



**Pilot Intervention on Co-Creation of Safe Work  
Environment for Women Staff at Kenyatta University  
Main Campus: An Action Research and Prototype  
Development**

**FINAL PROGRAM REPORT**

**WOMEN EDUCATIONAL RESEARCHERS  
OF KENYA (WERK)**

**1<sup>st</sup> November 2019 to 31<sup>st</sup> August 2020**

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## A. Introduction

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### Organization profile

Organization Name:	WOMEN EDUCATIONAL RESEARCHERS OF KENYA (WERK)		
Grant agreement No.	Contract Reference: GO OPEN 1018920 Extension contract: 1019732		
Reporting period	Start date: (01/11/2019)	End date: (31/08/2020)	
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Report submitted by	Ms. Sophia Yiega – Executive Officer of WERK		Date: <u>Friday 11<sup>th</sup> September 2020</u>

### B. Summary/overview

(Give brief background information of the programme, organization description and role in the programme. Give a high level summary of project implementation within the reporting period. Briefly note any changes in the local, national, regional or global context (e.g. change in existing legislation) that relates and impacts on your project)

### Background

The aim of this project was to develop a prototype of safe spaces for female university staff (professional and non-professional) at Kenyan universities using Kenyatta University (KU) for the pilot. The pilot at Kenyatta University was designed to achieve sustainable institutional and attitudinal changes that will guarantee safe work spaces for women staff. Consequently, this prototype will facilitate holding duty bearers accountable for the safety and security of its female staff in safe and secure spaces (formal and informal). This involved acting at multiple levels (policy and implementation) with multiple actors (women/men, professional/support staff, Coalitions and networks) using a combination of mutually reinforcing creative, participatory and conventional strategies, building on innovations introduced by WERK in its early years.

WERK is a not-for-profit professional membership association founded in 1994 as an ad hoc group of women researchers in education and the social sciences. The common thread from our founding to date, across all our activities, has been to contribute towards the entrenchment of the principles of equity, justice & peace in Kenya for all Kenyans by linking research to advocacy and action. Our vast experience and technical expertise in gender research and programming, as well as gender responsive education research/programming means we have garnered insights, through experiential learning in our various action research projects, that have honed and refined the design,

implementation and evolution of our programmes to suit the dynamic needs of our beneficiaries. Our strength is in drawing on the wealth and diversity of experience in our expert membership to deliver high caliber, timely, relevant and effective results – which served as a great asset in the success of this project.

WERK's role in the Safe Workspaces Initiative included providing administrative and logistical support, financial oversight and management of the project, management of the consulting core project team (WERK members), as well as quality control of deliverables throughout the project.

The project period was initially eight months (November 1, 2019 to June 30, 2020) but due to COVID-19 challenges, WERK requested for a no cost extension to August 31, 2020 which was granted by HIVOS. The request was to accommodate transition to remote working methods, and delays caused by both the bureaucratic procedures at Kenyatta University aggravated by the mitigation measures put in place as response to the COVID-19 pandemic.

### **Summary of Project Implementation**

The project was implemented between 1<sup>st</sup> November 2019 and 31<sup>st</sup> August 2020, for a period of ten months. The project implementation may be clustered into four interlinked and overlapping phases, as described below:

1. Gaining entry, strengthening rapport and establishing strategic partnerships: Entry into the field was made within the first quarter of project implementation with meetings with Prof Fatuma Chege, Deputy Vice Chancellor (Administration) and Prof Gravenir, Deputy Vice Chancellor (Research, Innovation and Outreach). By the second quarter, we entered into a partnership with the Centre for Gender Equity and Empowerment (CGEE). Prof P.K. Wainaina, Vice Chancellor of Kenyatta University was informally briefed on phone about the project in mid-June in which he reassured us of his support for the Safe Work Space Initiative both in his capacity as the CEO of KU, and in his personal capacity. In a formal meeting on July 30<sup>th</sup>, the draft prototype was shared with the Vice Chancellor. At the same meeting, the project roadmap was presented to him and received his approval.

During the first quarter, research clearance was obtained from the National Council of Science, Technology and Innovation (NACOSTI) which is the government authority regulating research in Kenya. Application was also made to Kenyatta University in December 2020 to obtain Ethical Clearance. This was received in March coinciding with the unexpected closure of the university due to the COVID-19 pandemic. An additional clearance from the Office of the DVC (RIO) was obtained on 1<sup>st</sup> May, 2020.

2. Generating evidence through research: The research process began in the first quarter with a preliminary review of documents including relevant Kenyatta University policies and other literature. A rapid analysis of pertinent content on KU websites was also undertaken during this period. In quarter two, tools were developed, pretested and finalised. Pending authorisation to access Kenyatta University, we initiated the data collection process by

interviewing survivors who were alumni of the university or former staff, and thus currently not affiliated to KU.

The bulk of the data was collected between 2 May to 2 July, 2020. During this period, an online survey was administered, in-depth interviews and focus and small group discussions were conducted. Informal conversations and consultations with key informants continued. As the table below indicates, in total 95 individuals, including 10 survivors, participated in the qualitative component of the study. In addition, we received 95 valid responses to the on-line survey.

Number of Participants, Qualitative Research Components			
	Female	Male	Total
Survivors	10	0	10
Top/Senior Mgt	7	6	13
Faculty	26	7	33
Unions	2	2	4
Support Staff	13	3	16
Directors/In-Charge	6	13	19
Total	64	31	95

Data cleaning and preliminary analysis began during data collection as per qualitative research practice. However, verbatim transcriptions of the interviews (which were on average 1.5 hours duration) were done in July. In July and part of August, the interview/FGD transcripts were coded, entered into MAXQDA; patterns of meaning within data were analysed to identify central themes within cases and triangulated across cases. Triangulation also helped to strengthen validity of the findings. However, in qualitative research, exceptional data or outliers are significant; our data analysis strategy thus took into consideration the extreme or deviant cases to strengthen interpretation of our data and incorporate diverse perspectives.

3. Developing the prototype informed by research findings: The prototype, as conceptualised, has six components. Given the iterative nature of the research, development of the prototype components began early at the pretest in February 2020. Pretest participants, all of whom had “insiders” view of the KU main-campus culture and geography by virtue of their association with it either as current or past staff or student, visualised the initial paper map

of SGBV hotspots. Content for the development of the prototype was identified through data analysis, with the team dedicating time to achieving this deliverable from mid-July to mid-August. In the validation workshop held virtually on 14th August, the various prototype components were validated with some additional inputs and modification (monitoring tools, SGBV hotspot map, and the Guideline). Additional content was co-created with participants from KU during and post workshop for the SMS short code and possibly the KU social media platforms. The Vice Chancellor made inputs on specific aspects of the prototype (e.g. identification of unsafe activities in addition to the unsafe spaces; regularly updating the map and using it as a monitoring tool).

4. Launch of the prototype and associated products: The process culminated in a high level virtual launch of the Safe Work Space Initiative prototype on August 28, 2020. The launch was officiated by the Vice-Chancellor of Kenyatta University, Prof Paul K. Wanaina before a virtual audience of 77 invited guests. Apart from senior staff from Kenyatta University and members of WERK, the launch attracted representatives of a number of universities (public and private) and tertiary institutions at the level of Deputy Vice Chancellors and Principals among others. Also present were members of the Kenyan Judiciary and a number of civil society organisations.

Three products were launched at the event:

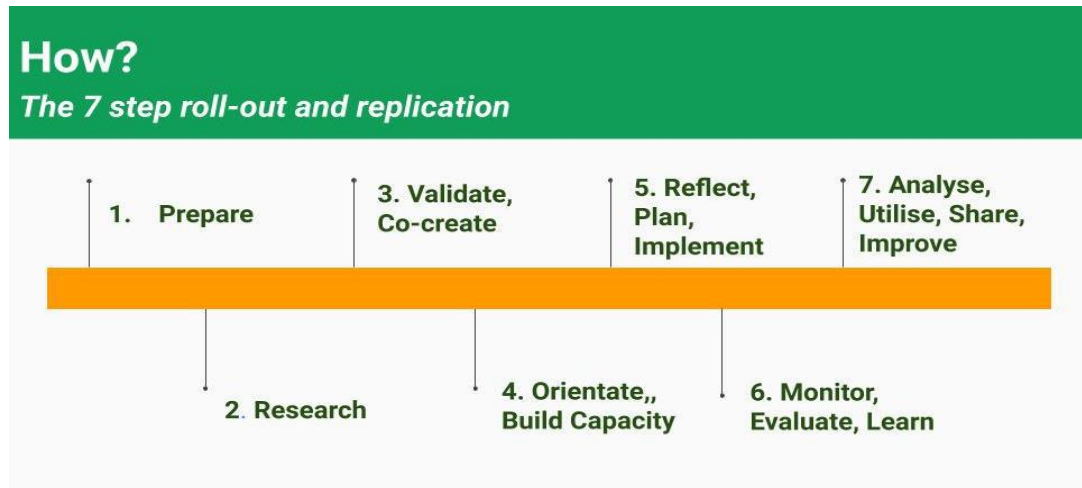
- An SGBV Reporting App that was developed by the Centre for Gender Equity and Empowerment funded by the Commonwealth Association of Universities. A SMS Short Code, supported by WERK through the HIVOS grant was integrated into this App. (The SMS Short Code is Deliverable #3) Content centering around issues emerging from the research were co-created with KU counterparts during the 14th August workshop. The SMS messages are to be received via the Android application on the phone and stored within the application database. These messages will be accessible to specific stakeholders through the backend of the application and will provide a record of the time and actual incident, as well as enable follow-up and monitoring of action taken.
- The prototype through the launch of the Guideline for the Roll-Out and Replication of Safe Work Spaces for Women Staff in Universities and Tertiary Institutions. (Deliverable #5). The Guideline is organised in two main parts, both of which are informed by the research findings. In Part A, it conceptualises a safe workplace for women in universities while Part B proposes how universities (and tertiary institutions) can ensure safe workplaces for women staff. The Guideline defines a safe workplace compliant university as standing on seven pillars, namely:
  1. Policies that clearly articulate the institutional position on and commitment to promoting diversity and inclusion while eliminating discrimination and SGBV. The KU policies that directly spoke to this were the Sexual and Gender-based Violence Policy, the Gender Policy and the Code of Ethics

and Conduct. The Guideline while recognising that they were good first steps, highlights significant gaps and weaknesses in them that need to be addressed. We were informed that the SGBV and Gender policies had been revised but were still in the approval process. Though we did have access to revised versions, we are not at liberty to discuss these as they are still not in the public domain.

2. Political Will as reflected in the creation/support for structures and initiatives that promote compliance with safe workplace policies and regulations. At Kenyatta University, the Centre for Gender Equity and Empowerment survived the restructuring that saw departments and directorates merged and/or lose their autonomous status. It retains its independent identity, mandated to mainstream gender and to monitor implementation of the SGBV and Gender policies. That the Kenyatta University Vice Chancellor is also a global champion for the HeforShe Initiative is also a reflection of commitment to women's rights and gender equality, including to the elimination of SGBV from university campuses.
3. Prevention Strategies that contribute meaningfully to mindset transformation. The Guideline identifies some strategies, e.g. continuous education, awareness raising and reinforcement of key messages related to the enforcement of safe workplace, and the right of women to work and learn in non-threatening and non-discriminatory environments. It reiterates that the existence of policies are not solutions per se; all staff must be made aware of policy provisions and the consequences of violating them and they must be trained on prevention and response. The Guideline further recommends the use of creative and participatory methodologies of engaging the university community (as opposed to sensitisation alone), and making men who are targeted for awareness training feel that they are part of the solution and not the problem. It also draws attention to the identification of opportunities to amplify relevant core messages, from celebration of commemorative days to use of the social media channels, and systematically incorporating them into university/departmental calendars.
4. Reporting Incidents of SGBV through channels that are clear, friendly, confidential yet transparent. The Guideline recommends multiple entry points for initial reporting to cater for diverse survivor/victim interests and concerns. The KU SGBV policy provides for three alternatives: security and health services and the Centre for Gender Equity and empowerment. The Guideline draws attention to the importance of identifying underlying factors that discourage reporting of incidents of SGBV; at KU, the research team discovered at least seven reasons for underreporting.

5. Protection, Care and Support for survivors which must begin at the point of reporting and should be sustained throughout the process. The Guideline recommends development of training packages targeting key service providers (e.g. security and health services) that incorporate content and methodologies on building the trust and confidence of survivors.
6. Response to reports of SGBV and resolution of complaints that is relevant, prompt, effective, fair and just, and ensures both the complainant and alleged perpetrators are given due process. The Guideline reiterates the importance of having in place mechanisms for prompt response to complaints; effective investigation and disciplinary procedures that are commensurate with the offence; and a healthy, gender responsive environment for the complainants and in which complaints are heard.
7. Monitoring Compliance using safe workplace standards that are sensitive to gender equality and SGBV issues. This we found to be a weak link at Kenyatta University.

In Part B, a seven-step process is recommended for CUTSAW members to roll-out and replicate the Safe Work Space for Women Staff Initiative on their campuses. Figure 1 summarises these steps graphically.



*Source: Presentation, Orientation Workshop 21 August 2020*

The Guideline incorporates the following deliverables in its annexes:

- Deliverable #1 Compendium of Good Practices in Annex A.
- Deliverable #2 Visual Map and list of SGBV Hotspots (potentially unsafe/risky spaces) in Annex Ba and Bb respectively. A digital version of

the map was also developed, and its final iteration was shared with participants at the Launch. Prior to this, the map went through several iterations, beginning with the pretest where physical maps were drawn by gender differentiated groups of participants. Maps by the different gender-based groups were merged, and one master map of SGBV hotspots was drafted through a process of consensus-building. The master map was modified as necessary as we received additional information from multiple data sources (interviews, focus group discussions, the online survey, and consultations). The map was digitised and presented at a consultative meeting with the Kenyatta University Vice Chancellor, on 30th July. The Vice Chancellor's insights were incorporated into the third iteration of the map, and then shared with participants at the validation/co-creation workshop on August 14th. The map served as a trigger for conversation around the issues of safe and unsafe spaces at KU main campus, and validated the findings on SGBV hotspots. Information collated from the research as well as workshop participants generated ideas on solutions.

Following the Vice-Chancellor's suggestion, we also included a list of risky activities in the Guideline. (Annex Bc)

- Deliverable #4 on MERL for monitoring enforcement of safe work-spaces for university female staff. We developed two tools to address this deliverable: (1) The Safe Work Space Compliance Assessment Tool to be completed annually by participating institutions; and (2) Monitoring Tool that may be adapted to specific contexts existing in participating universities and tertiary institutions with the means of verification and time frame added as relevant. At KU, it is recommended that the tool is adapted for use at multiple levels (departmental, school; unit, directorate; human resource; institutional) quarterly and submitted to The Centre for Gender Equity and Empowerment for collation and analysis and presentation to the Top Management for assessment and action.
- Coalition of Universities and Tertiary Institutions for Safe Work Spaces for Women (CUTSAW). This Coalition represents Deliverable #6. There were 26 universities and tertiary institutions that expressed interest in joining the Coalition, as well as other like-minded institutions and organizations.

### **Changes in the Context**

The Initiative on Safe Work Space for Women Staff was piloted at Kenyatta University in the shadow of the COVID-19 pandemic. The approval of the grant by Hivos coincided roughly with the emergence of this microscopic virus which has since disrupted the lives of millions of people



globally. It has already infected approximately 28 million by early September 2020; the numbers continue to grow, affecting the lives of countless others directly and/or indirectly.

The first case of COVID-19 in Kenya was reported by the Ministry of Health on 13<sup>th</sup> March 2020. The Kenyan government responded by imposing a partial lockdown of the counties with the highest infections, which included Nairobi. It banned air travel to and from the country, and imposed a dusk-to-dawn curfew. The indefinite closure of all educational institutions in the country and restrictions on public gathering posed logistical challenges to the project team, leading to modification of the research design and implementation plan to accommodate virtual data collection methods.

Economic impoverishment and increased drug and alcohol abuse is associated with increased vulnerability of women and children to sexual and gender-based violence during humanitarian disasters. There is a growing body of research globally suggesting this is also true of the COVID-19 pandemic. <https://jaslika.com/webinar-series/megan-odonnell-gbv-webinar-segment> In Kenya, for example, the number of cases of sexual violence against children brought before the courts have been increasing. By the end of April, barely a month after the closing of schools, there was a reported spike of 41% in cases of sexual violence against children that were brought before the courts in Kenya. <https://jaslika.com/webinar-series/justice-martha-koome-gbv-webinar-segment>. According to the Ministry of Health sources, within four months of the first reported case, about 5,000 survivors of rape received treatment in health facilities across the cases of rape country. In addition, a study by the Kenya National Bureau of Statistics showed that 23.6% of Kenyans have witnessed or heard cases of domestic violence in their communities since the introduction of COVID-19 containment measures. This is corroborated by a study undertaken by the Ministry of Health and Population Council (April 2020) on COVID-19 Knowledge, Attitudes, Practices and Needs, which showed that 39% of women and 32% of men were experiencing tensions in their homes. A 13% increase in GBV cases in Kenya was reported between January and March 2020 compared to the same period in 2019, according to analysed data from the national GBV Hotline (1195). <https://reports.unocha.org/en/country/kenya/card/2rC8ktJetx/>

The impact of the Covid-19 pandemic will continue to be felt well beyond its containment and lifting of restrictions. When universities and tertiary institutions reopen, there is a possibility that the implementation, roll-out and replication of safe work spaces initiative might be affected in a number of ways:

1. The limited resources and attention of the university/tertiary institutions would be on making up for the lost time in curriculum coverage, at the expense of implementation of the initiative.
2. Staff and students may come back to the campus with unresolved trauma, which may contribute further to creation of unsafe spaces.

## Programme progress against expected outcomes

### a. Achieved Outcomes

[This table focuses on the change as a result of the activities conducted - It asks the ‘So What?’ question. If no outcomes were recorded during the period, indicate by inserting a ‘N/A’ in the outcomes to date column. Include all outcomes (outcome statement section) which can be positive, negative, intended or unintended]

<p><b>Expected Outcome 1: Increased knowledge of, improved attitude and commitment towards the enforcement of Safe Work Space Compliant campuses by all stakeholders.</b></p>
<p>Outcomes to date:</p>
<ol style="list-style-type: none"> <li>1. Better conceptualisation and improved awareness of SGBV and rationale for focusing on women staff in the safe work spaces initiative:             <ol style="list-style-type: none"> <li>a. Women are more vulnerable than men</li> <li>b. The cost of not acting to curb SGBV on and by staff is high</li> <li>c. Ensuring safe workplace for women is an opportunity for safety for all</li> <li>d. SGBV violates international, national and institutional laws and regulations</li> </ol> </li> <li>2. The university top management took ownership of the process. This is reflected in actions of the Vice Chancellor and the DVC Research noted below:             <ol style="list-style-type: none"> <li>a. The mobilisation of the Office of the Vice Chancellor (Public Relations Advisor, Personal Assistant, On-Line Communications Department) in support of the launch</li> <li>b. Authorisation by the Vice Chancellor to host the workshops and assignment of his representatives to officiate.</li> <li>c. The ownership of the process and outcomes is clearly reflected in the Foreword of the Guidelines and the speech made by the Vice-Chancellor at the Launch.</li> <li>d. Intervention by the DVC (RIO) to grant us access to the campus for data collection, superseding his officers who appeared to be delaying the process.</li> </ol> </li> <li>3. The top management at Kenyatta University is on-board, ready to take on leadership and committed to making a difference through quick fixes and long term measures (accepting of recommendations, e.g., that private supervision spaces for postgraduate students are dangerous, and therefore should be made more public).</li> <li>4. The CGEE has committed itself to laying more emphasis on enforcement of safe work spaces for women in its revision of the gender and SGBV policies and updating its website as a direct consequence of the SWS project</li> <li>5. The development of the Safe WorkSpace Compliance and Monitoring tools as part of the prototype will greatly enhance accountability at the school / directorate levels</li> </ol>
<p><b>Expected Outcome 2: Increased awareness of mechanisms for protection of female staff from SGBV</b></p>
<p>Outcomes to date:</p>
<ol style="list-style-type: none"> <li>1. Consensus was built through the workshops of the overall mandate of CGEE to coordinate and monitor SGBV prevention and response at the main campus will greatly enhance protection of female staff and students while fast tracking evidence gathering and mitigation measures</li> </ol>

2. The SGBV Hot Spots Map was well received especially by KU management as an innovation that may be used effectively to create awareness amongst new staff and students on areas to avoid both during the day and at night
3. Linking SGBV hot spots with activities that contribute to certain places being more dangerous than others will make it easier for university management to focus more on the activities to change the narrative
4. Increased knowledge of, and commitment to SGBV prevention, reporting and response by different service providers including security services and deans of schools.
5. The interviewing process was empowering for survivors and other informants and contributed to increased knowledge of existing policies and relevant clauses in the Code of Ethics and Conduct that protect female staff from SGBV.
6. The validation/co-creation and orientation workshops increased knowledge of participants on reporting processes and procedures as articulated in the SGBV policy and improved understanding of the reasons for underreporting.

**Outcome 3: Strengthened partnerships for safeguarding of safe work spaces**

1. Coalition of Universities and Tertiary Institution for Safe Work Spaces for Women was established
2. Internal partnerships with the Centre for Gender Equity and Empowerment (CGEE) strengthened
3. Deans and Directors of various services, including Security and Spiritual Services, took ownership of the prototype development and committed to the process

### C. Achievements within the reporting period

Describe in the table below, being as specific as possible the achievements within the reporting period, in relation to the agreed indicators and targets explaining reasons for differences/discrepancies

Earlier planned activities covered in reports 1 and 2 are not covered in this report.

#### Planned Activities and Results to date

##### Activities not reported on

Indicators	Target	Planned Activities (deliverables) and Indicators	Achievements/Results (foreseen and unforeseen) during the reporting period – e.g. incase forums are conducted, indicate number of those in attendance and disaggregated by sex	Reasons for discrepancies
a. Analysis of hotspot mapping <b>Indicators</b> ✓ well lit areas ✓ additional security at hotspot ✓ the SGBV hot spots visual map displayed at an appropriate space in the university		<b>Visualisation of SGBV hotspots in the campus</b>	i. Agreement that map should be shared with the Centre (CGEE) and the Security Office to be used during student orientation (undergrad and postgrad) and staff induction ii. Map to be put on KU website, shared on social media platforms (by the ICT Directorate/Online Communications) and periodically updated by KU	To be established when university is re-opened (campus remains closed due to COVID-19 restrictions)
b. Creation of visual SGBV map for KU main campus <b>Indicators</b> ✓ # of incidents reported in the hot spots ✓ Frequency of surveillance by the KU police and KU security		Pre-testing (first iteration of the map)		Suggestion boxes discontinued due to inability for follow through

<ul style="list-style-type: none"> <li>✓ Availability of services within an acceptable radius (e.g. clinic, hospital, police)</li> <li>✓ # of individuals who have used SGBV services/no of SGBV related incidents that have been reported</li> <li>✓ Existence of anonymous boxes for SGBV reporting</li> <li>✓ # of service providers oriented to deal with SGBV issues</li> <li>✓ Attitudes of service providers towards SGBV survivors (Female/male)</li> </ul>	<p>CCTV cameras in strategic places.</p> <p>-There appears to be under-reporting.</p> <p>-Figures given by security at workshops challenged, and only very extreme cases were reported on.</p> <p>-Majority of cases not reported</p> <p>-30 (at baseline)</p>	<p>Orientation of service providers done through meetings with top management (VC and Registrar – Corporate Affairs), orientation and validation workshops</p>		
<p>Dissemination of visual SGBV hotspot map and awareness raising</p>		<p>Validation and orientation workshops Launch</p>	<p>Ownership by the VC who approved the roadmap and confirmed his full support for the Safe Work Spaces Initiative</p>	<p>No discrepancy</p>
<p>d. Workshops for co-creating safe spaces (will include relevant partners,</p>	<p>3</p>	<p>Pre-testing workshop (orientation component of the</p>	<p>Commitment from participants to co-create safe spaces (arising from orientation workshop) and develop</p>	<p>Only missing partner was the police – who are not part of the day to day management and reporting of SGBV</p>

<p>police and security services, staff, admin, WERK) and sensitization using participatory methods, based on the baseline/assessment)</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>✓ of workshops conducted</li> <li>✓ partners oriented and sensitized</li> </ul>		<p>workshop ahead of training on tools)</p> <p>Validation and orientation workshops</p> <p>Launch</p>	<p>workplans on the same (embedded in the MERL plan)</p> <p>Monitoring plan (quarterly monitoring from the lowest unit to the top-most, bi-annual updating of the map; annually – completion of the safe space compliance tool)</p>	<p>issues within KU (except in severe cases such as rape)</p>
<p>Co-create content for SMS short code with campus security and relevant partners</p> <p><b>Indicator</b></p> <p># of female professional and support staff who have access to SMS short code</p>	<p><b>All female KU staff</b></p>	<p><b>SMS short code that alerts campus security for rapid response</b></p>		
<p>Develop SMS short code and pre-test</p>	<p>Created and pre-tested</p>			
<p>Train core group of SMS short code users</p> <p><b>Indicator</b></p> <p># of people trained in short code use</p>	<p>18 people</p>			
<p>Develop MERL framework</p>	<p>2</p>	<p>MERL Plan for monitoring enforcement of safe work spaces for university female staff</p>		<p>We went beyond the one tool required as it was too general. The two tools can be used from the micro to the top levels as appropriate.</p>
<p>Draft guidelines</p>		<p>Guidelines for the replication and roll out of WERK’s safe working spaces initiative at</p>		

		KU satellite campuses and other universities		
Pre-test guidelines with core group	40 pax			
Finalise guidelines				
Launch prototype of safe working spaces for women	26 institutions expressed interest (universities, tertiary institutions and others)	Inter-university networks and coalitions in support of safe working spaces	KU Vice Chancellor officially launched the Coalition of Universities and Tertiary Institutions for Safe Work Spaces for Women (CUTSAW)	

Most of these indicators were incorporated into the monitoring tools to the extent possible, and where there was acquiescence from KU. The indicators were validated during the workshops. However, due to lack of physical access to KU campus due to COVID-19 restrictions could not be enumerated by the project team.

\*\*Data was a problem - record-keeping very poor (more of a challenge with staff). Staff reportedly don't like going to the health centre and wellness centre, and to be identified by students, fear of stigmatization within the KU community (high evidentiary standards discourage survivors from reporting).

Multiple incidences of abuse at post-grad and staff level (repeat victimization).

## D. Challenges

*Please describe changes occurring within your organization and/or outside your organization that have an impact on the project. Please describe how you have responded/planned to respond to these challenges.*

1. Impact of Covid-19 pandemic: The COVID-19 pandemic and its mitigation measures affected the implementation of this project as initially conceptualised. We had to modify the plan to respond to the new circumstances.

The risk of exposure to the new coronavirus together with the lockdown and social distancing restrictions resulted in closure of Kenyatta University to the general public and university operations slowed down, contributing to

- Delays in obtaining the necessary approvals to conduct fieldwork, i.e. ethical clearance and approval from the Office of the Deputy Vice Chancellor (Research, Innovation and Outreach). It was not until May 1st that authority to collect data from KU was granted.
  - Restriction of physical access also meant that we were unable to physically survey the KU main campus to confirm the SGBV hotspots. However, during the pre-testing, we were able to get participants to draw a visual map of the hotspots. We developed these further using information obtained from the on-line survey and the in-depth and survivor interviews.
  - The authorisation, when obtained, was only for conducting the fieldwork remotely. The use of remote methods posed difficulties in accessing and interviewing one particular group of research participants - the support staff - leading to their underrepresentation in the sample. The fact that this demographic was unlikely to possess smartphones or computers enabling them to join in virtually compounded the problem. Nevertheless, our overall sample exceeded what we had targeted for interviews.
2. ICT challenges: There were some hitches with the use of ICT to deliver on the key outputs.
    - Poor Internet connectivity disrupted some interviews using Google Meet and Skype, compelling use of alternative media such as WhatsApp chat or telephone. This was especially true in instances where the target research participant was joining in from out of Nairobi.



- Four working groups were planned for the validation/co-creation workshop. However, some participants had difficulties entering the virtual “breakout rooms” assigned to them and ended up remaining in the plenary room where one of the groups was meeting. As a result, one group was oversubscribed while one could not meet at all because of the lack of quorum. This experience influenced our decision to work exclusively in the plenary format in the orientation/capacity development workshop the following week.
- We had hoped to live stream the launch on Facebook in collaboration with Kenyatta University TV and On-Line Communications. However, though the launch was recorded, due to technology breakdown, the live streaming, which was advertised on KU social media platforms and WERK networks, did not take place thereby excluding many interested members of the public from attending.

### E. Lessons learned

*Under this section list the lessons learned during this period, detailing how the project gained practical and meaningful information, or how differently things would have been done. Please identify how any of these lessons might influence the direction and emphasis of the project*

Activity/event	Key learning (what worked well/what didn't work well)	Proposed action to improve and/or replicate in future activities/events
What Worked Well		
Team leadership and composition	Reputation and credibility of the research team, especially of the leaders, combined with good rapport with top management is essential for success especially in terms of confidence building, quality of information generated and overcoming threats.	Careful reflection on the qualities and skills sets is required to deliver expected results, and use these criteria to select team leaders and members.
Gaining entry	The DVC (Research, Innovation and Outreach) is a gatekeeper for external researchers seeking access to Kenyatta University to collect data. He was acquainted with WERK through its work on higher education in the 2000s, and had high regard for the research expertise of the team leaders. He also was a colleague of the current Chair of WERK. He was able to step in to personally authorise access of the research team to Kenyatta University in the face of	The teams involved with the implementation of safe work spaces must be able to utilise their networks to overcome obstacles

	bureaucratic delays from those in his office responsible for processing the clearance.	
Implementation process	In attendance at the first workshop was the DVC Administration, Prof Fatuma Chege, and in the second one, Prof Grace Bunyi, the Registrar Corporate Affairs. It is worth noting that Prof Chege was an initiating member and a co-coordinator with the Safe Work Space Project Lead, Dr Sheila Wamahiu in the period before WERK was registered. Prof Bunyi was the Deputy Chair of WERK once it was registered in 2000, working with Dr Wamahiu as the Chair. She later became its Chair. We were able to leverage these connections effectively to consolidate our collaboration with Kenyatta University.	Identify strategic individuals within the participating institutions who can advise and assist to take the Safe Work Space Initiative forward.
Conducting qualitative interviews remotely	Video calling using platforms such as the Google Meet and Skype were effective in obtaining “thick” data from key informants. Like in face-to-face interviews, the video call enables observation of facial expressions and to some extent reading of the body language.	In conducting in-depth/key informant interviews, use of video-calls is recommended as the better option as compared to telephone/WhatsApp interviews.
Recruiting research participants	Persistence paid in terms of winning over some reluctant informants and convincing them to participate in the study.	Good interpersonal skills and patience are required; study teams should budget adequate time to reach out to potential participants.
Resources	Commitment and creativity can move mountains. The limitation in financial resources for the project fostered a lot of creativity and 'out-of-the-box' thinking in terms of managing otherwise financially-intensive activities.	There are some activities that may be implemented as part of one's regular job description as a member of staff in the participating universities/tertiary institutions. However, adequate resources should be mobilised to ensure that these institutions are fully Safe Work Space compliant.
Partnership building	The partnership with the CGEE was fruitful, and was strategic in building ownership by KU	It is critical to identify strategic partnerships in rolling out or replicating the Safe Work Space Initiative. The focus of the partnership should be on the Office, however, and not the Office holder as there could be internal changes in leadership over which they have no control.
<b>What Didn't Work Well</b>		
Organising FGDs	The number of FGDs did not meet the target, especially in the support group category. The group nature of FGDs means that anonymity of participants cannot be maintained. The reluctance of support staff to participate in group discussions stemmed from mistrust of colleagues to keep confidence and	In highly competitive sub-cultures where there is little trust amongst staff, individual interviews should be prioritised over FGDs in discussing sensitive matters.

	consequently fear of retribution from superiors/perpetrators.	
Administration of online questionnaires	The responses to the online questionnaire was below expectation. This was due to a number of issues, including accessing staff via staff email (due to access to email, a significant number of delivery failures owing to inexplicable blocks, and lack of access to the comprehensive staff mailing list)	If the questionnaire is administered by an external team, it would be prudent to first establish the main channel of communication (e.g. email, WhatsApp) and then use those channels for sending out the questionnaire. It might also be useful to randomly sample targeted respondents for follow up to ascertain whether they have received the questionnaires.

**F. Networking and collaboration**

*Under this section provide information on how you have worked closely with other projects and stakeholders (both government and non-government entities), in the regions where you work for example – meetings, conferences, joint trainings/activities, etc*

1. Networking and collaboration was integral to the project, as exemplified by the launch of the Coalition of Universities and Tertiary Institutions for Safe Work Spaces for Women (CUTSAW). Though its terms of reference and work modality will be elaborated once its maiden meeting is convened, the Coalition promises to be a powerful force in keeping Kenyan campuses safe and free of SGBV. The participating universities and tertiary institutions are represented in the Coalition by top or senior management at the level of Deputy Vice Chancellors, Principals, Deans, Head of Departments, with the teams including Gender Focal Persons and/or other lecturers. Some of the institutions represented in CUTSAW were brought on board by WERK members who work in those institutions. Other like-minded non-profit and for-profit organisations also expressed interest in joining the Coalition. They include the Girl Child Network(GCN), Access Education International (AEI), Forum for African Women Educationalists Kenya Chapter (FAWEK) and Jaslika. Jaslika helped to promote the launch through its social media platforms (Facebook and Twitter). The WERK Chair played a strategic role in the mobilisation process.
2. The Centre for Gender Equity and Empowerment (CGEE) was the collaborating partner from Kenyatta University. The partnership with CGEE was initiated informally even before the clearance to conduct research in the campus was received and a letter of agreement was signed to seal the relationship. The CGEE Director shared lists of her implementing partners from within Kenyatta University, as well as a comprehensive list of deans, heads of departments and directors that formed our sampling frame for the qualitative component. She also forwarded an introductory letter to them briefing them on the Initiative. Most importantly, the

collaboration resulted in the integration of the SMS Short Code into the SGBV Reporting App that the Centre developed with support from the Commonwealth Association of Universities. WERK provided a platform to the Centre to launch this product alongside the prototype of the Safe Work Space for Women Initiative on the 28th of August.

3. The Safe Work Space Initiative was wholly embraced by the Vice Chancellor of Kenyatta University, who approved the validation/co-creation and orientation/capacity development workshops. He was represented at these workshops by the outgoing and incoming directors of CGEE respectively, while he presided over the Prototype Launch himself. The workshops were jointly implemented by WERK and CGEE. The Launch Programme was officially issued by the Vice Chancellor's Office, with his Personal Assistant, the Public Relations Advisor, On-Line Communications Manager and KU Television actively engaged in supporting the launch.

#### **G. Capacity development during the reporting period**

*Under this section, provide information capacity building sessions that the project team members have participated in.*

There were multiple opportunities for building capacity in this project.

1. Pre-testing session: The pre-test doubled as an opportunity to equip the study team members on how to map safe and unsafe spaces using drawings, and using these to trigger conversations around issues of safety and security. The session also helped to strengthen their skills to facilitate FGDs, take qualitative notes, transcribe and do preliminary analysis.
2. Training on coding: A one-day training on MAXQDA was organised. Members learnt how to code using this software and enter the data. This training was off-budget, organised by the project lead and facilitated by a team member.
3. Orientation/capacity development: This virtual workshop targeted "implementers". Project team members oriented selected KU staff on the Safe Work Space Initiative, the two monitoring tools, map of unsafe spaces, the SMS Short Code and the SGBV Reporting App.

## H. Describe adjustments in objectives, activities or intended results

*Under this section, mention if there are any changes in the agreed upon project objectives, activities and intended results with relevant reasons. Do you propose to have any adjustments and why?*

This adjustment plan was submitted to Hivos and approved in tandem with the extension sought by WERK. The government directives limiting movement and inter-personal physical contact to mitigate the spread of COVID-19 in Kenya hampered the implementation of a number of project activities that were intended to be conducted on site at the KU main campus, and within the earlier stipulated timelines. A number of offices remain closed, and the availability of staff and students on site for the planned activities, including FGDs and workshops could not be guaranteed (within this project’s timelines). The project sought and was granted a 2-month extension. Below is a breakdown of the adjustment plan.

**Adjustment plan table**

	<b>Planned Activities (deliverables) and Indicators</b>	<b>Achievements</b>	<b>Ongoing Actions</b>	<b>Proposed Actions</b>	<b>Completion</b>
<b>1.</b>	<b>Compendium of initiatives, including policies, rules and regulations that have implications for strengthening safe working spaces and identification of barriers</b>				
	Preparation (Initial consultations/entry into locale and buy-in from KU Management /development of detailed methodology)	i. Research and Ethical Clearance: NACOSTI and Ethical Clearance obtained; Clearance to conduct research at KU obtained, ii. Gaining entry to KU/buy in: 2 meetings held with Senior Management - Prof Fatuma Chege, DVC Admin and Prof Gravenir, DVC Research both of who were very positive and ready to support the project. Meetings also held with the Director, KU Centre for Gender Equality and			On-going process

Planned Activities (deliverables) and Indicators	Achievements	Ongoing Actions	Proposed Actions	Completion
	Empowerment & collaboration on this project agreed upon. Buy in of senior management and counterpart Directorate completed			
Mapping of SGBV hot spots	Using the information obtained during the pre-test, an initial map has been created. We have two versions of the same, both of which are attached (above in section 1).	We shall be building on these maps as we proceed with the research and validation processes in line with the overall iterative approach (using data from different sources, including the Centre for Gender Empowerment)		Friday 3 <sup>rd</sup> July
a. Survey of initiatives/good practices/ mechanisms protecting women from SGBV <i>Indicators</i> survey conducted		List of survey respondents being compiled (with contact information)	Administration of survey	Friday 5 <sup>th</sup> June
b. Initiation of in-campus partnerships for safe working spaces <i>Indicators</i> ✓ informal and formal partnerships established	Informal partnerships with senior management established 2 formal meeting the Director of Gender	<ul style="list-style-type: none"> <li>Establishment of formal partnerships to be done</li> <li>Partnership agreement being developed</li> </ul>	Formalise collaboration agreement with CGEE	Friday 15 <sup>th</sup> May
c. Critical review of relevant university policies, rules and regulations <i>Indicators</i>	Desk review of policies done, as below: <ul style="list-style-type: none"> <li>KU Code of Ethics</li> <li>Gender Policy</li> </ul>		<ul style="list-style-type: none"> <li>Look at student projects and theses on this topic (as recommended by the Director CGE)</li> </ul>	Friday 29 <sup>th</sup> May

	<b>Planned Activities (deliverables) and Indicators</b>	<b>Achievements</b>	<b>Ongoing Actions</b>	<b>Proposed Actions</b>	<b>Completion</b>
	<ul style="list-style-type: none"> <li>✓ existence of any (hr) policies/workplace code of conduct against sexual harassment. Knowledge on awareness of SGBV being a health issue</li> <li>✓ # of employees that have signed code of conduct</li> <li>✓ # of female professional and support staff aware of actions they can take to protect themselves from SGBV</li> <li>✓ # of staff (f, m) on campus with knowledge of available SGBV response services and resources</li> <li>✓ Gaps in university policies, rules and regulations identified and documented</li> </ul>	<ul style="list-style-type: none"> <li>● Policy on Sexual and Gender-based Violence</li> <li>● Security Guidelines including dating (for women, men, date rape victims, online dating)</li> </ul>		<ul style="list-style-type: none"> <li>● Indicators integrated into other tools</li> <li>● Review of education sector national level policies applicable to KU as well (proximity of bars/clubs to schools , etc)</li> </ul>	
	<p>d. Participatory data collection (FGDs, key informant interviews) on perceptions, practices and coping strategies</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>✓ Qualitative tools developed</li> <li>✓ Pretest and tools refinement</li> <li>✓ Qualitative data collected</li> </ul>	<p>Tools pre-testing:</p> <ul style="list-style-type: none"> <li>● On-line survey tool pre-tested and finalised</li> <li>● Qualitative tools (FGD, mapping, in-depth interview): finalised</li> <li>● Pre-testing used as opportunity to train team members on mapping of safe and unsafe spaces, and orientate them on the FGD tool and note-taking</li> <li>● Pre-test participants included selected WERK</li> </ul>		<ul style="list-style-type: none"> <li>- FGDs and KIIs to be done online/WhatsApp, sampling to be converted to convenient sampling in light of COVID-19 social distancing measures (email addresses to be solicited from willing WERK members who are part of the KU fraternity)</li> <li>- WERK members who are/have been KU staff to be invited to participate in the project, and to avail contacts of individuals</li> </ul>	Tuesday 3rd July

Planned Activities (deliverables) and Indicators	Achievements	Ongoing Actions	Proposed Actions	Completion
	<p>members from KU, research team members (some of who are currently on staff or former KU staff), KU alumni</p> <ul style="list-style-type: none"> <li>● Gained insights on issues relating to safe work spaces, especially on SGBV in and around campus from historical and current perspectives.</li> </ul> <p>Survivor interviews - 2 conducted: 1 former staff, 1 student but survivor of harassment by academic staff</p>		<p>who would be willing and able to enrich the study (through the online survey)</p> <p>Develop protocol for conducting FGDs remotely</p>	
<p>e. Rapid assessment survey to gauge awareness of sexual harassment and related policies, regulations</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>✓ Quantitative survey tools developed</li> <li>✓ Pretest and tools refinement</li> <li>✓ Survey administered</li> </ul>	<p>i. Quantitative online tool has been developed and refined.</p> <p>ii. Pre-test is scheduled to be done once clearance is approved.</p> <p>iii. We have started to compile list of possible participants for the FGDs, interviews and list of contacts of Main Campus staff for the on-line survey and have devised a strategy for making up for the time lost in getting clearance</p>		<p>Expecting to obtain a copy of KU Directory of Staff from the Centre for Gender Equality &amp; empowerment. If we get it, we shall do a stratified random sample for the survey.</p> <p>In case the directory is not available, convenience sampling shall be used.</p>	<p>Friday 5th June</p>



	<b>Planned Activities (deliverables) and Indicators</b>	<b>Achievements</b>	<b>Ongoing Actions</b>	<b>Proposed Actions</b>	<b>Completion</b>
		iv. Tools developed, refined and deployed online ready for the pre-test Tool is online based and will be filled through a mobile device or computer			
2.	Visualisation of SGBV hotspots in the campus				
	a. Analysis of hotspot mapping <b>Indicators</b> ✓ # of well-lit areas ✓ # of additional security at hotspot ✓ the SGBV hot spots visual map displayed at an appropriate space in the university	Tool covers security hotspot areas The intent is to use the mobile application as well as the tool to help map hotspot areas either using gaps or through the questions within the tools	- Team to familiarize itself with the mobile app being developed by the Gender Directorate at KU – did they do any mapping? Are there any similarities this project can leverage on?	Mapping to be triangulated from data collected through various sources including information supplied by the CGE	Friday 3rd July
	b. Creation of visual SGBV map for KU main campus <b>Indicators</b> ✓ # of incidents reported in the hot spots ✓ Frequency of surveillance by the KU police and KU security ✓ Availability of services within an acceptable radius (e.g. clinic, hospital, police) ✓ # of individuals who have used SGBV services/no of SGBV related incidents that have been reported	i. Initial map has been developed on known hotspot areas, ii. Other areas will be mapped during the survey and data collection through the mobile devices. iii. These are also covered within the tool		Mapping should include number of incidents, frequency of surveillance, availability of services, existence of anonymous boxes, attitudes of service providers, number of service providers. Workshops of 10-12 people to be done online	Friday 17th July

	<b>Planned Activities (deliverables) and Indicators</b>	<b>Achievements</b>	<b>Ongoing Actions</b>	<b>Proposed Actions</b>	<b>Completion</b>
	<ul style="list-style-type: none"> <li>✓ Existence of anonymous boxes for SGBV reporting</li> <li>✓ # of service providers trained to deal with SGBV survivors</li> <li>✓ Attitudes of service providers towards SGBV survivors (Female/male)</li> </ul>				
	Dissemination of visual SGBV hotspot map and awareness raising			Virtual dissemination based on agreement with KU (CGE)	28th August
	<p>d. Workshops for co-creating safe spaces (will include relevant partners, police and security services, staff, admin, WERK) and sensitization using participatory methods, based on the baseline/assessment)</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>✓ of workshops conducted</li> <li>✓ partners trained</li> <li>✓ participants' action plans for next steps in co-creating safe spaces...</li> </ul>			Workshops need to be done in collaboration with CGEE (virtual workshops) Workshops to lead up to launch	August
3.	<b>SMS short code that alerts campus security for rapid response</b>				
	<p>a. Co-create content for SMS short code with campus security and relevant partners</p> <p><b>Indicator</b></p> <ul style="list-style-type: none"> <li>✓ # of female professional and support staff who have access to SMS short code</li> </ul>			Requires a workshop with partners (CGEE). GCEE to verify status of the App/Short Code developed by them	August

	<b>Planned Activities (deliverables) and Indicators</b>	<b>Achievements</b>	<b>Ongoing Actions</b>	<b>Proposed Actions</b>	<b>Completion</b>
	Develop SMS short code and pre-test*				
	b. Train core group of SMS short code users <i>Indicator</i> ✓ # of people trained in short code use			Training to be done in collaboration with CGEE	August
4.	<b>MERL Plan for monitoring enforcement of safe work spaces for university female staff</b>				
	Develop MERL framework	To be done based on insights from data collection		Draft to be done by end of May in collaboration with the CGEE	31st July
5.	<b>Guidelines for the replication and roll out of WERK's safe working spaces initiative at KU satellite campuses and other universities</b>				
	Draft guidelines			To be done in collaboration with GCEE	July
	Pre-test guidelines with core group			To be done in collaboration with GCEE	July
	Finalise guidelines			To be done in collaboration with GCEE	7th August
6.	<b>Inter-university networks and coalitions in support of safe working spaces</b>				
	Launch prototype of safe working spaces for women			Project lead to drive operationalization of networks following discussions with KU Director of Gender	28th August

## **I. Recommendations for improvement in future programs**

1. Convening a maiden meeting of the core CUTSAW members to agree on the terms of reference, work modalities and fundraising opportunities to roll out and replicate the Safe Work Space Initiative in participating universities and tertiary institutions.
2. Ensuring that top management in each participating institution understands why there is a need for the focus on safety and security of women staff. This can be done through a briefing on the prototype.
3. Common understanding of key concepts, including gender responsiveness and justice, must be developed in research team members involved in the rapid assessment/situation analysis right from the beginning of the process. Training methodology also matters. Emphasis should be placed on use of experiential methods.
4. Training in effective use of qualitative interviewing methods (as opposed to semi-structured interviews).

## **J. Plans for sustainability**

*(What activities will continue? How do you plan on sustainability even without funding?)*

1. The research identified what we term as Quick Fixes, referring to actions that can be taken by Kenyatta University management, schools and directorates at little or no cost. For example, redesigning existing workspaces to ensure that supervisors are not alone with supervisees; enforcing the “open door” policy throughout the campuses; monitoring time taken by postgraduate students to complete their proposal and theses, and investigating unexplained delays; analysing student complaints of “missing” marks to identify patterns of sexual harassment (whether quid pro quo or hostile environment) and taking prompt follow up actions to redress the situation including disciplinary action against the perpetrators.
2. The enthusiastic response to the formation of the Coalition reflects commitment from strategic “insiders” to eliminate SGBV from participating campuses. While some activities may cost money, at a minimum this group can strengthen in-campus awareness on safe space and SGBV issues in a systematic way. The Coalition can also provide an on-line platform for cross-university and peer learning at minimal cost. This is something that WERK can convene in collaboration with Kenyatta University and other coalition partners.
3. The Guidelines provides detailed instructions on the roll-out and replication of the Safe Work Space Prototype. These can be adopted or adapted by coalition members instead of spending time and resources re-inventing the wheel.
4. Commitments made by participants at the orientation/capacity development workshop offer opportunities to hold duty bearers accountable in the Kenyatta University context, thereby enhancing sustainability.

## K. Annexes

Success Story (use template, attach a high quality photograph) – 300 words max-

Title: **Maybe this will help me to heal**

“Maybe this will help me to heal. I have never opened up before. Maybe this is what was making me sick”. These were the word of Linda (not her real name), a survivor of sexual harassment at Kenyatta University at the end of an in-depth interview.

Linda, did her undergraduate, masters, and PhD at KU, and was sexually harassed at every level. Her story echoes that of others who were interviewed for this project, and those of countless others whose voices remain mute. Linda’s tribulations started after she had turned 18 when she was in her second year of undergraduate studies at Kenyatta University. An ‘A’ grade student, she saw a drop in her grades in units taught by male lecturers. This continued for the rest of her time at KU; she finished her undergrad with subpar grades even though she knew she deserved better.

When she went back to KU to do her masters several years later, she found dozens of students in her programme were driven out because of repeated harassment. She only made it to graduation because she formed a group with a few of her fellow female students that would look out for each other; they would always meet lecturers as a group and would threaten that they would report them if they didn’t stop the inappropriate behaviour. She was so traumatised by her experience that she vowed not to pursue her doctoral studies at Kenyatta Universities. So, without her knowledge, and on advice from one of the predatory professors, her husband paid for her doctoral studies, forcing her to continue at KU. One of her supervisors - a male - was a predator; her other supervisor, - a female - was a bully. Nevertheless, she managed to finish her PhD without serious physical injury, though psychologically scarred.

--End--

**In addition to the success story above, *Linda* provided the information below on forms of and responses to sexual harassment based on her experience**

Level of Study	Sign of Sexual/Gender-based Harassment	Perpetrator/Enabler	Response to Sexual Harassment by Victim (s)	Response to Sexual Harassment by Duty Bearer
Undergraduate	Drop in grades; Ridicule, ask victim to “grow up”, ”grabbed buttocks”, told she could do “something” to improve grades	Male lecturers	Ask lecturers for clarification on low grades	More harassment and intimidation
		Female lecturer/mentor	Report to & request mentor for help	Asked to “drop the topic”

Level of Study	Sign of Sexual/Gender-based Harassment	Perpetrator/Enabler	Response to Sexual Harassment by Victim (s)	Response to Sexual Harassment by Duty Bearer
Masters	Psychological abuse: Blow smoke on faces of female students; ridicule and competency undermining: “ your husbands are wasting money sending them to school because you are so stupid”	Male lecturer	Nothing	
	Physical abuse: Groping in office when female students come to assist with marking papers.	Male lecturer	Not agreeing to be used for marking papers	
	Insist on meeting alone with doors closed arguing grown ups don’t go around with ‘small girls’; there were things that “big girls and big boys do” outside the presence of others. Asked to have sex and bear his baby.	Male thesis supervisor/ Church Elder	Going to meet lecturer/ Supervisor with group of friends	
PhD	Blocked efforts to get another supervisor; claimed he had groomed her at masters level - belonged to him	Male thesis supervisor (same as masters)	Gave up on dream of pursuing PhD until spouse insisted and enrolled her in programme	
	Competency undermining “not intelligent enough to do PhD”	Female thesis supervisor	Requested for change of supervisor	Supervisor changed
	Verbal harassment: looking for a young woman to “keep him warm” like the young maiden did for King David in the Bible.	Male thesis supervisor (same as masters)	At the first meeting, warned that she would record him, report him, and involve her husband if he were to do anything inappropriate to her.	

## Commitments by KU staff -exemplified by the VC

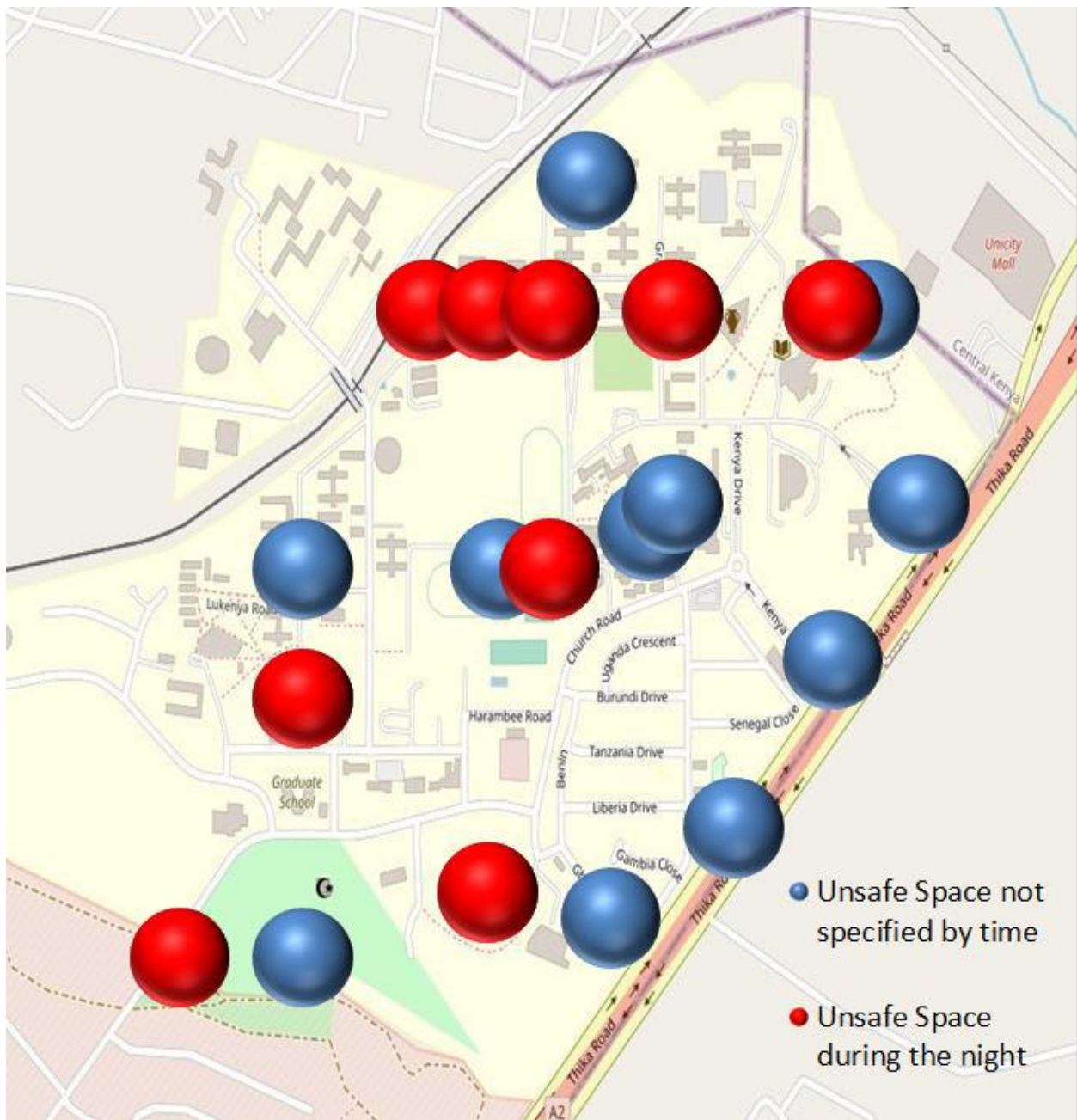
Name & Institutional Affiliation/ Department	Commitment
<b>Prof Judith Waudu</b> , incoming Director CGEE & outgoing CGEE Board Chair, Lecturer	Update the CGEE website with the two new innovations (Safe Work Space for Women Initiative and SGBV Reporting App)
	Commit to engage in sensitization, teaching staff on SGBV
<b>Dr Pacificah Okemwa</b> , Member CGEE Board and Head of Department, Gender and Development Studies	Commit to raising awareness of the SGBV Reporting App and the Safe Work Space for Women prototype. I commit to using the departmental postgraduate defense meetings as a platform for this. I commit to 3 presentations on this.
<b>Ms Mary Mwangi</b> , Member CGEE Board & Lecturer	As member of Gender board, commit to contribute towards implementation of the Safe Work Space for Women strategies
	I commit to take every opportunity to sensitize my students and colleagues on SGBV
<b>Dr Tom Ratemo</b> , Member CGEE Board & Lecturer, Faculty of Law	I commit to create awareness on SGBV at the School of Law.
<b>Duncan Wambugu</b> , Coordinator, University Entertainment & Member, Kenyatta University HeforShe Initiative	Ensure a safe work environment for all that we are working with, as well as work out messaging of SGBV in entertainment during university functions
<b>Philip Ndwiga</b> , Director Security Services	I fully commit myself to enhance protection and prompt investigation of all cases involving SGBV
<b>Dr Purity Muthima</b> , Deputy Dean, Students Affairs & Lecturer	Create a forum or a link where all students will be informed /and create awareness through posters on the notice board
	Liaise with the KUSA office to create an awareness and sensitization forum for all students
<b>Angelina Njoroge</b> , Nurse, In-charge SRH, Directorate of Health Services	Including awareness of SGBV during health talk to the clients and during inreaches and outreaches as well as linkage of survivors during reproductive health services
<b>Dr Beatrice Kathungu</b> , Director, Accommodation Services	I will sensitize my accommodation staff as well as student hostel congress leaders
<b>Dr Richard Wafula</b> , Dean School of Arts and Humanities	In every school board meeting, I will ask the chair of departments to provide briefs on gender-based violence or harassment and we shall hold staff involved to account. On the school website, we shall replicate warnings to staff on gender-based violence in all forms.

Name & Institutional Affiliation/ Department	Commitment
<b>Dr Faith N. Kabata</b> , Dean School of Law	At Parklands Campus/School of Law - work with the student clubs and School Chat groups to sensitize students on SGBV and the reporting channels; also ensure prompt response on reported cases  I could also support a Moot Competition for students at the School of Law on the theme of SGBV to create awareness
<b>Dr Felicita Njuguna</b> , Chair WERK & Lecturer, KU	Monitor the prototype implementation; sensitise all; WERK to support other Universities in carrying out the same study and also launch the prototype  Awareness creating among my colleagues  Raise awareness with our post graduate students and staff in two weeks- webinar workshop for members at WERK  Place the launch on the WERK Website
<b>Dr Florence Itegi</b> , Lecturer, Mentor & WERK Member	I will ensure I integrate SGBV in my role as a mentor and in discussions in classes as a lecturer
<b>Mary Muito</b> , WERK Member	Offer pro-bono services to the Center in SGBV sensitization both at KU main campus and other campuses/ universities
<b>Naom Ondicho</b> , Post Graduate Student at KU & WERK Member	As a postgraduate student I promise to sensitize my fellow students on the issues that have been brought forth. We have a WhatsApp group forum
<b>Sophia Yiega</b> , WERK Executive Officer	Mobilize other WERK Members to carry on with this work in their various Universities.
<b>Ochich Magero</b> , WERK Member	Implementation is always a challenge. I am happy to commit in assisting to identify creative and innovative ways to effectively implement the recommendations and building coalition to achieve optimal results. I hope to do this as a WERK member and as an individual.
<b>Wangui Ng'ang'a</b> , WERK Member	As a member or WERK, I commit to being available/providing my services on creating awareness around SGBV. I also commit to do the same among my nieces & nephews especially at this time that they are home because of C-19

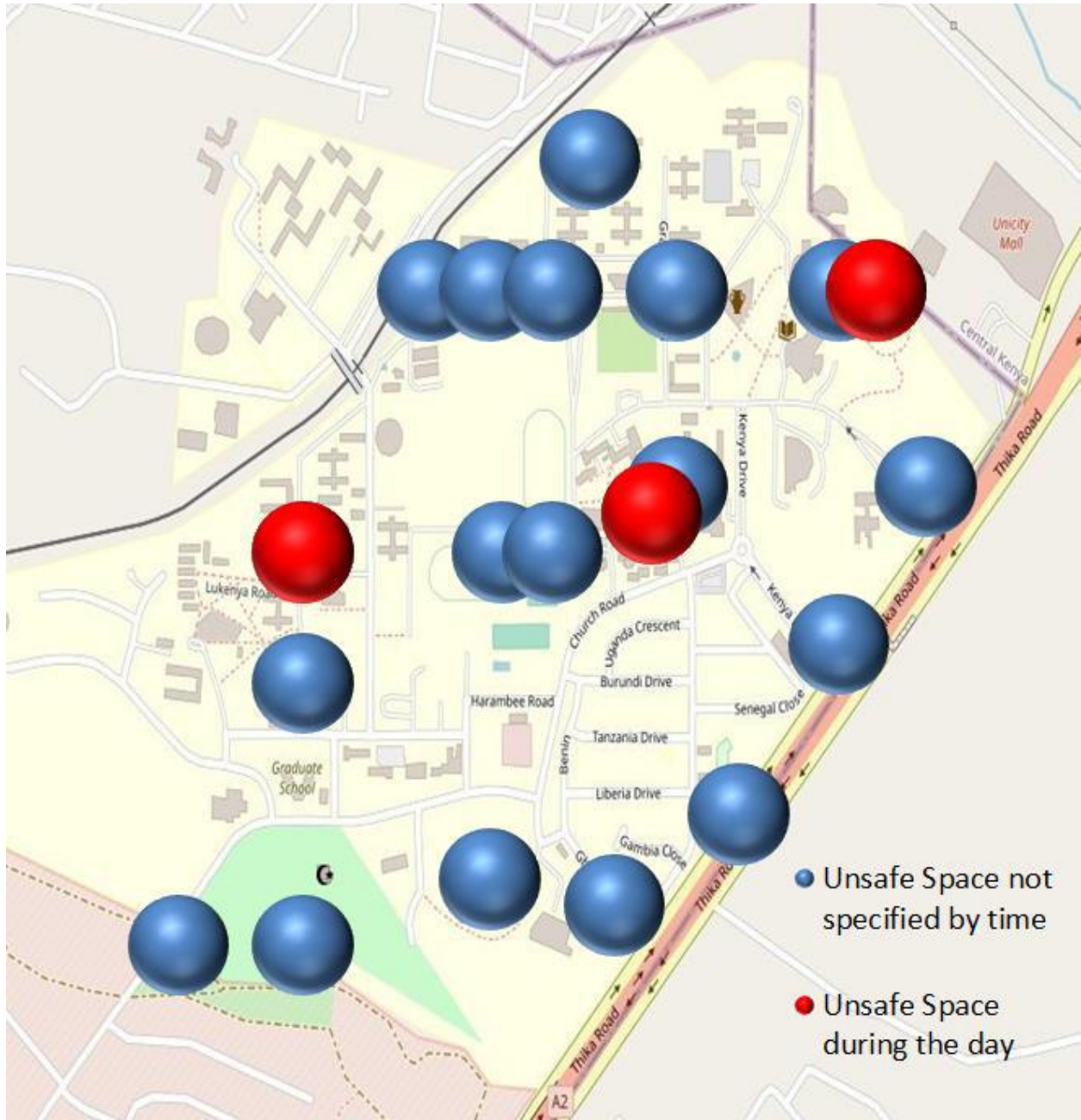


# Visual map of Potentially Unsafe Spaces during Different Times of the Day at Kenyatta University

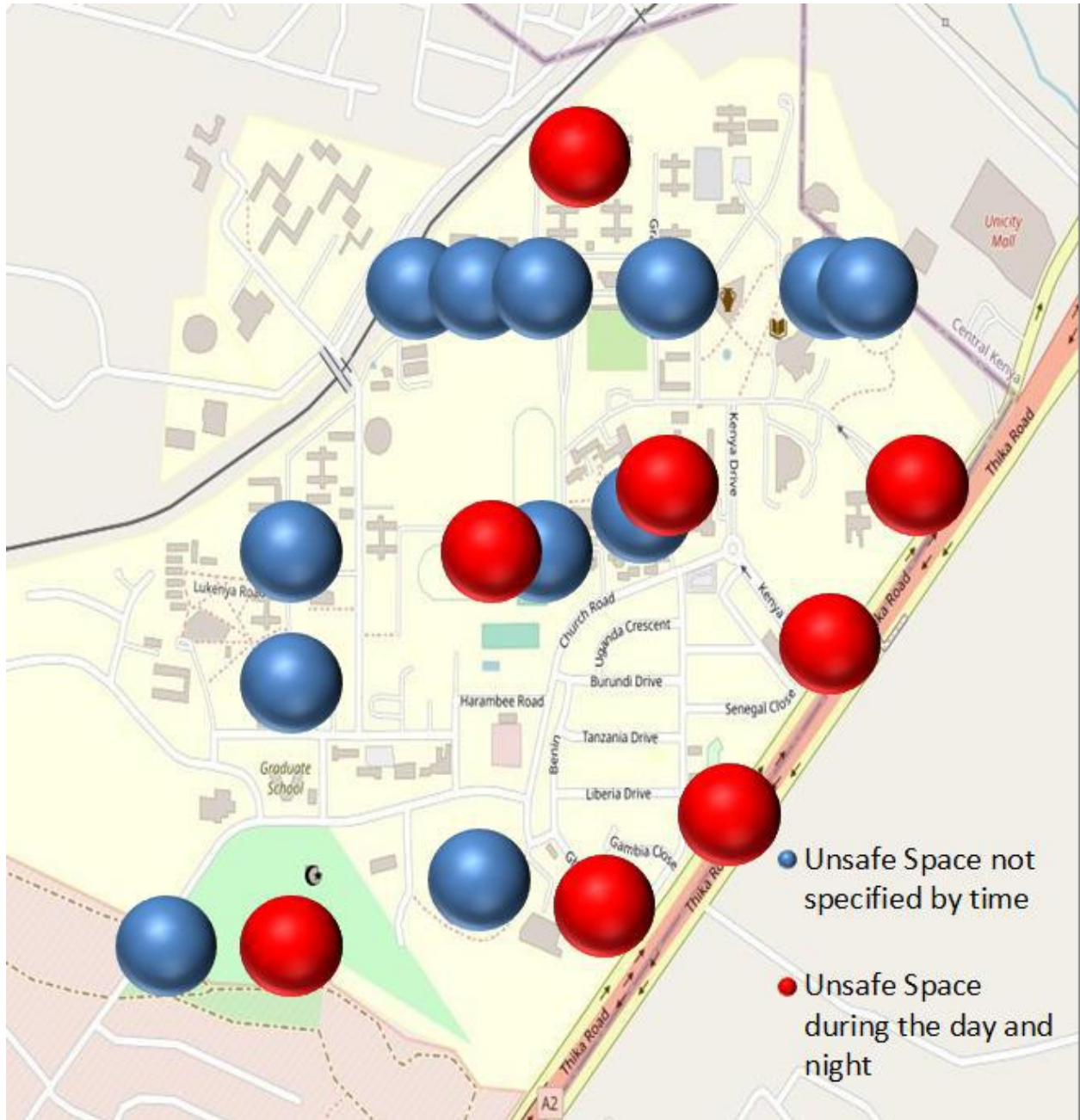
Map 1: Risky spaces at night shown highlighted in Red



Map 2: Risky spaces during the day shown highlighted in Red



Map 3: Risky spaces during the Day and Night highlighted in Red





## Sample of Safe Workspace Advocacy Messaging

Pillar #	Safe Space Compliance: 7 Pillars	Sample Ideas/Messages	Proposed Channel
1	Policy	Violence against women is a crime. Report violence to XXX	Policy handbook for staff
		Sexual harassment violates KU Code of Conduct. Report sexual harassment to XXX	Notice Boards for communication to staff and students. Faculty and Staff online portals. University, Schools and Departments Websites
		"SAFETY FIRST." Keep doors open during supervision. KU advocates open door policy. Report violation to XXX.	
		"AT YOUR OWN RISK" close the office door when students come in. Open Door Policy mandatory at KU. Report violation to XXX.	
2	Political will/structures/initiatives	"REAL MEN SUPPORT WOMEN" Report sexual harassment to XXX	Workshops. Thematic events during Culture and Career Week at Kenyatta University Campuses.
		"DIGNIFIED MEN SUPPORT WOMEN" Report sexual harassment to XXX	
		Join me! Let's protect women, girls and all vulnerable people.	
3	Prevention	"SAFETY IN NUMBERS" walk with friends when its dark.	Safety sensitization meeting for students and staff. Workshops in Various Departments.
		"SAFETY IN NUMBERS" go with friends when the place is remote.	
		"SAFETY IN NUMBERS" take a friend when supervisor wants to see you alone.	
		"AT YOUR OWN RISK" Sexual harassment is a crime. Be prepared for the consequences.	
		"DO NOT BE AFRAID" Insist on open doors during supervision. Report violations to XXX	
		Open doors. Open minds. Great environment.	
		We have nothing to hide here. Our doors remain open in teaching and learning	
4	Reporting	"SPEAK UP SPEAK OUT" against sexual harassment. Let's report and eliminate unacceptable behaviour.	Special Online Portal. Hotline email addresses. Visits to security or relevant prevention office.
		"SPEAK UP SPEAK OUT" against controlling behaviour. Let's report and eliminate unacceptable behaviour	
		"SPEAK UP SPEAK OUT" You will be supported. Let's report and eliminate unacceptable behaviour	
		"SPEAK UP SPEAK OUT" Ask for and give consent. Let's report and eliminate unacceptable behaviour	
		"SPEAK UP SPEAK OUT" Turning away is no option. Let's report and eliminate unacceptable behaviour.	
		"SPEAK UP SPEAK OUT" I see violence; I report it.	
5	Protection, care & support		Safety and security themed team building events. Counselling

			sessions for communicating support and guidance for staff and students.
6	Response		Safety and security policy student and staff handbooks. Hard and soft notice boards.
7	Monitoring compliance	We have policies and adhere to them. Violating women will not be tolerated here	Audit reports on compliance.

**Photographs of the workshops/launch**



*The Vice Chancellor, KU launches the Safe Workspaces Initiative Prototype, Guidelines, Coalition of Universities and Tertiary Institutions for Safe Workspaces for Women (CUTSAW), and the KU SGBV app*



*The Vice Chancellor, Kenyatta University, signs the Coalition of Universities and Tertiary Institutions for Safe Workspaces for Women (CUTSAW) launch certificate as the Safe Workspaces project lead looks on*



*The Vice Chancellor, KU poses for a picture with the WERK Chair, WERK Safe Work Spaces Initiative Project Lead and team members, Programmes Assistant, outgoing KU CGEE Director, and SGBV app developer*



## CUTSAW Certificate



*On this 28th Day of August 2020*

**THE COALITION OF UNIVERSITIES & TERTIARY  
INSTITUTIONS FOR SAFE WORKPLACES FOR WOMEN  
(CUTSAW)**

*Was launched by the Vice Chancellor of Kenyatta University—*

*Prof. Paul Wainaina.*

*The Coalition was borne of the Safe Work Spaces Initiative for Women Staff at Kenyan universities and other tertiary institutions spearheaded by WERK in collaboration with Kenyatta University between November 2019 to August 2020*

Prof. Paul K. Wainaina, Ph.D.  
Vice Chancellor, Kenyatta University