



UNIVERSITY OF NAIROBI

GENDER POLICY

June 2008

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ACRONYMS AND DEFINITIONS

ACRONYMS

ASALs	-	Arid and Semi Arid Lands
BA	-	Bachelor of Arts
CATs	-	Continuous Assessment Tests
FAWE	-	Forum for African Women Educationalists
DVC	-	Deputy Vice-Chancellor
IDS	-	Institute for Development Studies
JAB	-	Joint Admissions Board
MA	-	Master of Arts
PhD	-	Doctor of Philosophy
SONU	-	Student Organisation of Nairobi University
WOSWA	-	Women Students Welfare Association

DEFINITIONS

Affirmative Action:

Affirmative action is a deliberate policy that gives special privileges to certain groups of people in order to compensate them for the inequalities and inequities that they have suffered in the past or continue to suffer due to inadequate access to resources and opportunities. For example, the government of Kenya has adopted the policy of affirmative action in the admission of students to all public universities. According to this policy, female students and other special categories of students are admitted to public universities with one point lower than other applicants.

In the application of affirmative action policy, the group that is expected to benefit must meet minimum qualifications. Affirmative action is a temporary special measure that should be implemented together with other interventions and discontinued after an acceptable level of parity has been achieved.

Gender:

Gender refers to socially constructed roles, responsibilities and relations between men and women, as well as boys and girls and not to the biologically different categories of men and women.

Gender roles and relations, are learned through the life-long process of socialization, vary between and within countries and cultures, are dynamic and therefore change across time and space.

Gender Equality:

Gender Equality refers to equal opportunities for men and women, boys and girls in access to and control over resources, as well as equality of voice and rights.

Gender Equity:

Gender Equity entails the principle of fairness and justice in the distribution of resources and access to opportunities between men and women, boys and girls.

Gender Mainstreaming:

This is the consistent integration of gender concerns into the design, implementation, monitoring and evaluation of policies, plans, programmes, activities and projects at all levels.

Policy:

A policy is a guiding principle designed to influence decisions and actions. For effective implementation, policies must be supported by appropriate structures, processes and procedures.

Sexual Harassment:

Unwelcome acts of a sexual nature that cause discomfort to the targeted person. These include words, persistent request for sexual favours, gestures, touch, suggestions, coerced sexual intercourse and rape.

1 Background

1.1 Introduction

Over the last two decades, Kenya as a country has been growing in its awareness of the need to consider the needs and aspirations of its people – men and women, boys and girls – and to revoke policies and practices that create divisions and disadvantages based on gender.

Kenya's hosting of the International Women's Conference in 1985 was a major turning point for the women's movement in the country. Following the Conference, the government put in place structures and mechanisms such as the Women's Bureau, which laid the foundation for improved gender equity. Since the turn of the millennium, the country has taken several important steps:

- i) National Gender and Development Policy dated November 2000, whose main objective is "to facilitate the mainstreaming of the needs and concerns of men and women in all areas of the development process in the country." (p. 5).
- ii) Sessional Paper No. 5 of 2005 on Gender Equality and Development.
- iii) Creation of Ministry of Gender, Sports, Culture and Social Services.
- iv) Establishment of Department of Gender.
- v) Establishment of National Commission on Gender and Development.
- vi) Gender Policy in Education, July 2007.

Progress towards achieving gender equity in education has been steady, but universities have lagged behind primary and secondary schools. According to 1999 census data, Kenya attained gender parity in the group of children aged 6-9 years attending primary school and reduced the gender gap in upper primary and secondary school enrolments.¹ Public universities, however, remain predominantly male in both their student enrolment and their staffing.

Kenyan universities addressed the issue of gender mainstreaming at a workshop on 24-25 June 2004, which was attended by two representatives from the University of Nairobi. The workshop made a number of recommendations designed to enhance gender equity at Kenya's public and private universities. Among these was the establishment in each university of a Gender Mainstreaming Strategy. Following this workshop, the Deputy Vice-Chancellor for Academic Affairs convened an ad hoc committee that recommended the establishment of a University of Nairobi committee to develop a gender policy.

The University of Nairobi Strategic Plan, which was written during the first half of 2005, is a key document guiding the formulation of a University gender policy. Two objectives are especially relevant. The first is Objective 13 (p. 49) which calls the University "to implement Government policies and international conventions

¹ Central Bureau of Statistics. 2002. "Analytical Report on Education." Kenya 1999 Population and Housing Census, Volume VIII. Nairobi: Ministry of Finance and Planning.

and guidelines on gender, disability, and marginalisation.” The associated strategy requires the University to develop policies on gender, disability and marginalisation. The second is Objective 18 (p. 53), which is “to promote an institutional culture conducive for learning and research.” This objective is supported by a strategy to “foster teamwork and engender mutual respect and concern for others.” Although this objective does not mention gender as such, it is reasonable to say that a constructive institutional culture must be fair to both women and men, and that the call for mutual respect extends to all members of the University community.

In a clear effort to ensure a framework for gender equity at the University of Nairobi, the Vice Chancellor on 26th October 2005, established a committee consisting of 11 senior academic members of staff. The committee, which was charged with developing a gender policy for the University, held its first meeting on 18 November 2005. The Committee collected data from the University records and carried out interviews with key people within and outside the University community. To better understand ways in which gender matters are handled in other institutions of higher learning in Africa, members of the Committee investigated gender policies in other Kenyan universities and visited gender-related units and programmes in universities in Uganda, Tanzania, and South Africa.

1.2 Justification

In its declaration of its vision, mission and objectives the University of Nairobi clearly states its intention to be one of the best performing centres of academic excellence and a reference point for social, cultural, and public morality growth for Kenya and the world at large. To these ends hard work, justice, and fairness are among its core values. Undoubtedly this can only be achieved in an atmosphere of security, peace and academic freedom. A gender policy, which encourages females and males, members of staff and students in every area of university life to feel secure and free to produce their very best is called for.

Table 1: Staff and Students by Gender, November 2005

Category	Male		Female		Total
	N	%	N	%	N
Management staff*	87	75.0	29	25.0	116
Academic staff*	1,080	79.7	275	20.3	1,355
Other staff					
o A-F	790	54.2	668	45.8	1,458
o I-IV	964	71.9	377	28.1	1,341
Undergraduate students					
o Module 1	8,736	65.4	4,621	34.6	13,357
o Module 2	3,733	63.4	2,157	36.6	5,890
Postgraduate students					
o Module 1	1,169	68.6	535	31.4	1,704
o Module 2	2,453	57.6	1,805	42.4	4,258

*Note that the categories Management Staff and Academic Staff are overlapping because senior management are selected from among the academic staff.

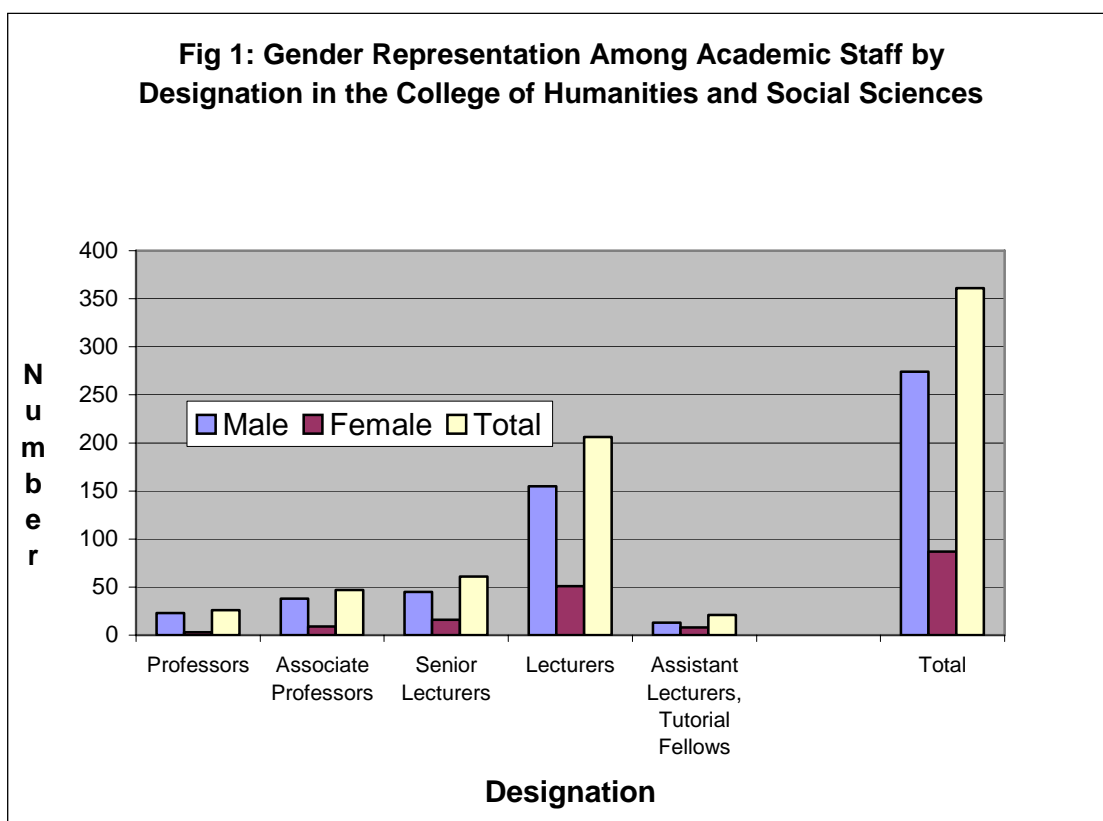
It is recognised that although officially the University has no formal rules and regulations favouring any one group, gender included, the practice on the ground is unsatisfactory. An analysis of gender ratios in staff and student populations and among academic staff by designation serves to illustrate this point.

Gender analysis of the staff and student populations in the University points to significant gender disparities (see Table 1). Background statistics provided as of November 2005 showed that management staff was 87 male (75 per cent) and 29 female (25 per cent). Since the beginning of the University, all the vice chancellors have been male, and there has only been one female Deputy Vice Chancellor. The 1,355 members of the academic staff consist of 275 female (20.3 per cent) and 1,080 male.

Other members of staff are heterogeneous in composition. Grades A-F include technicians, secretaries, librarians, and various types of administrative and accounting personnel. Staffing in these areas is nearly balanced overall, with women comprising 45.8 per cent of the workers. There are, however, some notable disparities, for example, in several departments of the College of Architecture and Engineering where all Grade A-F workers are male. Grades I-IV include cleaners, drivers, messengers, clerks, machine operators, kitchen staff, security guards, and others. The current staffing in these grades is 28.1 per cent overall for females, but a closer examination reveals that many jobs at this level appear to be allocated based on prevailing gender stereotypes of appropriate work for men and women. For example, the Security and Transport Section workers include only 1.8 per cent and 4.3 per cent women respectively.

The overall undergraduate student population is nearly two-thirds male. The statistics as of November 2005 show 12,469 male (64.8 per cent) and 6,778 female (35.2 per cent) undergraduates. Module 1 is 34.6 per cent female, while Module 2 is only slightly higher, at 36.6 per cent female. At degree level, BSc Mechanical Engineering has the smallest female enrolment (8 per cent) while BSc Nursing has the highest (49 per cent). Postgraduate students are 3,622 male (60.8 per cent)

and 2,340 female (39.2 per cent). Module 1 is 31.4 per cent female, while Module 2 is 42.4 per cent female.



Although men make up the majority of academic members of staff, the proportions of male and female members vary from one category to another. More specifically, the proportion of female academicians is largest at the lecturer level and decreases at each higher step. Figure 1 illustrates this for the College of Humanities and Social Sciences, where female lecturers and senior lecturers constitute 24.8 per cent and 26.2 per cent of their respective groups, but female professors are only 11.5 per cent of their total.²

Opportunities for training and further education for University staff have varied greatly in the recent past.

- i) Training positions for academic staff have been largely eliminated. There are very few assistant lecturers or tutorial fellows. Although the ratio of men to women in training positions is fair, the absolute numbers are very low and therefore, have little impact on ratios at higher levels.
- ii) More men than women take up the few opportunities for foreign study.
- iii) The relatively balanced ratio between male and female in training positions and the ratio between male and female in the positions of

² CHSS is used for illustration for two reasons: This is the largest College in the University, accounting for nearly half of the total academic staff, and its overall ratio of male to female members of staff and the ratios within the different academic categories are fairly typical of the University as a whole.

lecturer and above does not continue into the higher level. This may be partly due to the difficulties female lecturers experience in balancing study with work and domestic responsibilities.

- iv) Many members of staff in Grades A-F, particularly women, have benefited from Module 2. The University has paid 40 per cent of their fees through staff support fund making it possible for them to pursue their degrees. Once they have obtained their degrees, however, some who would like to shift to administrative positions have found the process difficult.
- v) Staff in Grades I-IV previously benefited from centralised training programmes, but these have been largely eliminated.
- vi) There is no sex-disaggregated data for training in these last two categories.

Review of the existing curriculum in the University showed that there are very few programmes and course units specifically targeting women or gender. The following are some of the programmes and course units offered:

- i) The Institute of Anthropology and Gender Studies offers BA in Gender and Development, Postgraduate Diploma in Gender and Development Studies, and MA in Gender and Development
- ii) There is no common undergraduate course focusing on gender. Gender is, however, one of the sub-topics in CCS 002, Fundamentals of Development and its Application to Kenya.
- iii) Some departments have courses with a focus on women, e.g., RSE 404 Women in Islam in the Department of Philosophy and Religious Studies; CSW 400 Women in Development in the Department of Sociology, and GPR 408 Women in the Legal Process in the School of Law
- iv) Outside of IAGS, there is almost no course offered with a gender focus. One exception is PMA 424 Population and Gender in PSRI.
- v) Some units have chosen to integrate the discussion of gender into all (or most) of the course units rather than to mount separate courses. The IDS MA in Development Studies is an example of this approach.
- vi) The Department of History and Archaeology has an MA programme entitled: Women in History

A strong indication of the need for a Gender Policy can be found in the numerous mostly informal reports of sexual violence, ranging from rape and assault, to discrimination and verbal abuse. These include incidents involving abuse of students by staff and fellow students as well as of staff by students and other staff. Furthermore, lack of an institutional focal point for gender concerns makes it difficult for individuals to know where to report a problem, where to offer a suggestion, or how to get information about policies and procedures.

2 Policy Statement

The University's overall aim is to create and sustain a fair and just academic environment where men and women have equal opportunities, voice, rights and access to resources, so that persons of both genders can realise their full potential and contribution within a community of scholars with a culture of mutual respect.

In order to achieve this aim the University will:

- i) Ensure gender-responsive management and administration of the University and equity in all teaching and research programmes
- ii) Reach out to marginalised groups especially women, girls and boys from poor backgrounds (ASALs, rural areas and slums) to enable them enjoy the benefits of University education
- iii) Establish appropriate administrative structures for carrying out the policy; and
- iv) Work closely with the Government of Kenya and its partners to obtain the necessary resources for implementation of this policy

3 Code of Practice at the University

3.1 Decision making organs

Although there are no formal rules and regulations that openly support gender discrimination, women at the University of Nairobi are currently under represented in senior decision making positions.

In view of the above, the University will:

- i) Ensure gender equality in its organs and committees at all levels.
- ii) Ensure that the number of women in senior management positions increases until gender equality is achieved.
- iv) Use affirmative action as a strategy to achieve gender parity for appointive and elective positions at all levels.
- viii) Apply the principles of gender equality to leadership positions in University sponsored student organisations.

3.2 Recruitment, Training and Promotion

The University wishes to create an enabling and empowering working environment in order to recruit and retain qualified staff at all levels. Given the tendency to associate certain occupations and academic disciplines with either men or women and the current male dominance in many positions, specific measures are needed to achieve gender balance in recruitment, training and promotion.

In view of this, the University will:

- 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.

3.3 Student admissions

Joint Admissions Board's (JAB's) current affirmative action on admission of female students into regular undergraduate programmes with one point less has only resulted in 34 per cent enrolment of female students. Furthermore, this policy tends to bring in more students to some programmes than others, and therefore is not effective in addressing gender imbalance across programmes.

Although selection of postgraduate students is purely on merit, some programmes have significantly more male than female students. Some departments have mentoring programmes where senior students mentor junior students. In departments where mentoring takes place female students are performing well.

In view of the above, the University will:

- i) Increase female enrolment in undergraduate programmes where there is extreme gender disparity by lowering the cluster cut-off points.
- ii) Support visits to high schools by students and academic staff to encourage more gender-balanced enrolments.
- iii) Use affirmative action to ensure improved gender-balance in programmes where it is currently lacking.
- iv) Encourage the development of mentoring programmes for both undergraduate and postgraduate students.
- v) Monitor enrolment statistics in all programmes annually to ensure gender balance is maintained or improved.

3.4 Gender Sensitive Curriculum

Individuals learn in different ways. Some of the differences are gender-based, and are due to the different ways that boys and girls are socialised. Furthermore, it is important that both male and female students have academic role models. Role models found in the content of the curriculum include the authors of textbooks and the people referred to as important contributors to the discipline.

In view of this, the University will:

- i) Ensure that the curriculum is designed and developed in such a way that it is gender sensitive in content and delivery.
- ii) Ensure that the curriculum provides positive academic role models to both male and female students.
- iii) Ensure that all students are exposed to theories and concepts that enable them to understand gender and its implications for Kenyan society.

3.5 Working and Learning Environment

The University wishes to provide both male and female students and staff with a safe, clean, and comfortable working and learning environment. Moreover, to perform well students and staff need to feel secure. The issue of security is especially important to those who must work late, teach or attend evening classes, and those who reside in the halls.

In view of this, the University will:

- i) Ensure that all campus buildings have adequate and appropriate provision of male and female toilet facilities.
- ii) Ensure that all campus facilities, including office buildings, lecture halls, and libraries, are clean and properly maintained.
- iii) Ensure adequate accommodation and recreational facilities for male and female students.
- iv) Ensure adequate office space for male and female lecturers.
- v) Ensure that multi-storey buildings have working lifts.
- vi) Provide transport and duty houses for staff who must work at night.
- vii) Strengthen security systems throughout the University.

3.6 Role models

Role models are an important part of the working and learning environment. It is necessary to present positive role models to male and female students and staff. Currently most of the role models in the University are male.

In view of this, the University will:

- i) Present positive female role models in all University-sponsored activities.
- ii) Undertake activities designed to raise the profile of female scholars and other professionals.
- iii) Encourage gender sensitivity in male students and staff by presenting male role models who demonstrate sensitivity in their language and behaviour.

3.7 Student Organisations and Co-Curricular Activities

Although the membership in University-sponsored student organisations reflects the overall student gender balance, male students hold a disproportionate

number of leadership positions and the election processes are characterised by abuse and violence that discourage female participation. Certain leadership positions are usually 'reserved' for female students, but such reservation of particular positions perpetuates gender stereotyping. Furthermore, the women students' organisation receives very little University financial support and is therefore highly constrained in its ability to undertake activities.

In view of this, the University will:

- i) Ensure that SONU and other student elections are free, fair, peaceful, and gender responsive.
- ii) Give greater budgetary support to WOSWA and facilitate it to have a higher profile.
- iii) Ensure that its affirmative action policy applies to all University-sponsored student organisations.

3.8 University Staff Awards

The University wishes to recognise the performance and achievement of its male and female members of staff.

In view of this, the University will:

- i) Design a system of staff performance awards that offers both women and men equal opportunities to be rewarded.
- ii) Group long-service awards into categories that will assure balanced gender representation.

3.9 Examinations and Coursework

The University is committed to ensuring fairness in examinations and coursework. Actualising this commitment involves putting in place measures to correct or prevent abuses based on the gender of the student or lecturer.

In view of this, the University will:

- i) Make places available on all campuses where all students can read in safety, security, and without fear of sexual harassment.
- ii) Protect students against victimisation if they report sexual offences or refuse the advances of a lecturer.
- iii) Provide and enforce clear guidelines on student-lecturer relationships.
- iv) Develop and enforce clear guidelines for the acceptable use of academic and administrative offices
- v) Ensure that students taking examinations are properly and positively identified.
- vi) Make available scholarships that target good female students
- vii) Ensure that no lecturer marks the examinations of his/her spouse, child, or close relative

3.10 Gender Violence

Gender violence, both physical and psychological, is prohibited at the University of Nairobi. The University is committed to putting into place measures designed to eliminate sexual harassment and all forms of gender-based violence.

In view of this, the University will:

- i) Develop and enforce University rules aimed at protecting students and staff from sexual harassment. These will cover matters including but not limited to student-staff interactions, manner of dressing, organisation of dining and library facilities, use of gender-sensitive language.
- ii) Establish sexual harassment centres and/or counselling services to promptly and effectively respond to and deal with sexual harassment cases.
- iii) Ensure that all reports or records on allegations or complaints of sexual harassment are treated with confidentiality.
- iv) Strictly enforce rules designed to protect students from harassment or violence in the University halls of residence, especially the prohibition of cohabitation and regulations pertaining to visiting hours.
- v) Treat rape and other sexual offences as indicated in the Sexual Offences Act as crimes that will lead to automatic expulsion or dismissal. In such cases the University will report the offence to the police.

3.11 Staff and Student Welfare

The University aims to promote staff and student welfare by providing medical services, housing and accommodation, recreational facilities, and transport to some or all members of the University community. Sometimes, however, the impact of these efforts is reduced by poor communication or gender bias.

In view of the above, the University will:

- i) Provide regular communication to all members of staff concerning the medical facilities that are available to them, their spouses and their children.
- ii) Establish a welfare unit for staff, which includes welfare and counselling services.
- iii) Increase the number and improve the quality of student halls of residence.
- iv) Set up residential quarters for married students.
- v) Provide family planning services to all students.
- vi) Support pregnant students by granting them a maximum of one-year maternity leave and, where necessary, assisting them to get appropriate accommodation.

- vii) Establish affordable day-care facilities for babies of students and members of staff.
- viii) Provide housing and/or transport for staff required to work until late at night.
- ix) Diversify recreational facilities and activities to cater for the different needs of male and female students and staff.
- x) Recruit staff for sports and games department on the basis of gender equality.
- xi) Establish campus based fitness centres for staff.
- xii) Locate recreational facilities so that they are equally accessible to male and female students.
- xiii) Provide transport at a fee for students attending evening classes or using the library to convenient points from which they can safely get their transport.

4 Implementation Mechanisms

4.1 Implementation Framework

4.1.1 Overview

The overall goal of the University of Nairobi Gender Policy is to create and sustain a fair and just academic environment where men, women, boys and girls have equal opportunities, voice, rights and access to resources so that both genders can realize their full potential within a community of scholars with a culture of mutual respect.

Despite persistent gender inequalities, it is important to recognise that there has been some progress towards the achievement of gender parity in decision-making processes at lower and middle level structures. Progress has also been made in recognizing the crosscutting nature of gender issues and their relevance to the overall development of the University of Nairobi. However, what needs to be enhanced is a shared understanding that all University policies, actions, laws, programs and plans that fail to address gender issues and concerns will not only be gender blind but may also have differential impact on men and women and could accentuate existing gender disparities. This requires that all interventions are carefully examined to ensure that equal and equitable outcomes are secured for men and women. This policy advocates for an affirmative action as a strategy to address gender inequality at the University of Nairobi.

4.1.2 Implementation Framework

The basic principle and assumption underlying the implementation of this Gender Policy is that the University of Nairobi has the capacity, the will, the enthusiasm and the commitment at the top management level to own and direct this process and have it built into the most dynamic processes at all levels for synergy and sustainability.

In order to successfully implement this policy, there will be need to have an integrated institutional arrangement to oversee and coordinate various initiatives at different levels. These arrangements will include a University-wide structure, college-based gender committees and other structures such as campus-based gender units or focal points that will facilitate and coordinate the implementation of the policy.

4.1.3 Gender Mainstreaming Division

The University of Nairobi shall establish a Gender Mainstreaming Division within the Vice-Chancellor's office. The Division will be under the leadership of a senior member of staff at the level of a Director who reports to the Vice-Chancellor and will have a broad mandate to oversee, coordinate and monitor the implementation of gender mainstreaming into all university programmes and processes.

The specific functions of the Division will be to:

- i) Raise and sustain gender awareness within the University.
- ii) Promote a gender sensitive, friendly, inclusive and secure environment in the University for staff and students.
- iii) Ensure that gender parity in student enrolment and performance is improved across disciplines.
- iv) Promote gender equality in staff recruitment, training and promotion.
- v) Undertake the training of trainers in gender analysis skills within the University.
- vi) Advocate and promote gender equality in decision-making at all levels within the University.
- vii) Establish and coordinate gender outreach programmes incorporating schools, colleges, media and cultural communities.
- viii) Promote the use of gender sensitive language in all forms of communication.
- ix) Facilitate gender research.
- x) Collect, analyze and update sex-disaggregated information on all sections of the University system in order to monitor and evaluate the relative positions of men and women. This effort should result in regular reports.
- xi) Establish and maintain a comprehensive resource centre.
- xii) Develop an effective and participatory monitoring and evaluation system for periodic assessment of progress and impact of gender mainstreaming and for the enforcement of this policy.

- xiii) Provide technical guidance and advisory support to other units in their gender mainstreaming efforts.
- xiv) Establish public-private partnerships for research collaboration, networking and funding.
- xv) Coordinate the events of the gender awareness week.

4.1.4 College-based Gender Committees

Each college will have a gender committee to interpret and domesticate the objectives of the policy. These committees will also ensure that information and action flow to and from the departments, faculties, schools, institutes and other units within the university.

4.1.5 Campus Based Gender Focal Points

Each campus will have a gender focal point or unit with a full time staff in charge assisted by other part-time staff such as students on work-study programmes. The focal points will be responsible for identifying new gender issues and offering advice on gender issues as well as liaison with other organs and units of the university. These services will be provided 24 hours per day throughout the week, and delivered through a variety of methods such as office staff during working hours, help line outside office hours and other lower level structures as may be determined by the division.

4.1.6 Complaint Procedures

The complaint procedures relating to all forms of gender-based violations will be based on the underlying principles of confidentiality, protection of whistle blowers, user friendliness and speedy action.

All the relevant provisions in the Sexual Offences Act will apply to staff and students. The Gender Mainstreaming Division will carry out preliminary investigations to determine the merit of the claim. If the claim has merit the alleged offender will be suspended pending investigations. There will also be referral to the law enforcement authorities for further investigations and actions in line with the Sexual Offences Act. Depending on the results of the investigations an offending student or member of staff will be expelled or dismissed from the University if found guilty.

If the alleged offender is an outsider, the case will be referred immediately to the law enforcement authorities.

4.1.7 Resource Mobilisation Strategy

The University will provide adequate resources for gender mainstreaming. The University will develop an effective resource mobilization strategy to generate funds and develop human resource capacity for the implementation of the policy and gender mainstreaming.

4.2 Monitoring and Evaluation Systems

Experience gained from many universities around the world indicates that once gender equality policies are in place, momentum tends to fade and activities are never implemented or stall mid-stream. In some cases lack of funds or human resources present an obstacle to the implementation of policies made. In this context, there is need for the University of Nairobi to create monitoring and evaluation mechanisms or systems for continuous assessment to ensure that the implementation of policies is on time and on track. This will allow policy makers to monitor the progress towards eliminating gender inequality in the university and undertake policy revisions as necessary.

All the stakeholders should carry out continuous and participatory monitoring of progress. This will serve as early warning mechanism to allow mobilization of resources and ownership of the process. Evaluations will also be scheduled every two years to assess whether the policy is achieving its intended goals and objectives. Evaluations will be conducted at the end of a particular intervention to assess the impact, relevance and efficiency of programmes and projects.

The development of indicators, the collection and analysis of data are vital functions in providing feedback to the University authorities to set priorities, design strategies and to assess the progress made towards achieving gender equality. Core indicators need to be developed to monitor progress in the achievement of gender equality. In this connection, decisions need to be made regarding the following:

- i) Who will collect data to monitor each indicator? How frequently?
- ii) Who will be in charge of data including analysis?
- iii) If data indicate slippage rather than progress, who will be responsible for developing appropriate mechanisms to bring about progress?

4.3 Review of the Policy

The University of Nairobi Gender Policy will be reviewed every five years to take account of emerging issues and trends.

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