



UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
UNIVERSITY OF DAR ES SALAAM
DAR ES SALAAM UNIVERSITY COLLEGE
OF EDUCATION



DUCE GENDER POLICY AND OPERATIONAL PROCEDURE
(Revised Second Edition, 2023)

October, 2023

Preface

The Dar es Salaam University College of Education (henceforth DUCE) was established as a Constituent College of the University of Dar es Salaam (UDSM). The prime aim of establishing the College was to undertake teaching, research, consultation activities in education sector and outreach programmes.

Gender equity is at the centre of the College's key functions and is supported by the College's Motto "Quality Education for All". As such, DUCE has a role and is committed to ensure both women and men (Staff and Students) are treated fairly. Concerted efforts have been made to address gender issues and/or realize gender equity throughout the College. For instance, gender issues have been reflected in the strategic objectives within the Five Year Rolling Strategic Plan of 2021/2022-2025/2026. To enhance gender strategic plans, DUCE has established the Diversity Unit (formerly known as Gender Unit), Gender Desk and students gender club. Furthermore, toward institutionalizing gender issues, a number of gender responsive activities have been highly supported and facilitated. These activities include, among others, conducting gender sensitization workshops and seminars for staff and students. Additionally, in 2020 the College carried out its gender institutional assessment. The gender institutional assessment generated situational data and information that is used to advocate, address and improve the process of mainstreaming and integrating gender in the institutional policies, management, curriculum, job descriptions and routine practices. This helps to promote gender equity and equality and ultimately improve performance and outcomes of the College functions. The results of the assessment have been used as an input to the current review of the gender policy. In this regard, the College has been instituting effective and operational measures to curb the glaring imbalances among students and staff in terms of enrolment, employment and retention. Different procedures and policies have responded positively to gender sensitivity and the process is continuous. Therefore, this celebrated policy has come at an opportune moment when gender issue has been recognized as an important concern of the College.

The policy provides frameworks and guidelines for mainstreaming gender in all the College's processes, policies, procedures and practices to ensure equity and equality to all. I hereby appeal to all the stakeholders and well-wishers to support the implementation of this Policy.

Professor Stephen Oswald Maluka
Principal
Dar es Salaam University College of Education
October, 2023

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List of Abbreviations and Acronyms

| | |
|----------|--|
| BA.Ed | Bachelor of Arts with Education |
| Bed.Arts | Bachelor of Education in Arts |
| Bed.Sc | Bachelor of Education in Science |
| BSc.Ed | Bachelor of Science with Education |
| CEDAW | Convention on the Elimination of all forms of Discrimination against Women |
| DARUSO | Dar es Salaam University Students Organisation |
| DUCE | Dar es Salaam University College of Education |
| ILO | International Labor Organization |
| STEM | Science, Technology, Engineering and Mathematics |
| UDSM | University of Dar es Salaam, |
| UN | United Nations |
| URT | United Republic of Tanzania |

GLOSSARY OF KEY TERMS

| Terminology | Description |
|------------------------------------|---|
| Gender and Sex | <p>Gender refers to the socially constructed characteristics of women and men – such as norms, values, roles and relationships of and between groups of women and men. It varies from society to society and can be changed.</p> <p>Sex describes the biological characteristics of men and women, which are determined at birth.</p> <p>At some point the word gender is used interchangeably with sex</p> |
| Diversity | <p>It entails inclusion or involvement of contributions, presence and perspectives of different groups of people into an organisation. It is based on national laws, culture, and values.</p> <p>In our context diversity entails the practice of including or involving people of different genders, social, economic and ethnic backgrounds and people with disabilities.</p> |
| Affirmative Action | The practice or policy of purposively giving opportunities to certain population categories or groups known to have been commonly or historically discriminated against. It is also based on positive discrimination. |
| Empowerment | The process of transforming gender power relations, through individuals or groups by developing awareness of factors causing subordination or oppression and building their capacity to challenge it. |
| Gender-Based Violence (GBV) | Refers to violence directed against or inflicted upon a person because of his/her gender. Both women and men experience GBV, but the majority of victims [survivors] are women, girls and boys, often due to cultural practices and ideologies. |
| Gender budgeting | A strategy to achieve equality between women and men by focusing on how resources are collected and allocated, for example, planning an institution's budget to reflect the needs of men and women. |
| Gender disaggregated data | Data broken down by sex. Allows for measurement of differences between women and men on various social, political and economic dimensions. |
| Gender equity | Gender equity is a set of actions, attitudes, and assumptions that |

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| | <p>provide opportunities and create expectations about individuals. It includes fairness and justice in the distribution of responsibilities, access to resources, control over resources and access to benefits between women and men.</p> <p>It is based on the fact that gender differences are recognized, thus allocation of resources and opportunity is based on the need to reach equal outcomes</p> |
| Gender equality | <p>A situation where females and males have equal rights to access, control and benefits over resources, participation in politics and decision making, gainful employment and opportunities.</p> <p>Gender Equality in the education context is based upon an assumption that females and males, have equal capacities for learning, teaching, and knowledge formation. As such, it requires equality of opportunities in accessing and participating in education and employment.</p> |
| Gender awareness | <p>The knowledge and understanding of the differences in roles and relations between women and men in society and how this affects the situations or positions of either.</p> |
| Gender inclusion | <p>Inclusion in our context includes men and women, people with special needs. It is a practice of providing equal access to opportunities and resources to people who might otherwise be excluded such as women and those who have physical or mental disabilities.</p> |
| Gender mainstreaming | <p>Gender mainstreaming is the integration of a gender perspective into all aspects of life, interactions, policies, plans, etc.</p> <p>It is a process of assessing and bridging gender gaps and/or imbalances. Specifically, it is a strategy for making women's and men's concerns and experiences an integral part of designing, implementing, monitoring and evaluating programmes and activities in the socio-economic and political spheres of the society. Gender mainstreaming here aims at achieving a radical transformation in gender relations, not simply those traditionally concerned with women.</p> |
| Gender relations | <p>Relations of power between females and males which are culturally determined and are expressed in material and ideological relations. These relations are expressed and realized through</p> |

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| | interactions. |
| Gender responsiveness | Taking account of gender differences and employing them to influence decisions in the design, implementation and outcomes of institutional policies, programmes and activities. |
| Gender sensitization | The process in which people of all <i>genders</i> are taught to respect everyone irrespective of sex or <i>gender</i> while acknowledging the differences. |
| Gender Sensitiveness | The ability to recognize and highlight any existing gender differences, issues and inequalities, for the need to consider them in the design and implementation of strategies and actions |
| Sexual Exploitation and Abuse (SEA) | A form of GBV that is defined as any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes including but not limited to, profiting materially, socially or politically from the sexual exploitation of another. |
| Sextortion | A form of GBV in which a perpetrator uses power/position to extort sexual favours from another person [a minor]; can be used as blackmail such as where [sexual] information/images are used to extort sexual favours from another person. |
| Sexual harassment | Undesirable sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature which result into sexual abuse or sexual assault. |

CHAPTER ONE

BACKGROUND: OVERVIEW AND RATIONALE

1.1 Introductory Overview

The constitution of the United Republic of Tanzania (1977) has incorporated a Bill of Rights, which promotes equality of all persons. Article 9 of the Constitution provides for respect of human rights as provided for in the Universal Declaration of Human Rights (UN: 1948). It requires governments and all of their institutions to provide equal opportunities to women and men. This is reflected in Women Development and Gender Policy (2001), the National Vision 2025, Universities Act (2005), the Higher Education Policy (1999).

Additionally, Tanzania is a signatory to various human rights instruments which promote equality for women and men such as the Universal Declaration of Human Rights and the Bill of Rights (UN: 1948), the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW: 1979) and various International Labor Organization (ILO) instruments.

The College formulated a Gender Policy in 2015 with the aim of supporting the national action plans in achieving gender equality across the country. Gender constitutes one of the strategic objectives within the College Five Year Rolling Strategic Plan of 2021/2022-2025/2026 Efforts towards institutionalizing gender equality issues at DUCE led to the establishment of Anti Sexual Harassment Policy (2019), the Gender Unit (transformed to Diversity Unit) as well as Counselling Unit. Gender equality has been strengthened further through the establishment of Gender Research Centre and Gender Desk in 2022. These new developments and achievements have resulted into new challenges, which should be addressed through reviewing the Policy.

1.2 Rationale for Reviewing the Gender Policy 2015

The rationale of reviewing the Policy includes:

- i. The operationalization of the College Organisational Structure 2022 which established a Diversity Unit to cater for gender and inclusion of other special need groups;
- ii. The need to institutionalise the government directive to establish and operationalize Gender Desk to cater for gender based violence across higher learning institutions. Thus the Policy need to incorporate the Gender Desk as one organs to enhance gender equality at the College;

- iii. Complaints of gender based violence incidences among members at the College which call for new approaches to upscale gender sensitivity and awareness;
- iv. Limited accommodation infrastructure in the context of an expanded students' enrolment which exposes some students to several gender-related problems?? such as unintended/mistimed pregnancy, especially for off-campus students, students with poor economic bases, and those with special needs. This calls for new strategies to address gender issues that have emerged with the challenge ;
- v. Sex ratio imbalance in which there is a limited number of female academic staff in teaching and leadership positions although staff recruitment has increased. Thus, there is a need for new strategies to address the matter; and
- vi. Inadequate curriculum in terms of integrating and mainstreaming gender issues academic units. Thus, there is a need to have a policy that put in place mechanisms to integrate and mainstream gender issues in curricula.

1.3 Methodology

To review the Policy, a Team of six staff was appointed. In the review process, the Team employed desk review, discussions and stakeholders' validation. Description of these methods are given as follows:

(i) Desk review

The appointed Team conducted desk review of the existing College Gender Policy (2016). Thus method was intended to establish the strengths and weaknesses of the Policy. It was also intended to enable the Team to identify gaps of the Policy. Desk review also involved reviewing various other policy documents such as national gender documents and other universities' gender related policies. This was for the aim of learning best practices. Although the team went through other documents to see best practices yet the focus was to remain in the line of customizing the UDSM 2021 Gender Policy.

(ii) Discussion

Apart from desk review, the Team employed discussion method. Discussion was very crucial among Team members so as to orient themselves on the Terms of Reference (ToR) and also issues identified in the desk review such as gaps and best practices. Through the discussions, Team members were able to have common understanding and agreement on various matters.

(iii) Stakeholders validation

The draft Policy was then shared to stakeholders for validations purposes. Stakeholders included members of staff, UDASA, THTU and students. Inputs from stakeholders were

received through stakeholders' meetings and others were received in writings. Comments and suggestions were taken for consideration to form the new draft.

1.4 Objectives of the Policy

The Policy aims at achieving the following objectives:

- i. To accommodate the new development emanating from the College Strategic Plan (2021/2022-2025/2026), DUCE Staff Training and Development Policy (2023), UDSM Corporate Strategic Plan (2016/17-2022/23) and UDSM Vision 2061 (2014);
- ii. To establish a conducive environment to enable full development of intellectual potentials for both men and women;
- iii. To address policy implementation challenges that undermine gender equality and gender mainstreaming in the College;
- iv. To establish clear guidelines for gender mainstreaming and inclusion in teaching, learning and working environment at the College;
- v. To provide mechanisms to enhance collaborative engagement in gender pursuits by the college and other various stakeholders;
- vi. To provide framework for policy management within the college;
- vii. To provide guidelines that facilitate equality and equity of opportunities for women and men in terms of accessing knowledge, employment opportunities, services and resources as well as equality and equity of treatment by employers and all service providers at the College;
- viii. To provide guidelines that support women empowerment as students and as members of staff so that they can demand gender accountability from office bearers;
- ix. To provide guidelines that will enable the College to institute measures that will ban discriminative practices, procedures and rules; and
- x. To provide guidelines that will enable the College to mainstream gender in the curricula programmes and projects to ensure they are gender sensitive.

1.5 Vision and Mission of the Policy

1.5.1 Vision

To become a gender responsive College in which substantive gender equity and equality is attained.

1.5.2 Mission

To advocate for gender equity at an institutional level and create an effective enabling environment to guide the process of achieving equality of opportunities and empowerment for the achievement of the objectives of the college.

1.6 Scope

This Policy shall apply to DUCE community of students and staff, service providers and other stakeholders, in particular to:

- i. All employment applicants, employees and all those who work for the College and relate to all decisions in relation to recruitment and selection, promotion, access to training and terms and conditions of employment;
- ii. All students and prospective students and all those who relate to all decisions regarding admission of students and provision of all services to students including teaching, supervision, assessment, progression and award and support services; and
- iii. All pedagogical processes including; formulation of curricula, teaching, supervision, assessment and learning.

1.7 Major Changes Made from the DUCE Gender Policy (2016)

This Policy edition has some changes from the previous Gender Policy (2016). The changes and reason for change are described in Table 1:

Table 1: Summary of Major Changes Made in the Reviewed Policy

| SN. | Areas changed | The existing Policy | The reviewed Policy | Reasons for the Changes made |
|-----|--------------------------|---|---|---|
| 1 | Policy major focus areas | <p>Six areas:</p> <ol style="list-style-type: none"> i. DUCE policies ii. Student Enrolment iii. Curriculum Development, Research and Consultancy Programmes iv. Staff Recruitment, | <p>Nine areas:</p> <ol style="list-style-type: none"> i. DUCE policies ii. Curriculum Development, Research and Consultancy Programmes iii. Staff Recruitment, Development and Retention | It was deemed important for the Policy to put a guide regarding learning and working environment from which the responsible community |

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| | | <p>Development, Training and Retention</p> <p>v. College Governance</p> <p>vi. Organisational Culture</p> | <p>iv. College Governance</p> <p>v. Organisational Culture</p> <p>vi. The Learning and Working Environment</p> <p>vii. Students Governance and Welfare</p> <p>viii. Students' Enrolment and Retention</p> <p>ix. Students' Financing</p> | <p>operate. Moreover, it was seen important to give more guide on students' matters such as governance, welfare and financing.</p> |
| 2 | Implementation, Monitoring and Evaluation | <p>Gender Unit was mentioned as the main implementer and the only organ in the implementation structure</p> <p>There were no implementation organisational structure</p> | <p>Diversity Unit is mentioned as the leading implementer of the Policy together with other organs such as the advisory committee, gender Desk, Gender Research Center and Special Education Unit. As shown in the implementation structure of the Policy</p> <p>Added the implementation organisation structure and implementation roles of people in the structure, Organisation Structure of the Diversity Unit and reporting</p> | <p>The Diversity Unit needs a structure to guide implementation and reporting of gender matters at the College.</p> |

CHAPTER TWO

KEY POLICY ISSUES, STATEMENTS AND OPERATIONAL PROCEDURES

In light of the Mission and Vision presented in the previous section, nine major areas were identified for articulation. These areas include:

- i. DUCE policies
- ii. Curriculum, teaching, research and consultancy programmes
- iii. Staff recruitment, development and retention
- iv. College governance
- v. Organisational culture
- vi. The learning and working environment
- vii. Students governance and welfare
- viii. Students' enrolment and retention
- ix. Students' financing

The following sections, explains each of these areas, their policy statements and operational procedures.

2.1 DUCE Policies

2.2.1 Policy Issue

Even though DUCE has mainstreamed gender in most of its key policies, programmes and plans, the context within which DUCE operates has changed. The student population has increased by 15.8% (4943 – 5724) since 2016 (DUCE, 2022), the staff base has expanded and the academic environment has changed. Furthermore, reporting systems of gender matters which are basic to institutional functioning are not properly harmonized, and the mechanisms for ensuring accountability are not explicit. In addition, specific issues such as gender in disability, pre-primary, primary and secondary school, and teaching programmes have not been fully mainstreamed.

2.2.2 Policy Statement

The College shall continue to review all key policies and develop appropriate plans and instruments to guide gender responsiveness and reporting in all College functions.

2.2.3 Operational Procedures

- i. The College shall have a primary responsibility of reviewing all key policies and develop appropriate plans and instruments to guide gender responsiveness and reporting in all College functions;
- ii. The College shall put in place appropriate accountability mechanisms for the implementation of gender mainstreaming in policies, programmes, plans and operations;
- iii. The College shall build sustainable and accountability plans for maintaining the achieved 50/50 enrolment percentage ratio between female and male students; and
- iv. The College shall develop reporting mechanisms for gender equality at unit and departmental level.

2.2 Curriculum, Teaching, Research and Consultancy Programmes

2.2.1 Policy Issue

Generally, the majority of the courses/programmes-particularly those in the natural sciences at the College are not adequately gender sensitive by not addressing gender differences, issues and inequalities. Although there have been some developments by some departments in the Faculties of Humanities and Social Sciences as well as Education in integrating gender issues in their academic programmes, research and consultancy activities, the improvement has not been systematized and harmonized at the College level. Likewise, research and consultancy practices at the College are not rigorous enough to ensure gender equity and equality among its members.

2.2.2 Policy Statement

The College shall mainstream gender in curriculum, research and consultancy activities to enhance a more equitable and gender responsive practices.

2.2.3 Operational Procedures

- i. The College shall review all the DUCE Curricula for gender responsiveness;
- ii. The College shall avail information regarding key resources for research, and available consultancy in a gender sensitive manner;
- iii. The College shall assist in writing applications in support of gender responsive research and consultancy proposals;

- iv. The College shall facilitate gender-mainstreaming capacity-building of staff in research, consultancy, curricula and teaching methods in all College specializations;
- v. The College shall develop mechanisms to audit the key aspects of gender mainstreaming in teaching, research and consultancy;
- vi. The College shall create a conducive environment for all members of the College to have equal access to research resources and consultancy opportunities;
- vii. The College shall design and implement affirmative action programmes to ensure/encourage participation of female members of staff in research and consultancy; and
- viii. The College shall ensure the designed curricula are inclusive and gender sensitive in terms of content, teaching and learning materials, teaching and learning methods and assessment.

2.3 Staff Recruitment, Development and Retention

2.3.1 Policy Issue

Although staff recruitment has increased as the College expands its programmes, sex representation remains skewed. There is still a gender gap among academic staff in terms of recruitment, academic promotion and retention. The number of female academic staff has reached 102 constituting 36% in 2022/2023. Since female academic staff are few, any kind of attrition from this group is likely to undermine the College effort towards ensuring gender balance. Moreover, there is a significant gender gap of staff in the Directorate of Student Services; currently there are only five males versus 12 females. Of the five males none of them is a counsellor, this may limit counselling and counselor choices for students in particular male students who may feel the need to talk to a persons of similar sex.

2.3.2 Policy Statement

The College shall maintain its commitment to equal opportunities in employment, development, and retention.

2.3.3 Operational Procedures

- i. The College shall enforce recruitment guidelines that envisage to increase the number of female employees in academic and administrative positions by ensuring that when recruiting new staff, if a male and female applicant have the same qualifications, the later should secure the position;

- ii. The College shall enforce recruitment guidelines to attract more males in the Directorate of Student Services especially the counselling office.
- iii. The College shall establish mechanisms to ensure accountability in managing and monitoring the extent to which each unit (faculty, department etc.) adopts and implements gender responsive plans for moving to the set target of 50/50 percentage ratio;
- iv. The College shall establish a framework for gender disaggregated data that will guide in enhancing equal opportunity in staff recruitment, development and retention;
- v. The College shall develop effective strategies for supporting female employees especially those in the reproductive age so that they can access opportunities in research consultancy and promotion;
- vi. The College shall institute a mentoring system especially for outstanding female students as a supporting mechanism of increasing female recruitment in each academic unit;
- vii. The College shall develop capacity building in career development programme among female academic staff; and
- viii. The College shall develop incentive mechanisms for retaining qualified staff especially females.

2.4 College Governance

2.4.1 Policy Issue

While the College is striving to achieve equal opportunities for both male and female in Management and leadership positions including students' governance, still uneven ratio between male and female exists.

2.4.2 Policy Statement

The College shall institute gender responsive structures and processes by putting in place mechanisms for increased women participation in governance and management processes with a long-term goal of attaining the 50/50 percent for both women and men.

2.4.3 Operational Procedures

- i. The College shall initiate the process of defining female target percentage with a view to moving the College to reach the 50/50 gender ratio, in leadership positions and membership in decision making organs;

- ii. The College shall put in place clear gender equitable operational procedures when searching and appointing individuals to leadership positions and decision making organs;
- iii. The College shall institute gender accountability and effective mechanism for holding office bearers accountable for lack of mainstreaming gender in their units; and
- iv. The College shall enhance gender budgeting knowledge to the College managers and planners to enable them to plan and budget with gender sensitivity.

2.5 Organizational Culture

2.5.1 Policy Issues

An organizational culture within which gender relations are anchored is a key to producing and molding gender sensitive community. However, generally there have been claims of marginalization of some social groups such as people with disabilities and female members in the higher learning institutions in form of gender based violence (GBV) especially sexual harassment, fear of stigma and retribution against victims who report incidences who need concerted social and psychological support. As one of the higher learning institutions the College has to take precautions by ensuring a gender sensitive culture is observed.

2.5.2 Policy Statement

The College shall promote gender sensitive organizational structure by eliminating all forms of gender oppression, discrimination and marginalization by promoting more progressive and gender sensitive culture and social relations.

2.5.3 Operational Procedures

- i. The College shall put in place mechanisms for strengthening effective strategies for advocacy and campaign to support the College community to break the silence on disempowering the organizational culture;
- ii. The College shall continue conducting gender sensitization programmes and strengthen accountability systems for the entire College community;
- iii. The College shall popularize and enforce the Anti-sexual Harassment Policy and the Gender Desk;
- iv. The College shall promote effective strategies for enhancing progressive social relations within the College community;
- v. The College shall encourage the College staff and students to report all forms of GBV, sexual harassment and discrimination so that such issues are addressed in accordance with institutional and national legal procedures;

- vi. The College shall coordinate and enhance gender-sensitive counselling services including peer-to-peer counselling;
- vii. The College shall strengthen the roles of the College Gender Club as part of the student mentoring and support activities;
- viii. The College management shall enhance the capacities of the newly established Gender Desk to support efforts to promote gender equity in interactions; and
- ix. The College shall promote effective strategies for enhancing support for people with disabilities.

2.6 The Learning and Working environment

2.6.1 Policy Issue

The learning and working environment for both students and staff have some limitations in aspects of gender, disability and parenthood. The existing infrastructures are unfriendly to people with special needs, and female members with young breastfeeding children. It is a challenge for these females to perform their daily roles satisfactorily.

2.6.2 Policy Statement

The College shall put in place infrastructures and mechanisms that facilitate the improvement of working and learning environment for effective participation of all genders and those with special needs

2.6.3 Operational Procedures

- i. The College shall ensure there are enough facilities such as sanitary washroom and changing rooms that are gender-friendly and accommodate people with special needs;
- ii. The College shall establish parent-friendly nursing rooms for staff and students; and
- iii. The College shall facilitate the establishment of sufficient accommodation facilities for students while giving preference to students with disabilities and pregnant students.

2.7 Students Governance and Welfare

2.7.1 Policy Issues

Despite the provision of the gender-equality clause within Dar es Salaam University Students' Organization (DARUSO) –DUCE and other College student platforms, equality in representation by sex in student leadership is not evident; and it is contended that not often do female aspirants have a fair chance to compete and be elected for office. Students' perception of leadership is still male-oriented. Gender-sensitive reporting systems are also not embraced, and some male or female students lack confidence to publicly account for abuse or discrimination, which indicates persistent limitations.

2.7.2 Policy statement

The College shall ensure the establishment of gender-sensitive mechanisms to promote sensitivity in all aspects of student welfare to develop a more inclusive framework that will ensure opportunities are equally shared to both male and female students.

2.7.3 Operational Procedures

- i. The College shall review all student leadership guidelines and put in place more effective gender equality participation mechanisms, including student leadership electoral processes;
- ii. The College shall introduce and promote student-based/focused friendly engagement practices in students' activities including dialogue and debates on gender sensitivity among higher learning institutions;
- iii. The College shall develop guidelines that enforce gender equality in all student related matters such as accommodation, classrooms, counselling units, health-care facilities, sports and recreation units and special needs;
- iv. The College shall put in place affirmative actions to include female students in students' leadership;
- v. The College shall sensitize female students to participate in recreational activities including sports and games
- vi. The College shall ensure the College health centre provides gender responsive health services.

2.8 Students' Enrolment and Retention

2.8.1 Policy issue

The overall student admission and enrolment at the College has increased, although there are gender disparities across the science disciplines.

2.8.2 Policy statement

The College shall design and ensure the implementation of specific and practicable mechanisms to address the gender imbalance in student enrolment particularly in STEM subjects and successful completion of females in STEM.

2.8.3 Operational Procedures

- i. The College shall develop and implement special programmes to e.g. outreach programmes with communities and secondary schools that will motivate potential female science students to enroll at DUCE in order to increase female enrolment in the science disciplines;
- ii. The College shall design in-house scholarships and negotiate external scholarship or special funding programmes for female science students;
- iii. The college shall establish programmes for science female students to enhance their retention and completion.

2.9 Students' Financing

2.9.1 Policy issue

Although the government has been allocating funds through the Higher Education Students Loans Board (HESLB) to fund undergraduate studies, including women and students with special needs, still others do not get loan. These students live a difficult life and some are exposed to various including dangers psychological, physical, health and social related dangers that may possibility lead to leave studies and poor performances.

2.9.2 Policy statement

The College shall assist needy students acquire funds to complete their studies and give them proper guidance.

2.9.3 Operational Procedures

- i. The College shall continue to strengthen the Needy Students Fund to increase its capacity to help Needy students;
- ii. The College shall ensure that Needy Students Fund gives priority to disadvantaged females and students with special needs;
- iii. The College shall seek for sponsors to fund the Needy Students Fund so as to support vulnerable groups studies;

- iv. The College shall encourage members of the College to include need vulnerable students' funding in their proposals for projects and funds;

CHAPTER THREE

IMPLEMENTATION, MONITORING AND EVALUATION

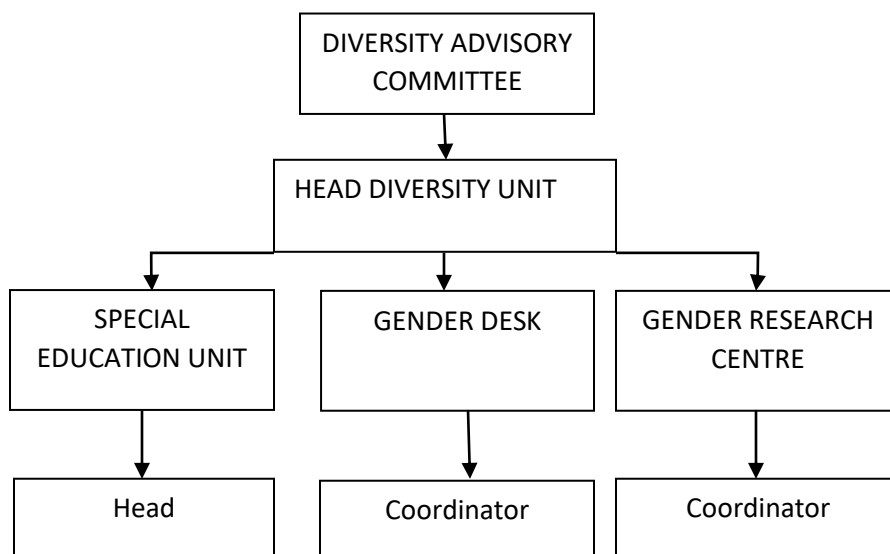
3.1 Implementation

Effective implementation of the Policy requires regularization, systematization, and demarcation of responsibilities as well as accountability. To achieve this, the College mandates different units (Faculties, Directorates, Units and Departments), organs and individuals to implement, monitor and evaluate the Policy as follows:

3.1.1 Implementation Organisation Structure

In order to ensure implementation of the Policy, the Organisation Structure will be from the Diversity Advisory Committee followed by the Head of the Diversity Unit. Below this level there will be the Special Education Unit, Gender Desk and Gender Research Center. This structure is presented in Figure 1.

Figure 1: Organisation Structure of the Diversity Unit



3.1.1.1 Diversity Advisory Committee

There shall be the College Diversity Advisory Committee with the following functions:

- i. to advise and oversee the implementation of the Policy;
- ii. to receive and review quarterly reports of gender and special needs activities;

- iii. to promote gender equity and equality at the College;
- iv. to ensure gender is mainstreamed in the College operations, programmes, activities and processes; and
- v. to endorse plans and strategies on gender-related research.

3.1.1.1.1 Composition of the College Diversity Advisory Committee

- i. The Principal who shall be the Chairperson;
- ii. The Deputy Principal (Planning, Finance and Administration);
- iii. The Deputy Principal (Academic, Research and Outreach Programmes);
- iv. The Head of Diversity Unit who shall be the Secretary;
- v. A DARUSO DUCE representative;
- vi. A representative of a Trade union;
- vii. A representative of people with special needs; and
- viii. UDASA DUCE representative.

NOTE: Selection of members who are not by their positions, will be in such a way that it allows a good gender representation of the Advisory Committee. No gender shall constitute less than one third of the total number of members.

3.1.1.2 The Diversity Unit

The functions of the College Diversity Unit are to:

- i. Sensitize and mainstream gender issues among students and staff;
- ii. Oversee formulation of sexual harassment policy;
- iii. Enhance communication and advocacy on gender issues;
- iv. Work towards achieving gender equality and equity in the College and beyond;
- v. Promote academic excellence in Gender Studies Programmes;
- vi. Establish networks and links with stakeholders at national and international levels on gender issues;
- vii. Oversee establishment and management of gender clubs;
- viii. Develop the Gender Policy Strategic Action Plan which will be the main instrument for achieving Gender Policy objectives;
- ix. Create awareness in gender issues for College community and stakeholders;
- x. Design and conduct outreach programmes in gender-related issues;
- xi. Provide counselling services on gender-related issues;
- xii. Coordinate programmes to facilitate and implement gender balance initiatives;
- xiii. Research on gender issues within the College and advise accordingly for better service delivery;

- xiv. Undertake gender audit within the College for purposes of addressing gender imbalance;
- xv. Mobilize resources to support gender activities within the College; and
- xvi. Develop affirmative actions to address gender issues

3.1.1.3 Gender Desk

3.1.1.3.1 Composition of Gender Desk

There shall be a Coordinator for the gender desk. Members of the gender desk shall be not less than five and not more than fifteen and shall be appointed by the Principal. Among them, two shall be students. In appointing the members, the appointing authority shall consider representation from all College units and gender.

Gender desk shall discharge the following core functions:

- i. Receiving and processing all reports of gender-based violence in the College;
- ii. Providing counseling services and protecting victims of gender-based violence;
- iii. Implementing the gender policy and advising on relevant changes;
- iv. Eradicating gender-based violence in collaboration with the stakeholders;
- v. Making follow up and receiving reports about various cases and appeals related to gender-based violence in the College;
- vi. Tracking and receiving information from various departments and institutions dealing with gender-based violence;
- vii. Designing a friendly and safe system for reporting acts of violence;
- viii. Advising the management about the compliance and implementation of gender issues in policies, plans, programs, strategies, guidelines and budgets of the College;
- ix. Educating the College community on gender-based violence and taking into account pertinent gender issues during the implementation of their roles and responsibilities;
- x. Evaluating the implementation of gender-based violence related activities in the College and stimulating various studies on gender-based violence related issues outside and within the College;
- xi. Preparing and keeping records of gender issues reported in the College;
- xii. Providing counseling to victims of gender-based violence who report to the gender desk;
- xiii. Preparing and submitting quarterly reports regarding the implementation of the gender desk's responsibilities as well as the implementation of the work plan to eradicate gender-based violence to the College authorities;

- xiv. Facilitating the establishment of gender-based clubs;
- xv. Connecting the victims of gender based violence with the social welfare office or investigative agencies such as Prevention and Combating of Corruption Bureau (PCCB), the gender and children desk of the police force, the Director of Prosecution and other agencies related to those issues; and
- xvi. Maintaining a close follow up of gender related incidents including keeping record of evidences during investigation of a given gender-based violence incident.

3.1.1.4 Coordinator of Gender Desk

- i. Shall be the chairperson of Gender Desk meetings;
- ii. Shall submit report on gender based violence to the management;
- iii. Shall establish and nurture gender club;
- iv. Shall report incidence of gender based violence to the College Principal;
- v. shall handle and make follow-up of gender based violence incidences reported to the gender desk
- vi. Shall prepare and implement strategies for eradicating gender-based violence at the College.

3.1.1.5 Coordinator of Gender Research Centre

The coordinator shall be appointed by Principal from amongst members of the College with minimum qualifications of PhD as well as having established track record of competence and experience in gender related research. S/he shall discharge the following core functions:

- i. Shall be responsible for coordinating the Centre in terms of financial resources management and coordinating research, training and consultancy activities
- ii. Shall spearhead conducting of research, projects and research based, interventions in gender towards knowledge generation and enhancement of gender equality; and
- iii. Shall coordinate gender based trainings and short courses.

3.1.1.6 Special Needs Education

There shall be the Head of Special Needs Education who will be appointed by the Principal. The Head is responsible for supervising issues of equality and equity, academic and social welfare for people with disabilities at the College including

- i. Advising the College on matters related to people with special needs,
- ii. Sensitizing the DUCE community on special needs for people with disabilities,
- iii. Identify and redressing needs for people with disability and
- iv. Developing staff skills for handling people with disabilities,

3.2 Monitoring and Evaluation

Monitoring shall be used as a continuous feedback system involving overseeing a periodic review of each activity at every level of implementation of the policy.

Evaluation of the DUCE Gender Policy will be conducted after every three years. The overall aim of the evaluation is to ensure that the observed achievement of the policy in terms of intended success, outcomes and envisaged results form a foundation for the review of the policy.

Monitoring and evaluation of this policy shall involve:

- i. Tracking performance in terms of inputs, outputs, outcomes and impact levels, using quantitative and qualitative indicators established in order to justify the returns of investment and achievement of the desired objectives;
- ii. Establishing mechanisms for giving feedback with regard to policy implementation; and
- iii. Providing necessary data and sufficient information to policy decision makers and other stakeholders on implementation of the policy.

3.3 Reporting

The Head of Diversity Unit shall prepare and submit quarterly and annual reports on implementation of the Policy to the Principal through the Diversity Advisory Committee.

3.4 Review of Policy

The Gender policy shall be reviewed in every period of five years and at any time when need arises.

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