- v) The University shall enhance gender balance in recruitment, training and development of its staff to various positions in the University.
- vi) The University shall ensure that institutional work environments are gender responsive.

## **7.2. Students' Admission, Retention and Completion of Studies**

The University shall strive to achieve a gender balance in students' enrolment and completion rates to strike a balance in male and female population by ensuring gender sensitive approach is applied.

To meet this objective, the University shall:

- i. Provide mentoring and enabling environment for enhancing quality academic performance for both male and female.
- ii. Adopt affirmative action in administration (if necessary)

## **7.3. Teaching and Learning**

The University shall address any gender disparities in the teaching and learning research and consultancy in the University by:

- i. Identifying gender related factors that hamper effective teaching and learning processes and provide remedies with a view to achieving gender parity.
- ii. Ensuring a safe and friendly environment for teaching and learning which is responsive to the needs of both females and males.

## **7.4. Research and Scholarship**

The University shall identify all the barriers to equality between women and men in research and scholarship and strive to achieve equitable representation in distribution of scholarships, access to research funds and participation in research projects by:

- i. Ensuring that research funds and donor information are deliberately accessible to all staff and students.
- ii. Promoting and support the participation of male and female staff and students in research projects.

## **7.5. Community Outreach and Extension**

The University has a Collective Social Responsibility to the society. To ensure equal participation by either gender, the University will:

- i. Offer professional knowledge and services to community members of both genders.
- ii. Market the university as gender sensitive center of excellence
- iii. Involve the Gender office in community outreach and extension work.

## **8. Policy Implementation**

There shall be a gender mainstreaming committee constituted by the Vice-Chancellor to coordinate the implementation of the policy.

## **9. Monitoring and Evaluation**

The monitoring and evaluation of gender mainstreaming programmes shall be conducted by the University's Gender Mainstreaming Committee to ensure efficient and effective implementation of the policy.

## **10. Gender Mainstreaming Committee**

The Gender Mainstreaming Committee shall be constituted by the Vice-Chancellor and shall undertake the following;

- i) Formulate guidelines on gender mainstreaming
- ii) Review the Policy periodically
- iii) Carry out continuous audits on gender representation of University departments
- iv) Sensitize and create awareness on gender issues
- v) Plan and budget for gender Mainstreaming programs
- vi) Play advisory role to the Management on gender issues
- vii) Monitor and evaluate gender programs and activities

## **11. Review of Gender Mainstreaming Policy**

Gender mainstreaming Policy shall be reviewed from time to time.