



**MZUMBE UNIVERSITY
(CHUO KIKUU MZUMBE)**



A POLICY ON GENDER DEVELOPMENT

THIRD EDITION

Approved by the University Council on 26th June, 2020

FOREWORD

The vision of Mzumbe University is to be a centre of excellence in training, research and consultancy, and outreach services in management and allied sciences for socio-economic development of the people by 2025. The mission is to provide opportunities for acquisition, development, preservation and dissemination of knowledge and skills through training, research, technical and professional services.

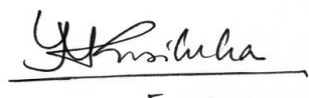
The vision and mission of the University cannot be achieved if its plans, strategies, and activities do not take into consideration the contribution of both male and female students and staff in implementing them. It is upon this understanding that, Mzumbe University has been establishing, implementing, and regularly reviewing its Policy on Gender Development. Building on past best practices, one of the objective of Mzumbe University in the Fourth Corporate Strategic Plan (2017/18 - 2021/22) is to mainstream gender issues in all University operations. Because of the time lapse on implementing the current Policy on Gender Development, which was developed on 2008, the University has decided to set a target of reviewing it.

This Policy is meant to serve as an updated version of policy statements to guide the University in becoming a good place for all genders to either work or study as planned. It further intends to maximize the respective potentials in career development and contribute effectively to the national development.

Gender is a cross-cutting issue and the implementation of this Policy will require the commitment, participation, and contribution of all University staff and students to achieve the University goals. The intention is to make sure that there is an integration of gender perspectives in all University operations. Although Gender Development Unit at the University is currently housed in the Institute of Development Studies, it is anticipated that this Policy might help it to be autonomous, and upgrade its status and roles. Moreover, this Policy is expected to assist the coordination and implementation of the plans of action by integrating gender perspectives into all University's activities.

Gender roles and unequal gender relations interact with other social and economic variables may result into different and in most cases, inequitable patterns of participation in various aspects of education at the University. These differences may cause adverse impact on educational outputs and

outcomes. There is a rich literature which shows the benefits of connecting gender and education in the access and performance of an organization. This Policy should respond positively to the findings of the above-mentioned literature. The University is obliged to show the provision of equity and equality of education. This Policy also is in the line with the National Gender Development Policy and the international agreed Sustainable Development Goals (SDGs) number 4, 5, and 10. The University shall ensure that all University's activities address gender issues as they are stated in the 4th Corporate Strategic Plan and in future plans which will be improved from time to time.



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ACRONYMS AND ABBREVIATIONS

CEDAW	Convention on the Elimination of All forms of Discrimination Against Women
MCDGC	Ministry of Community Development, Gender, and Children
MU	Mzumbe University
UN	United Nations
MDGs	Millennium Development Goals
SDGs	Sustainable Development Goals
MUSO	Mzumbe University Students' Organization

DEFINITION OF KEY TERMS

Academic Staff

Academic Staff are professors, lecturers, tutorial assistants, and research fellows who are employed by the University, whether on full time or part time, permanent or temporary, as defined in Article 3 or Mzumbe University Charter 2007.

Administrative Staff

Administrative Staff are persons who are employed by the University and are determined by the University Council to be members of Administrative Staff as defined in Article 27 of the Universities Act no 7 of 2005.

Gender and Sex

Gender connotes the social and cultural relations, and interaction between men and women in development. It is different from sex, which is a biological difference between men and women.

Gender Awareness

This refers to the situation whereby an individual or a society becomes conscious that individuals or societies are not homogeneous units; they relate to gender, and that benefits from the interventions are distributed equally between men and women. It also refers to gender sensitive attitudes and commitment in effecting changes so as to uplift the disadvantaged sex.

Gender Balance

It is a situation whereby male and female members of an organization or community are given an equal opportunity to enjoy the resources, responsibilities as well as participating in planning and decision-making.

Gender-Based Violence

It is an act of hostility that results in, or is likely to lead to, cruelty resulting in physical, sexual or psychological harm or suffering to women, girls, boys and men on the basis of one's gender.

Gender Bias

It refers to inclination of thinking and/or acting more favorably towards or against one gender.

Gender Blind

This refers to ignoring or failing to address the gender dimension.

Gender Disparities

These are differences in outcomes between different gender groups.

Gender Equality

It refers to a situation in which men and women enjoy equal rights, opportunities, privileges and resources in organization/community.

Gender Equity

It is a quantitative measure referring to a process in which both men and women access organization's resources, opportunities, benefits and obligations with a view to gender equality.

Gender Gaps

These occur when there is a discriminative action in resource, roles, activities allocation and, decision making between male and female gender.

Gender Mainstreaming

This is a process which recognizes and addresses gender gaps in an organization and ensures that gender needs are incorporated in the organization's operations, processes and systems. The process requires strategies that integrate gender concerns into organization's objectives.

Gender Needs

These are specific necessities for men and women based on their condition or position in a society. There are two types of gender needs: practical and strategic gender needs. Practical gender needs are those necessities that emanate from biological state of a human being while strategic gender needs are those related to one's position in a society derived from existing unequal relations of production and distribution.

Gender Parity

It refers to a numerical concept referring to an equal number of girls and women as well as boys and men by relating to their respective numbers in a population.

Gender Sensitization

This is a process of making individuals, society/organization to recognize that socio-cultural relationships between men and women in society are socially constructed for the benefit of the dominating groups.

Policy

It refers to a broad statement of intent by an authoritative organ or an organization for the purpose of guiding its operations towards the attainment of predetermined objectives. It is a guiding principle designed to influence decisions and actions for the effective implementation. The principle must be supported by the appropriate structures, processes, and procedures.

Sex-Dis aggregated Data

This refers to the collected, analyzed and presented quantitative data, basing on male and female criteria.

Sexual Harassment

This refers to the unwelcome behavior and inappropriate sexual remarks or physical advances in a workplace or other professional or social situations against a person as a result of feeling sexual intimidated and offended.

The Universities Act

This is Universities Act No.7 of 2005.

CHAPTER ONE

INTRODUCTION

1.1 Preamble

Mzumbe University (MU) is a public University, which is run by the Government of the United Republic of Tanzania under the Ministry of Education, Science and Technology (MoEST). The core functions of MU are: teaching, research, publication, consultancy, and outreach services. As a training institution, the origin of Mzumbe University can be traced back to 1953 when it started as a Local Government School for training chiefs, native authority staff and councilors. In 1972, it was transformed into the Institute of Development Management (IDM) - Mzumbe and later in 2001 into a fully-fledged University after the enactment of Mzumbe University Act No. 21 of 2001. The Act was repealed by the Universities Act No. 7 of 2005, which is an umbrella act, providing for and regulating University education in Tanzania. In line with the provisions of the University's Act, the University was granted its Charter in 2007, which provides for its continued existence.

As a vision statement, MU aims to be a centre of excellence in training, research, consultancy and outreach services in management and allied sciences for socioeconomic development of the people by 2025. To achieve the vision, the University has embarked on implementation of its mission, which is, to provide opportunities for acquisition, development, preservation and dissemination of knowledge and skills through training, research, technical and professional services. The University's core values are accountability, creativity and innovativeness, diligence, integrity, professionalism, respect for others, responsiveness to society needs, transparency, and teamwork.

Currently, MU has three Campuses, namely: the Main Campus located at Mzumbe area in Mvomero district of Morogoro region; Dar es Salaam Campus located at Upanga area in Dar es Salaam City; and Mbeya Campus located at Forest area in Mbeya City a few meters off the Dar es Salaam – Lusaka Highway.

1.2 Mzumbe University Policy on Gender Development

The Third Edition of Mzumbe University Policy on Gender Development was developed to enhance gender mainstreaming across the University. It was built on the Second Edition which has been in operation since 2008. The review process was based on an assessment of the preceding policy to

find out whether or not the set objectives were met and what can be done to strengthen the success stories and address the challenges experienced during the implementation period from 2008 to 2019.

In undertaking the assessment, the Team appointed by the University Management to coordinate the review of the 2008 Mzumbe University Policy on Gender Development Policy interviewed students and staff at Mzumbe University. The service providers at different social service centres such as restaurants, stationary, haircuts and beauty salons, just to mention some, were also interviewed by the team. Apart from the assessment of the implementation of the preceding edition of the Policy, the Team consulted a number of documents about different gender policies in East Africa. A few of these include: The United Republic of Tanzania Policy on Women in Development in Tanzania 1992, The National Policy on Gender and Women Development of 2000¹, University of Nairobi Gender Mainstreaming Policy 2008, Kenyatta University Gender Policy 2011-2015, and Maseno University Gender Policy 2018.

The data was collected through the assessment of Mzumbe University Policy on Gender Development 2nd Edition and from other sources of information was analyzed and the conclusions were used to develop the first draft of this version of Mzumbe University Policy on Gender Development. The first draft was shared with Mzumbe University community through MU e-mail systems for further input. The collected input was used to improve the first draft and produce the second draft. The second draft was shared by selected external stakeholders who are gender experts from Sokoine University of Agriculture and the University of Dar es Salam along with gender experts from the Headquarters of the Ministry responsible for gender development.

Outside the country, the Policy was also shared to gender experts from Uganda Christian University. The input gathered from the sharing was used to formulate the final draft which was submitted to the University organs for more input and approval. The final draft is a result of all these processes. The revised Mzumbe University Policy on Gender Development is meant to serve as an updated version of the policy statements to guide the University in becoming a good place for both genders to either work or study and maximize their respective potentials in career development and contribute effectively to the national development agenda.

CHAPTER TWO

SITUATIONAL ANALYSIS

2.0 Introduction

The situational analysis was done with a reference to the objectives of the Second edition of Mzumbe University Policy on Gender Development. The purpose was to assess the extent to which the set objectives in the policy were achieved and identify the factors which contributed to the success stories and challenges. All these were used to serve as the foundation for Policy issues, and the implementation of strategies to be addressed by the current version.

2.1 Mzumbe University Policy on Gender Development of 2008

The Second edition of Mzumbe University Policy on Gender Development was developed and put into operation in the year 2008 with the objective of ensuring that the University attained gender equality and equity in all its systems and operations. Specifically, the policy was set to achieve the following:

- i. Create and maintain harmonious gender relations among male and female staff and students;
- ii. Mainstream gender in all University activities as stipulated in the MU's mission;
- iii. Enable MU to provide equal opportunity to its female and male employees in terms of resources and responsibilities;
- iv. Ensure that sex disaggregated data are available and easily retrievable for planning and implementation of MU's operations;
- v. Ensure that both men and women are represented in all Policy and decision-making organs of MU;
- vi. Contribute to national efforts towards attaining gender equality as per the National Gender Policy; and
- vii. Equip MU Managers with operational Gender Policy that they can be able to make gender-balanced decisions.

The implementation status as at the time of carrying out situational analysis to inform the current version was as follows:

2.1.1 Creation and maintenance of harmonious gender relations

Gender relations are the ways in which a culture or society defines rights, responsibilities, and the identities of men and women in relation to one another. The situational analysis revealed that

Mzumbe University environment and related policies and programmes do not differentiate between male and female members of the community. There is no noted recognition of differences of work, knowledge, skills, and contributions which are explicitly or implicitly linked to a man or woman. This is good ecosystem for enhancing and fostering gender equality. All reviewed Mzumbe University policies such as: the policy instruments and University interpretation of national policies and guidelines were found to use a gender neutral language. Furthermore, the experience of the team members revealed that the University Management always encourages the use of gender neutral language in all University documents and events.

However, in recognition of the fact that men and women have specific gender needs based on their condition or position in a society, there are some noted gaps in order to achieve the MU's objectives. In practice, there are two types of gender needs: the practical and strategic gender needs. The practical gender needs refer to necessities that emanate from biological state of a human being, whereas strategic gender needs are those related to one's position in a society derived from existing unequal relations of production and distribution. Accordingly, the University's physical infrastructures do not address all practical gender needs of its staff and students. Though Mzumbe University has been in the fore front in equipping and adjusting its physical infrastructure with special facilities to cater for the needs of men and women, much is needed to be done in this area. For instance, the new hostels under construction at *Maekani* area, most of the dormitories do not have special service rooms for students who give birth during their studies.

Regarding to the motivation to the staff, the University provides a house allowances to the entitled staff without any gender related discrimination. The University continued to provide a leave allowance to the Staff, the Spouse, and Children, a maximum to four of them. The University has been effectively implementing the Standing Order for the Public Service of 2009 section H.12. (2) Which states that:

Female public servant shall be granted a paid maternity leave of 84 days once in three years from the day she completed her last maternity leave. Maternity leave shall not be carried forward and shall be exclusive of her annual leave for the calendar year in which maternity leave is taken (p. 180).

In consideration of the fact that a baby is a product of the sexual interaction between male and female persons, there is no evidence whether there is any MU male Staff who has ever requested a

paternity leave. However, the male Staff is entitled for paternity leave if he is the father of the Child as it is explained in the same Standing Order in section H.13 which says:

A male public servant shall be entitled to at least five days paid paternity leaves if:

(a) the leave is taken within seven days of the birth of a child; and

(b) the male public servant is the father of the child (p.181).

Paternity leaves for male servants have potential positive contribution to reducing the burden to their respective Spouses. This Policy might help to awaken them to utilize their rights.

2.1.2 Mainstreaming gender awareness in all University activities

It has been observed that, the University has fared very well in mainstreaming gender concerns from 2008 to 2019. For instance, at a structural level, Mzumbe University has given a due weight to gender concerns by establishing a Center for Gender Development which is an academic unit within the Institute of Development Studies. Additionally, the center has a role to coordinate all gender-related interventions including gender-related researches. A gap has been noted in the operationalization of the center. Since it is structurally located at the Institute of Development Studies (IDS), the membership seems to be limited to the same institute.

The operations of the center are regarded as tasks intended to bring impact only to IDS rather than to the entire University. The center served the University by engaging it with gender trainings to the University Management and to leaders of Students' Government for three years, 2008, 2009, and 2010. The center successfully organized the Women's Day University celebrations in 2018, 2019 and 2020. The rest of the activities of the center are relating more to academic issues at the University. Moreover, for third year Students who are interested to know more on gender issues, they are allowed to take an elective course

However, most of the non-degree programmes at the University do not include development studies courses and thus the non-degree Students do not get an opportunity of learning gender issues. This might cause non-degree Students to become practitioners of gender discrimination, sexual harassment, and other gender related issues. Similarly, the exclusion of gender courses is happening as well to postgraduate programmes.

Another essential activity of the University is engaging the community into different projects² by considering gender equality in selecting the participants for all activities. The only gender gap noted while conducting the community engagement activities is that, most of the gender sensitization missions are organized by the Centre for Gender Development and a few female Staff facilitates the sensitization activity. This has brought a wrong interpretation that gender issues are only for female issues. Actually, gender issues are for both female and male Staff.

Researches and Consultancies are some core of the University activities. There is no evidence yet concerning the gender equality in forming groups and conducting researches and consultancies. The composition of groups seems to have been formulated without considering gender equality, equity and balance. Formulation of groups and conducting of research and consultancy activities depend on academic competence and previous experience in the area. Additionally, several individual publications and criteria specified on the call of a research and/or consultancy are the main conditions used in formulating the groups.

Regarding students' admission and registration in the years 2008 to 2019, Mzumbe University significantly redressed the gender gap in registered students. There is a commendable increase of a number of female students registered into various University programmes. For instance, in the year 2008, the ratio of registered female to male Students was 37: 63 whereas in 2019 the ratio was almost 50:50. A gap noted here is a number of Students registered in science degree programmes. For instance, in 2018/2019 academic year, out of 1,434 Students registered at the Faculty of Science and Technology (FST), only 515 (35.9%) were females.

Furthermore, the ratio for female Students decreases more in postgraduate programmes. For instance, for Master's degree programmes, in 2018/2019 academic year, out of 195 registered students at the Main Campus, 81 were females and 114 were males. Additionally, in the academic year 2018/2019, out of the 92 registered PhD candidates, only 22 (23.9%) were females. The above female ratios for undergraduate and postgraduate programme vary from the female ratio in non-degree programmes. For instance female ratio to male students was 1.1 for both certificate programme and diploma programmes in the same year. If the trend will be left to continue without been intervened, it has potentials of limiting participation of women in the general national development agenda.

Mzumbe University allocates students' accommodation relying on the gender equality approach. Mzumbe University tried to implement one of the strategies of 2008 policy that, there should be an increase of accommodation spaces to female students so as to achieve the University's objective of reaching a 50:50 male-female students' registration. This was the main reason of constructing Maria Nyerere female students' hostel at the main campus. However, there are still ongoing strategies of funds' mobilization for constructing other hostels for female students.

However, due to the increased enrollment in the higher learning institutions, accommodation spaces are still a challenge at Mzumbe University. For instance, in the 2018/2019 academic year, out of 8,681 students who were enrolled at Mzumbe University, only 3,112 (36%) secured in campus accommodation whereas the remained 5,569 (64%) stayed off campus. Specifically, at the Main Campus 2,718 (53%) of the admitted students secured in campus accommodation and 2,451 (47%) stayed off campus. The situation was more alarming at Mbeya Campus whereas only 394 (11%) of the admitted students stayed in campus and the remained 3,120 (89%) stayed off campus.

The students who stay at off campus hostels face a challenge of having a reliable and convenient transportation to and from the University. Though the challenge has persisted for a long time and it has already captured in the Mzumbe University Students' Accommodation Policy 2013, Section 1.2.4.(iv), the ongoing practices as at the time of undertaking assessment that informed this policy document is not promising. Off campus students can only reach the Campus premises through walking or use a hired motor cycles. This situation creates a number of risks and gender related challenges more for female students than male students. This is because in most cases female students are more vulnerable to security risks than their male counterparts. Furthermore, the limited number of rooms in campus might be one of the causes that upset students from pursuing their degrees at Mzumbe University.

2.1.3 Provision of equal opportunities to female and male employees

Mzumbe University has been working hard to increase a number of female academic staff. In 2002 before having Mzumbe University Gender Development Policy, female to male ratio of academic Staff stood at 1:11. In the year 2008, the ratio was improved to 1:6 whereas in 2019, there were 292 academic staff, of which 90 (30.8%) were females and 202 (69.2%) were males. This gives the ratio of almost 1:2. Although the data is promising, it is evident that much is needed to be done to bring about gender parity.

On the other hand, in 2008 the female to male administrative staff ratio was 1:2. Through gender mainstreaming in processes of employment, the University has significantly managed to reduce the gap between females and males. Thus, in 2019 out of 310 administrative staff, 135 (43.5%) were females and 175 (56.5%) were males. The ratio is 27:35 which is very promising.

However gender gaps exist in different areas of professions. There are professions which are dominated by males and others dominated by females. For example, at the Directorate of Building and Estates, there is only two female Staff; out of 37 personal secretaries across the Main Campus, there is only one male Secretary. This disparity creates stereotypes that there are jobs that are meant for females or males. This is not a good ecosystem particularly at a higher learning institution where students are expected to learn by seeing.

Moreover, from 2008 to 2019, Mzumbe University has increased a number of administrative posts for female Staff. For instance, in 2008 where there was only one female Dean out of five Deans of Faculties, one female Director out of six Directors, two female associate Directors out of six associate Directors and fourteen Heads of Departments out of forty nine (49) Departments. This is different from 2019 where out of 11 Principals, Deans, and Directors, who were accountable to the DVC A, only two were females and the rest nine were males. Directorates under the DVC AF had three female Directors out of the eight Directorates. It is further observed that MU has never had a female Vice Chancellor since its establishment.

On the part of Students, at the lowest level of class representatives (CRs), it is institutionalized that each class must be represented by two representatives: male and female CRs. At the presidential posts, it is a tradition that when the President is a male, then the Deputy should be a female, and vice versa. However, there is no gender equality consideration during the elections of Faculty representatives. The Mzumbe University students' organization (MUSO) has not put any conditions that can create gender balance in selecting the Faculty representatives. Furthermore, in the MUSO's election of 2019/2020, it was observed that out of 11 elected Ministers, there was only one female Minister and the rest were males. As far as the MUSO's constitution is concern, the ten Ministers are headed by those males whereas their Deputies are females. This might cause gender stereotype and the interpretation that females are weak and therefore they cannot lead but they can support males in the leadership. This policy should help MUSO to make changes in its constitution.

2.1.4 Availability and retrievability of sex disaggregated data

The University uses sex disaggregated data in all records including minutes of meetings, admission and registration. Save for records of examination results which as at the time of data collection the sex and thus gender of the candidates were hidden by using a pronoun: “It is recommended that he/she be.....” ; the practice of presenting and recording data that is gender disaggregated is institutionalized and internalized by all Staff responsible for data management across the University.

2.1.5 Representation of males and females staff in decision-making organs of the University

The University has invariably recognized the importance of including women in the various frames of decision-making. There is a few females in the University Council, committees and other working committees. However, the female representation is far lower than male counterparts. For instance, out of 29 Senators, there are only five female senators. In the University Council of 2018/2019 which had of 14 members, out of them, there was only one female member.

Moreover, the students are entitled to have representatives in Faculty, School, and Institute Boards as well as in the Senate. Attending the meetings in different panels is very important to Students since it gives them a chance to share their opinions in formulating various University Policies on academic issues. However, the selection of Students to attend the panels above is normally biased. This was verified by MUSO’s Secretary in the interview which revealed that there were no female students in the panels in the academic year 2019/2020 and that have been the case for the past three consecutive years. It was learnt that the last time to have female Senators was in 2014/2015. It was further observed that, the gender balance is well practiced at lower administrative levels of the students’ government like Class representatives (CRs). The same is happening in the selection of Board and Senate representatives. The female Students are not well represented in the Boards and the Senate compared to their male counterparts.

When female students are not well represented for a number of years in the highest level of decision making and panels, the challenges that normally face them might not be pushed well to the top of decision making organs. This might because the continuity of gender based violence at the University. It also reduces the opportunity of exposing and giving experience of female students to share their views with the top management leaders of the University. However, the interviewees

revealed that Senator and students' Faculty/School representation are highly competitive positions which require strong campaigning capacity.

Generally, it is found that there is a limited representation of both female Staff and Students in decision making Bodies of the University. This scenario shows gender imbalance which should be intervened by this policy to reach a higher level of gender equality and equity than the existing level.

2.1.6 Supporting the National Efforts on Attaining Gender Equality

The National Gender Policy 2000 explains that for proper implementation of any policy, the Government has to establish the Gender Focal Points in structures of the Central Government, Local Government, and Public Institutions. The policy further insists on the establishment of a non-aligned organ which is responsible for coordinating female affairs in public institutions and advice the Government accordingly, as far as gender equality, equity and balance are concerned at work. As it is noted in the previous sections, Mzumbe University has established a Centre for Gender Development in its structure which is responsible for coordinating the gender related issues across University activities. Furthermore, the Centre has excelled to promote Gender Development as a discipline of study by incorporating gender studies in various courses offered by IDS. However, the Center has a limited impact in sensitizing the entire Mzumbe University community to practice what is taught in the courses.

2.1.7 Availing the Gender Policy to the University's Operations

Mzumbe University has adopted a good system of putting all University policies at the University Website where they can be accessed not only by University Managers but also by the entire Mzumbe University community. In addition to that, the hard copies of all policies including this one are disseminated to all members of Mzumbe University Management team as the guidelines for accomplishing their responsibilities. It is not verified to what extent that the managers consult the policies especially this policy while making several decisions for the university.

2.2 Emerging Gender Issues in University's operations

The team which works on this policy reviewed a few documents concerning gender issues cases. It also conducted a few interviews with staff and students. The team found several emerging issues on

campus and off campus where both Students and Staff secure the accommodation. Most of the issues found are related to the gender relations and therefore the University needs to take a precaution even if there is no empirical evidence indicating the prevalence of the issues.

The first and foremost issue is sexual harassment. The team members noted that the public outcry about sexual harassment cases which have been reported in various media platforms in Tanzania are justifiable. The higher Learning Institutions experience several and different sexual harassment cases. For instance, at Mzumbe University, in the Main Campus, the Committee interviewed the Head of the Centre for Gender Development and the Dean of Students Welfare about the current rumors on the existence of sexual harassment cases in the community, on and off campus. The interviewees agreed on the existence of problem in the community though none of them had a vivid documented evidence of the cases. Additionally, there is no documented case of sexual harassment between Staff and Students or among Staff themselves. This scenario is an anomaly because Section II of the Code of Ethics and Conduct for the Public Service provides the civil servants with human rights and respect, and the Mzumbe University Code of Ethics reinstates on the same rights and respect in the conduct of its Faculty members. However, it was expected that the University as a public institution would have followed the proper procedures on recording all sexual harassment events.

The second public concern is about escalating incidences of divorce, suicide, and killings the members of married couples and/or lovers in the university's community. This situation shows the necessity of having counseling and advisory services to both students and Staff of the University. Since 2019 the services were offered to Students only. The University has not established a unit to provide counseling and advisory services to the University Staff and neighboring community to rescue the above situation. The establishment of such unit would increase the number of outreach services done by the University to the neighboring community.

2.3 Summary of Policy Issues

In accordance with the situational analysis above, policy issues that need to be addressed by this reviewed policy are:

- a) Unpleasant gender relations
- b) Limited gender relations' activities

- c) Unsatisfactory of the administration of gender equality, equity and balance in employing the staff and assigning them into different administrative positions of the University.
- d) The existence of several gender gaps in MUSO.
- e) Poor representation of both female staff and students in the University decision making organs
- f) Unpleasant gender consideration in decisions made by University managers
- g) The existence of sexual harassment

CHAPTER THREE

POLICY RATIONALE, OBJECTIVES AND STATEMENTS

3.1 Policy rationale

This policy is established in line with the National Policy on Gender Development. Though the University has been implementing the policy for several years and significant progress has been noted at the University, still there are a few gaps that are needed to be addressed and redressed in order to make Mzumbe University a better place for both males and females to work and/or study. This policy shall serve as the guidance to the University's Management and the entire community to mainstream gender concerns at all levels at the University and thus facilitates to achieve its objectives.

As a public institution, the Policy shall also serve as an evidence of the university's implementation to the following national policies:

- a) The National Policy on Gender and Women Development of 2000
- b) The Education and Training Policy of 2006
- c) National Higher Education Policy 1999
- d) The Employment Policy of 1977
- e) Community Development Policy of 1996
- f) Women Affairs and Management Policy of 1992
- g) Youth and Development Policy of 1996
- h) Civil Servant Policy of 2010.

Further, the policy shall serve as an evidence of the University's commitment in working hand-to-hand with the Tanzanian Government to accomplish the Sustainable Development Goals number 4, 5, and 10. In addition, Mzumbe University has shown a good practice on reviewing its Policies after a certain time. For instance, the last review of Mzumbe University Policy on Gender Development was done in 2008. Since then, the Policy served as a guide to the University on addressing pertinent issues of gender mainstreaming in all of its operations. Subsequently, the University assigns a team to review the 2008 Gender Policy in order to adhere to the implementation of the Fourth Mzumbe University Corporate Strategic Plan (2017/2018-2021/2022).

3.2 Policy Objectives

The general objective of this Policy is to ensure that the University mainstreams all gender issues in its operations. Specifically, the policy aims to:

- a) Maintain and enhance gender responsive environment and pedagogy at the university
- b) Ensure prevalence of gender related activities at the university
- c) Improve gender equality, equity and balance in employing university staff and in assigning different administrative positions.
- d) Reduce gender gaps at MUSO
- e) Ensure representation of both male and female concerns in all decision-making organs of the University
- f) Ensure gender consideration in all decisions made by University managers
- g) Eliminate sexual harassment and gender based violence at the University

3.3 Policy Statements and Strategies

This section presents the policy statements along with the strategies. This is because, policy statements aims at achieving policy objectives which are listed in section 3.2 above, whereas the strategies aims at implementing the policy statements. The presentation starts by presenting the objective which will be followed by the policy statement and the strategy.

Objective 1: To maintain and enhance gender responsive environment and pedagogy at the University

Policy statement 1

The University will ensure the implementation and enhancement of the harmonious gender relations as highlighted in this reviewed policy.

Strategies:

- (i) To ensure that language used in University's documents and general public communication is gender neutral.
- (ii) To ensure that classrooms, hostels, staff offices, toilets, and residential houses have important facilities that address gender needs.

- (iii) To sensitize male partners to request for paternity leave when their partners give birth.
- (iv) To abolish unwelcome gender practices in formal and informal public communication and interpersonal relations.
- (v) To post banners at different University premises which discourages negative gender relations and encourages positive gender relations.

Objective 2: To ensure the existence of predominance of gender related activities at the Campuses

Policy statement 1

The University will ensure the presence of University -gender related activities.

Strategies:

- (i) To empower the Centre for Gender Development in coordinating and implementing University-wide gender related activities.
- (ii) To ensure that the Centre for Gender Development has a link person in every University's faculty, school, and directorate to oversee gender issues and mainstreaming it all activities at the respective structure.

Policy statement 2

The University will ensure the improvement of gender awareness among staff and students.

Strategies:

- i. To incorporate gender related courses into different undergraduate programmes.
- ii. To design, coordinate, and implement gender seminars, sessions, and/or live talk shows to students apart from formal courses which are included in their programmes
- iii. To design, coordinate, and run gender trainings, seminars, sessions and live talk show to university staff.

Policy statement 3

The University will ensure that gender equality, equity and balance are reflected in all generic functions of the University of teaching, research, consultancy, and outreach activities.

Strategies:

- i) To sensitize both female and male staff to consider gender equality, equity and balance in the formation of teams for research, consultancy, and outreach activities.
- (ii) To sensitize the University's management to consider gender equality, equity and balance when appointing teams for research, consultancy, and outreach activities.
- (iii) To encourage Staff to consider gender equality, equity and balance while forming groups to respond to various call on research, consultancy and, outreach activities.

Policy statement 3

The University will ensure that a number of Students admitted and registered to University pure Science oriented degree programmes and higher degree programmes is increased.

Strategies:

- (i) To sensitize potential University applicants in girls secondary schools to opt for pure Science oriented University degree programmes.
- (ii) To post stories of successful female candidates of higher University degrees and pure science oriented degree programmes in the University website as a motivation for others to apply for the same.
- (iii) To post stories of successful female candidates of higher University degrees and pure science oriented degree programmes in various University premises and public events as a motivation for others to apply for the same.
- iv. To make and disseminate fliers of successful female candidates of higher University degrees and pure science oriented degree programmes as a motivation for others to apply for the same.

Policy Statement 5

The University will ensure that there is adequate accommodation space for all Students of both genders and good transport services for those who shall decide to live off campus

Strategies:

- (i) To innovate University based initiatives of funds mobilization for hostel construction.
- (ii) To design and implement clean, safe, and sustainable commuter bus services across University premises.
- (iii) To encourage private investors invest in hostel construction around University main campus and campus colleges.

Objective 3: Improve gender balance in University Staff composition and administrative positions of the University and Students Government**Policy Statement 1**

The University will ensure reasonable gender representation in all professions of University Staff

Strategies:

- (i) To design and implement incentives for attracting marginally represented gender apply for advertised University job vacancies in professions dominated by one gender.
- (ii) To design and implement positive segregation in the selection of qualified applicants to fill vacant posts dominated by one gender.
- (iv) To design and implement retention plans in professions that is skewed towards one gender representation.

Policy statement 2

The University will ensure that participation of females in the management and governance of the University is increased.

Strategies:

- (i) To support female Staff attain qualifications required for holding administrative positions of the University.
- (ii) To encourage potential eligible female candidates from inside and outside the University to apply for advertised University administration posts.
- (iii) To sensitize appointing authorities consider gender balance in appointing staff to hold University administrative positions.

Policy statement 3

The University will ensure that there is gender balance in students' government administrative posts.

Strategies:

- (i) To design and implement support mechanism for female students contestants of administrative posts in students government
- (ii) To sensitize authorities of students' government consider gender balance in appointing students to hold various administrative posts in students' government.

Objective 4: To ensure full time retrievable sex disaggregated data within the shortest possible time at all levels of the University

Policy statement 1

The University will ensure that all Departments, Faculties, Schools, and Directorate can retrieve sex disaggregated data in its area of competence within the shortest possible time.

Strategies:

- (i) To establish sex disaggregated data base of University information at all levels of University systems.
- (ii) To instruct and enforce all Faculties, Schools, and Directorates display an updated gender disaggregated data of Staff and Students on the office of the Deans, Principals, and Directors.

Objective 5: To ensure representation of both male and female concerns in all policy and decision-making organs of the University

Policy statement 1

The University will ensure that there is a balanced representation of male and female gender in order to equally advance gender concerns in University policy and decision making organs

Strategies:

- (i) To sensitize appointing authorities consider gender balance in appointing staff to hold administrative posts that automate membership to University policy and decision making organs
- (ii) To sensitize female candidates contest for posts in University organizations which automate membership to University policy and decision making organs
- (iii) To support female students participation in contesting for representation positions in University policy and decision making organs
- (iv) To support efforts of female staff in acquiring qualifications for consideration for appointment to administrative posts which automate membership to University policy and decision making organs.

Objective 6: To ensure gender consideration in decisions made by University managers**Policy statement 1**

The University will ensure that gender is mainstreamed in all decisions made by Mzumbe University management

Strategies:

- (i) To disseminate hard and soft copies of Mzumbe University Gender Policy to all members of Mzumbe University management.
- (ii) To sensitize Mzumbe University staff and students access and read Mzumbe University policy on gender development and be day to day overseers of gender considerations in University Management decisions.

Objective 7: To eliminate sexual harassment and gender based violence at the University**Policy statement 1**

The University will ensure there are zero sexual harassment events.

Strategies:

- (i) To formulate and implement policy on abolition of sexual harassment

- (ii) To track and record cases of sexual harassment

Policy statement 2

The University will ensure prevention of potential gender based violence at the University and university campuses.

Strategies:

- (i) To establish public gender consultation and advisory unit to serve University Staff and Community
- (ii) To establish data base concerning sexual harassment and gender based violence in order to track efforts towards elimination of sexual harassment and gender based violence.

CHAPTER FOUR

POLICY IMPLEMENTATION, MONITORING, EVALUATION AND LEARNING

4.1 Policy Implementation

The implementation of Mzumbe University Policy on Gender Development falls directly under the office of the DVC (Administration and Finance). However, for effective operationalization of gender development issues, the University has established the Centre for Gender Development at the Institute of Development Studies to spearhead the day to day implementation of the policy and other gender development issues. Structurally, the Centre is directly accountable to the Director, Institute of Development Studies, but it is responsible for ensuring that the University organs, personnel, as well as the entire community adheres to gender development norms and values throughout the execution of its functions.

With an understanding that gender is a cross-cutting issue, the policy is expected to be implemented by all academic and non-academic units of the University including units in the students' government. Noting the different gender orientations of the heads of the units, the policy has suggested identification of focal personnel in each Faculty, School, Directorate, and Institute to act as focal point person with responsibilities to remind the respective Heads of Units to always consider gender issues in executing their duties. The effective performance of these focal persons will make the entire University community be active implementers of the Policy. Thus in effect, though administratively the policy implementation will be managed by the office of the DVC AF, in effect all University Stakeholders will be responsible for the implementation of the Policy.

As noted in the previous sections, some activities will involve students which in a way bring in their respective parents such as in the selection of degree programmes for admission, some activities will involve university staff, and some activities will involve the University management. Thus the Office of the DVC AF will be held responsible for the implementation of the policy in the sense that it will be the office responsible for monitoring, evaluation, and learning for effective implementation of the policy. The office will be responsible for innovating different techniques from time to time which shall help the entire university stakeholders participate in the implementation process of the policy.

4.2 Legal Arrangements

Mzumbe University Policy on Gender Development will be implemented within the existing Mzumbe University legal framework. However, for improvement of participation of female Students in student's government and in decision making organs, procedures and bylaws governing the process of obtaining such leaders need to be changed. This will address the low level participation of female students in holding Ministerial positions in students government and students representation in University Senate and various Boards of University. On the aspect of staff composition, a statement should always be stated at the end of a job advert which encourages less represented gender to apply for the advertised post. Other proposed aspects such as identification of gender focal persons in Faculties, Schools, Directorates and Institutes shall be done administratively within the existing University legal framework.

4.3 Monitoring, Evaluation and Learning

The ultimate body responsible for Monitoring and Evaluation of the implementation of Mzumbe University Policy on Gender Development shall be Mzumbe University Council. This is in accordance to the Charter establishing Mzumbe University which has empowered the Council the governing authority of the University through the appointments it makes, the structure it establishes, directives it gives and the resources it allocates. However, the Vice Chancellor of Mzumbe University shall be responsible for monitoring and evaluation of the policy implementation on the day-to-day basis by virtue of the powers bestowed upon him/her by the Council as the Chief Executive Officer of the University.

On the same vein, the Deputy Vice Chancellor Administration and Finance shall be assisting the Vice Chancellor in Monitoring and Evaluation of the policy implementation. In recognition of the University decision to establish a special centre to enhance gender equality at the University, the Centre for Gender Development will be responsible to assist the Deputy Vice Chancellor (A&F) for coordination of all matters related to gender development across the University. Colleges, Faculties, Directorates, Institutes, Schools, Departments and Sections shall always be working closely with the Centre for Gender Development to ensure that matters of gender development are well addressed in all University activities. The Centre will also be responsible to ensure that University operations adhere to policy statements and strategies as herein stated.

3.4 Policy Review

Mzumbe University Policy on Gender Development shall be regularly reviewed according to University policy review schedules as shall be determined by Mzumbe University management through its strategic plans. However, on the event of a need to revise specific policy statement or strategy to address a pertinent and pressing issue which cannot wait for the schedule, the responsible office shall appoint a team to undertake the activity for the betterment of University progress towards achieving a gender balanced community.

CHAPTER FIVE

CONCLUSION

Mzumbe University Policy on Gender Development is established in line with the National Policy on Gender Development which is further developed in line with internationally agreed global targets of achieving gender balance. While it serves as an institutional interpretation and commitment to achieving gender balance at the University, its implementation depends on continued global and national commitment to the same. At an institutional level, the University shall provide conducive environment for the implementation of the policy including provision of human and other resources as shall deem necessary for the implementation of the policy. However gender as a concept, is a social phenomenon and thus the implementation of this policy will heavily rely on the commitments of all university stakeholders including students, parents, academic staff, non-academic staff, and the entire Mzumbe University community to learn and be able to live the fact that both female and males are equal members of the same society