University of Dar es Salaam
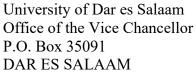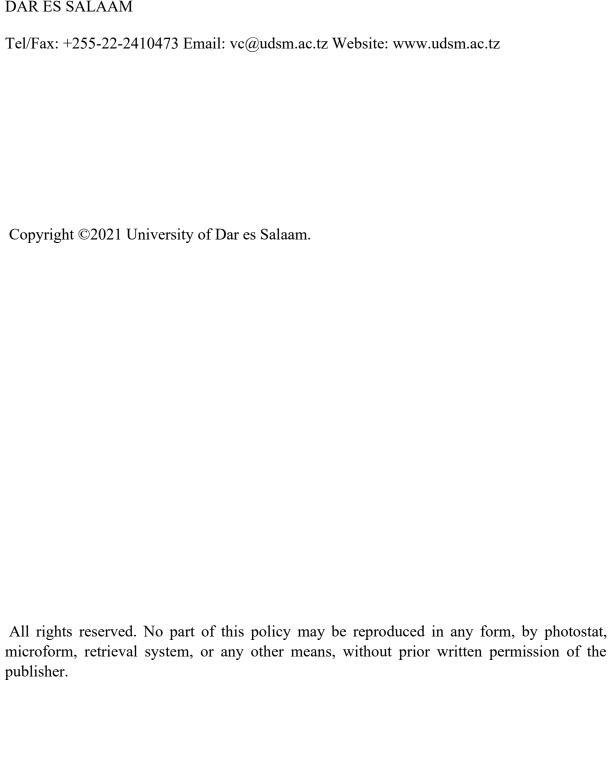# Gender Policy 2006

(Revised in May 2021)

University of Dar es Salaam Gender Policy 2006

(Revised in May 2021)

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This revised UDSM Gender Policy (2006) has been developed in line with the University of Dar es Salaam (UDSM) Vision 2061 whose mission commits the University to "advance the social, economic and technological development of Tanzania and beyond through excellent teaching and learning, research and knowledge exchange."

UDSM continues to uphold the understanding that gender equality, as a core value in higher education, is key to the promotion of inclusive development and fairness in society, particularly where perceptions on social diversity strongly influence the mindsets of people in current societies. As the Higher Education Sector in Tanzania continues to grow, UDSM pursues its commitment by contributing to gender equality and equity with optimism, knowing that in doing so, the institution adds value and complements efforts undertaken by stakeholders and counterparts in all levels throughout the country, especially other academic institutions.

The foundation of this commitment was laid by the UDSM Gender Policy of 2006 which provided guidelines for a gender sensitive outlook in engendering all functions of the UDSM, including policies, plans and programmes. Significant milestones have been realized through this policy, experience, *inter alia*, in concerted gender sensitization activities, engendering the enrolment processes, mainstreaming gender in teaching and research, and, influencing gender sensitivity in recruitment and community interaction.

The evolving contexts within which the UDSM operates, however, demands the necessity to review our gender mainstreaming strategies, taking into consideration social, cultural and economic issues that have emerged over time both at the institutional and national contexts. Best practices observed in the implementation of the current policy (i.e. UDSM Gender Policy of 2006) will be used to strengthen the foundation for this revised policy towards a quality academic future of its populations. It is thus imperative that the standards set out in the UDSM Gender Policy of 2006 are upheld, and its review translated into improved gender sensitivity with implementable plans and programmes. This has been the main objective of the policy review.

The policy statements mentioned in this revised policy will thus serve as further guidelines for more effective gender mainstreaming within the University. With the full engagement of staff and students, I believe that UDSM will stand out as a model gender-sensitive institution.

Prof. William A. L. Anangisye
VICE CHANCELLOR
University of Dar es Salaam
May, 2021

List of Abbreviations and Acronyms

BEST-		Basic Education Statistics Tanzania
CI	-	Confucius Institute
CoAF	-	College of Agricultural Sciences and Food Technology
CoHU	-	College of Humanities
CoICT	-	College of Information and Communication Technology
CoNAS	-	College of Natural and Applied Sciences
CoET	-	College of Engineering and Technology
CoSS	-	College of Social Sciences
DARUSO	-	Dar es Salaam University Students' Organization
DHRA	-	Director of Human Resource and Administration
DoS	-	Dean of Students
DPGS	-	Directorate of Postgraduate Studies
DUCE	-	Dar es Salaam University College of Education
DVC	-	Deputy Vice Chancellor
FUSP	-	Female Undergraduate Scholarship Programme
GBV	-	Gender Based Violence
GC	-	[Campus] Gender Coordinator
GFP	-	Gender Focal Point
HESLB	-	Higher Education Students' Loan Board
HLI	-	Higher Learning Institution
ICT	-	Information and Communication Technology
IDS	-	Institute of Development Studies
IGS	-	Institute of Gender Studies
IKS	-	Institute of Kiswahili Studies
IMS	-	Institute of Marine Sciences
IRA	-	Institute of Resources Assessment
M&E	-	Monitoring and Evaluation
MCHAS	-	University of Dar es Salaam Mbeya College of Health and Allied Sciences
MoEST	-	Ministry of Education, Science & Technology
MoHCDGEC	-	Ministry of Health, Community Development, Gender, Elderly and Children
MUCE	-	Mkwawa University College of Education
QAB	-	Quality Assurance Bureau
SDG	-	Sustainable Development Goals
SEA	-	Sexual Exploitation and Abuse
SJMC	-	School of Journalism and Mass Communication
SoAF	-	School of Aquatic Sciences and Fisheries Technology
SoED	-	School of Education
SoMG	-	School of Mines and Geosciences
SOSPA	-	Sexual Offences Special Provisions Act (1998)
STEM	-	Science, Technology, Engineering and Mathematics
TCU	-	Tanzania Commission for Universities
UDBS	-	University of Dar es Salaam Business School
SoEC	-	School of Economics
UDSM	-	University of Dar es Salaam

UDSM-MCHAS   UDSM-Mbeya College for Health and Applied Sciences
UDSM-MRI   -   UDSM Mineral Resources Institute, Dodoma
UDSoL   -   University of Dar es Salaam School of Law
VC   -   Vice Chancellor

Glossary of key terms

Terminology	Description
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.
Engendering policy	The process of bringing about or giving rise to gender sensitive policies.
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 and Sex	Gender refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. **Sex** describes the biological characteristics of men and women, which are determined at birth.
Gender-Based Violence (GBV)	Refers to violence directed against or inflicted upon a person because of their gender. Both women and men experience gender-based violence 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, such as 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	The quality of being fair, just and right to both females and males.
Gender equality	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.
Gender analysis	The variety of methods used to assess, evaluate and understand the relationships between females and males, including their access to resources, their activities, and the constraints they face relative to each other.
Gender awareness	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.
Gender mainstreaming	The integration of a gender perspective into all aspects of life, interactions, policies, plans etc.
Gender parity	Assessment and comparison of the level of participation of women and men in a particular undertaking
Gender relations	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 interactions.
Gender sensitization	The process in which the people of all *genders* are taught to respect everyone irrespective of sex or *gender,* while acknowledging the differences.
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 results into sexual abuse or sexual assault.

CHAPTER ONE

1.1   Background Information about UDSM

The University of Dar es Salaam (UDSM) is the oldest public university in Tanzania. It is situated on the western side of the City of Dar es Salaam, occupying a land 1,625 acres on the Observation Hill, and 13 kilometres from the city centre.

It was established in 1961 as a University College of the University of London. By then, it had only one Faculty; the Faculty of Law, with only 14 students. In 1963, it became a constituent college of the University of East Africa together with Makerere University College in Uganda and Nairobi University College in Kenya. Since 1961, the University of Dar es Salaam has grown in terms of the physical infrastructures, student intakes, academic units, and academic programmes. In 1970, the University of Dar es Salaam became a full-fledged and independent University through the enactment of the University of Dar es Salaam Act, Act No.12 of 1970, which was later repealed and replaced by the Universities Act, Cap. 346 of the Laws of Tanzania. Currently, the University is established and operating in accordance with the University of Dar es Salaam Charter of 2007 which is a legal instrument made under the Universities Act, and other enabling legal instruments of the constituent colleges.

The principal activities of the University of Dar es Salaam are provided under Article 4 of the University of Dar es Salaam Charter, 2007. These are generally described as: "to advance learning and knowledge by teaching, research, consultancy and service to the Society particularly in industry, agriculture, commerce, business, management, education, health, law, science, engineering, lands, architecture, planning, information and communication technology, informatics, technology and environment, arts, social sciences and in close association with the Government of the United Republic of Tanzania and the Revolutionary Government of Zanzibar and other public and private stakeholder interests."

1.2   Rationale for review of the UDSM Gender Policy (2006)

Tanzania is at a critical phase of social and economic development as a country, which will also reflect on the obligations that it makes for enhancing gender equity and equality in a transforming context. The country has however already maintained a long history in mainstreaming gender equality in its policies. These initiatives were partly informed by national commitments to gender equality, including specifically, the Constitution of the United Republic of Tanzania 1977 which provides the foundation for according human dignity and equal opportunities to all citizens, in all aspects of their lives. Commitments to gender equality are also drawn from the National Development Vision 2025, the National Five-year Development Plan (2016/17-2020/21) and major policies including the National Policy on Women and Gender Development (2000), and the National Gender Mainstreaming Programme (2005).

Tanzania has also ratified to international agreements on gender equality in order to create a more responsive community and gender sensitive attitudes at UDSM. Notably is the Beijing Declaration (1995) and more recently, the Sustainable Development Goals (SDGs, 2015-2030) which emphasize on transformative change for gender equality in the effort towards

ending all forms of discrimination, facilitating equality in male and female participation in decision-making, education and economic activities. The SDGs also note how the intersection of different axes of power make the experiences and mechanisms in eradicating gender inequality to be multifaceted. *Affirmative Action* measures that will support the institutionalization of gender equality commitments are thus proposed. The East African Community Gender Policy (2018) reaffirms the desire for member states to invest in relevant technical and life skills development, higher education, science, technology, research and innovation, and the reduction of gender disparities at all levels of education. The EAC gender policy (2018) thus emphasizes the importance of skills development that reflect the region's pursuit for social, economic including infrastructural development that are the goals of each country in East Africa.

This review of the Gender Policy of 2006 is also informed by the provisions of the Tanzania Commission for Universities (TCU) which is tasked to promote gender equality in Universities in the country. Related instruments include the Universities Act, 2005 and the Universities (General) Regulations (2013) which call for universities to put in place specific measures to promote gender balance and equity in student enrolment, programmes and the governance of universities. These are to be effected through established organs such as boards and committees. Likewise, the Higher Education Students' Loan Board (HESLB) makes special provisions for female students, while the Higher Education Development Programme (2010-2015) emphasizes on the increased enrolment of females into higher education with an emphasis on science and technology specializations.

In line with these commitments, deliberate initiatives by the UDSM community members, and successive interventions facilitated the realization of the following key milestones: -

i. Fostering gender-related issues in teaching and research has progressed appreciably. This is shown *inter alia* by the establishment of the postgraduate programme in Gender Studies run by the Institute of Development Studies (IDS) since 2010; a gender module is taught as part of the University-wide compulsory Development Studies course, and academic units have compulsory or optional gender courses and modules integrated in their teaching programmes.

ii. Expanding female enrolment into the University, which was earlier facilitated by female pre-entry programmes, and female specific scholarships.

iii. Establishment of the UDSM Merit Scholarship for male and female students in July 2019.

iv. Establishment of the Gender Centre in 2006 within UDSM's organizational structure which in 2017 was transformed into the Institute of Gender Studies (IGS).

v. Appointing Gender Focal Points (GFP) in all units.

vi. Reviewing the UDSM Anti-Sexual Harassment Policy (2018),

vii. Reviewing and engendering UDSM key policies and programme instruments to enhance their gender sensitivity. These include, the UDSM Research Policy and Operational Procedures (2015) where gender is adopted as a cross-cutting issue in research; the UDSM Research Agenda (2018-2028), which recognizes the direct relationships between gender, education, information and

communication technology (ICT) and policy development, and gives priority to gender issues in 4 of its 11 research areas (UDSM 2018).

viii. Introduction of academic writing programme to support female academic staff in leadership positions.

ix. Introduction of Merit scholarship for male and female students at undergraduate and postgraduate programmes.

x. Putting in place capacity building initiatives for staff and students in gender equality and equity through sensitization, networking and outreach programmes.

However, a number of challenges continue to exist with regards to gender mainstreaming, and new issues emerge that demand the attention of UDSM. Key issues include the following:

i. Gender is still largely seen as synonymous to females/women, which is also witnessed in the appointment of females in gender-related offices such as Gender Focal Persons (GFP), and females added to lead gender modules in research,

ii. There are variations in integrating gender in the curricula across academic units. In some Units, there is inadequate practice in mainstreaming gender, which needs to be improved.

iii. Skewed sex representation between the units. While the College of Humanities (CoHU), College of Social Sciences (CoSS), Institute of Development Studies (IDS), School of Education (SoED) and School of Law (UDSoL) enjoy the highest enrolment of female students, other units such as College of Engineering and Technology (CoET), College of Information and Communication Technology (CoICT), College of Natural and Allied Sciences (CoNAS) and College of Agriculture and Food Technology (CoAF) have the least. The proportion of female students enrolled in CoET and CoICT between these three years has been between 17 percent and 24 percent only.

iv. There are some sex differences in professional upward mobility between male and female academics. By April 2021, there were only 9 females in the associate professorship and 1 Professor Level out of 332 female academics at UDSM. However, the challenge in upward mobility is also similar for male academics since by the same period, there were 36 male Associate Professors and 9 full professors out of a total of 901 male academics of UDSM. Majority of the full-time professors are on part-time basis.

v. Although the recruitment of staff has grown as the UDSM expands in its programmes, sex representation is skewed. Teaching staff at the UDSM Pre-School and child-care unit is imbalanced where among the 19 staff, 13 female and six male are. Imbalance in teaching staff by gender at these levels sets an incorrect precedence for a University that seeks to raise a profile of gender equality in education. By April 2021, the Mwalimu Julius Kambarage Nyerere Mlimani Campus (MJKNMC) had a total of 2,402 employees. Of the 1,233 academic staff, 332 were females and 901 were males; and of the 1169 administrative staff, 531 were females and 638 were males. Engendering the recruitment process needs, however to synchronize its demands for

gender parity with the national recruitment authority to be able to achieve gender equity in recruitment.

vi. Continuing experiences of sextortion, sexual exploitation and abuse are still reported, which call for more efforts to upscale gender sensitivity and awareness and confront these experiences within the UDSM living, working and learning environment.

vii. Changing contexts of UDSM generate new experiences for students. These include the expansion in student population, academic programmes, and the drop in the average age of enrolment. These create new ways of interaction and gender relations, demanding more attention and action through gender equality measures, and the protection of the quality of life of its members.

viii. Limited living infrastructure in the context of an expanded student enrolment is exposing some students to several gender-related issues, especially for off-campus students, students with poor economic bases, and those with special needs such as pregnancy.

1.3. Objectives of the reviewed policy

1. To underscore the critical role of an efficient and effective gender mainstreaming process in alignment with the UDSM Vision 2061, UDSM's Corporate Strategic Plan (2014/2015-2023/2024; and the UDSM 5-Year Rolling Strategic Plan (2020/2021 - 2024/2025).
2. To review current implementation challenges and put in place mechanisms that will address the remaining specific gender equality and equity related challenges,
3. To establish clear guidelines for gender mainstreaming that contributes to enhanced gender institutionalization within a changed socio-economic environment.
4. To promote collaborative engagement in gender pursuits by UDSM and other stakeholders, and to direct the use of resources to improve management and institutional capacity of UDSM's gender initiatives with a view to achieving effectiveness, professionalism and accountability in all of its operations.

1.4 Vision and Mission

The policy is guided by the UDSM Vision and Mission.

Vision
To become a leading centre of intellectual wealth spearheading the quest for sustainable and inclusive development.

Mission

The University of Dar es Salaam will advance the economic, social and technological development of Tanzania and beyond through excellent teaching and learning, research and knowledge exchange.

1.5   Scope

This policy will apply to Mwalimu Julius Kambarage Nyerere Mlimani Campus (MJKNMC) School of Journalism and Mass Communication (SJMC), Institute of Marine Sciences (IMS) Zanzibar, Mbeya College for Health and Applied Sciences (MCHAS), School of Aquatic Sciences and Fisheries Technology (SoAF), Kunduchi, and the UDSM Mineral Resources Institute (UDSM-MRI), Dodoma.

CHAPTER TWO

2.0   Key Policy Issues, Statements and Strategies

2.1   Policy and Legal Framework

Even though UDSM has mainstreamed gender in most of its key policies, programmes and plans, and to some extent, gender sensitization at the unit level and with students is periodically conducted, the context within which UDSM operations has changed. The student population has almost doubled since 2006, the staff base has expanded and the academic environment has changed. Furthermore, gender reporting systems which are basic to institutional functioning, are not adequately harmonized, and the mechanisms for ensuring accountability are not explicit. Besides specific issues such as gender and disability, gender and pre-primary school teaching programmes have not been well captured in the university's gender planning processes. These issues demand the development of new/reviewed policies that are gender-sensitive.

2.1.1   Policy Statement

UDSM shall continue to review all key policies and develop appropriate plans and instruments to guide more gender responsiveness and reporting in all university functions.

2.1.2   Strategies

1. Put in place appropriate accountability mechanisms for the implementation of gender mainstreaming in newly developed and reviewed policies, programmes, plans and operations.
2. Introduce mechanisms for gender equality reporting at unit level which will be coordinated by [Campus] Gender Coordinators (GC) Gender Focal Points (GFPs).
3. Define and develop gender profiles and long-term projections describing anticipated gender equality outputs at unit level.
4. Ensure adequate gender-budgeting in all units of UDSM coordinated by GCs and GFPs.

2.2 Student Enrolment, Retention and Output

On the overall student admission and enrolment at UDSM have increased, although the actual numbers of 2019/20 illustrate significant gender disparities across the disciplines. Admission levels indicate that for the whole of the UDSM, there were 3,977 females out of a total of 10,344 students admitted in 2014/15 academic year, which has risen to 7,133 females out of 15,244 students in the academic year 2019/20. Student enrolment with MJKNMC alone has also risen from 4896 females and 9133 males in 2014/15 to 10,148 females and 12, 577 male students in 2019/20 indicating an increase in female representation from 34.9% to a total of 44.7% respectively. However female enrolment at CoET is still low, being 547 females and 1773 males, and CoICT had 222 females and 754 male students. Such representation is quite different in other specializations such as UDSoL which had 425 females and 265 students, while UDBS had 1,146 female and 894 male students enrolled in 2019/20 respectively. A significant number of females have enrolled for PhD programmes, increasing from 86 and 180 males in 2014/15 to 670 females and 309 males in 2019/20. The PhD output levels are however comparatively lower with 13 females and 53 males graduating in 2014/15 and 33 females and 66 males graduating with a PhD in 2019/20.

The root cause for skewed enrolment of students by sex especially in STEM specializations can be attributed to low enrolment at High School levels for females in the science-based specializations. This policy suggests to address this limiting factor by broadening the access to admission of female candidates to STEM related programmes in accordance with the Universities (General) Regulations of 2013.

2.2.1 Policy statement

UDSM shall design and ensure the implementation of specific, and practicable mechanisms to address the sex imbalance in student enrolment.

2.2.2 Strategies

1. Develop and implement special female enrolment programmes in the STEM specializations.
2. Design in-house scholarships or special funding programmes for female and male students.
3. Expand the UDSM student scholarship programme to enhance the equal opportunity platform.
4. Design outreach programmes with communities and secondary schools that will contribute to the national emphasis on mentoring girl students for STEM professions.
5. Consider a special entry programme for female enrolment in the STEM specialization. Consider a cut-off point in the admission process,
6. Conduct research to determine the root cause of low female enrolment in some specializations and suggest for improving practices.

2.3 Engendering Teaching, Research and Consultancies

Mainstreaming gender in teaching and research has progressed, but in the traditional areas of the Social Sciences, Humanities, Law, Education and Development Studies. Current plans by

the IGS to establish courses in gender studies illustrate UDSM's pursuit of mainstreaming gender in academic programmes. Some STEM specializations such as the CoICT have projects focusing on 'reaching females'. Yet, mainstreaming gender equality in STEM specializations and in teaching is minimal if any, indicating existing challenges in doing so.

2.3.1 Policy Statement

UDSM shall mainstream gender sensitization in all academic programmes, including teaching, researches and consultancy activities.

2.3.2 Strategies

1. Facilitate capacity-building skills in imparting gender-mainstreaming in the curricula and teaching methods in all UDSM specializations.
2. Develop applicable mechanisms to audit the key aspects of gender mainstreaming in basic research in all academic units.
3. Establish annual plans for undertaking gender-research, consultancies and gender capacity building at unit level.

2.4 Staff Recruitment and Development

UDSM staff recruitment and development policies and programmes have mainstreamed gender sensitivity, but its commitment to be an equal opportunity employer is particularly challenged by a limited base of females especially in the academia. Despite the increase in numbers of academic staff over the years, the percentage of female academic staff has slightly risen from 26% in 2014/15 to 28% in 2020/2020 of the overall staff. In terms of representation by rank, of the total of 1,233 academic staff in the year 2020/2021, there were 1 female and 9 males at the rank of Professor; 9 females and 36 males as Associate Professors; 25 females and 95 males as Senior Lecturers; 107 females and 301 males as Lecturers; 148 females and 325 male Assistant Lectures, 38 females and 114 males as Tutorial Assistants (TAs); and Tutors/instructors 4 females and 21 Males. The gender gap among administrative staff (females 531 and male 638) is not significant although the number of men outstrip that of women.

The pace of upward mobility for both male and female senior academics is quite slow with very few promotions annually to Professor and Associate Professor levels, but it is significantly slower for females compared to males. Their fewness in senior academic positions limits opportunities to be appointed to University leadership positions. Most do not meet the academic merits required for promotions or appointment, and hence lack experience in senior positions.

At the same time, new experiences in gender issues, both at the personal, academic and social level call for the recruitment of special cadres to respond to these issues. These include social welfare expertise to undertake quality response to social issues confronting staff and students.

In addition, most Units (Colleges, Schools and Directorates) are dominated by male staff, while the UDSM pre-school is dominated by female staff, which signifies the precedence that females populate the lower levels of academia. In addition, eight of the ten staff of the

Special Needs Unit under SoED are male. Some of these issues are a reflection of the base from which recruits are drawn, both in the academic and administrative sectors. They also indicate mentoring and targeting challenges by UDSM.

2.4.1 Policy Statement

UDSM shall maintain its commitment to equal opportunities in employment and will develop mechanisms to facilitate equal opportunities for both males and females in recruitment, staff development, training and retention**.**

2.4.2 Strategies
1. Strengthen capacity building programme for female academic staff in the University for developing their academic careers.
2. Promote and enforce a more balanced sex representation in recruitment of academic staff at all levels of teaching, i.e. from pre-school to the university levels.
3. Put in place affirmative action at recruitment level to support an increased number of female employees in academic and administrative positions by defining female and male target percent levels.
4. Establish targeted mentoring systems for outstanding female students in each academic unit and include them in the recruitment process.

2.5 University governance and decision making

UDSM has significantly achieved milestones in engendering the leadership landscape. The six positions in top leadership currently have one female since November 2019. The UDSM Council also has 6 female and 9 male members, and the University Senate has 18 females out of 44 members. Eight (8) of the 31 Units making UDSM's academic structure are led by females (CoHU; SoED; MUCE; SoAF; UDSE; IGS; IKS and IMS) and key Directorates (Directorate of Postgraduate Studies (DPGS), Dean of Students (DoS), Directorate of Social Services (DSS), Directorate of Internationalization, Convocation and Advancement (DICA), Directorate of Public Services (DPS), Directorate of Human Resources and Administration (DHRA), Procurement Management Unit (PMU), Dr. Wilbert K. Chagula Library, and Quality Assurance Bureau (QAB)) also have female heads. Such progressive change on gender balance needs to be reflected at all levels. However, since females' appointment to top leadership in academic institutions is largely based on traditional systems of meritocracy, affirmative action measures need to be employed.

2.5.1 Policy Statement
UDSM shall institute gender-responsive structures and processes by putting in place mechanisms for increased females' participation (at least 30 percent as per institutional policy) in governance and management structures and processes but with a long-term goal of pushing it upwards.

2.5.2 Strategies

1. Institute affirmative action measures to enforce the provision on one third female enrolment (as is provided for in the UDSM Charter) at all levels of decision making including top levels at UDSM.
2. Develop clear gender equitable operational procedures for searching and appointing individuals for leadership positions and in decision-making organs.
3. Institute knowledge enhancement programmes in gender issues and gender responsiveness as part of the terms of reference to all office bearers of governance positions at the University.

2.6 The learning and working environment

The intersection between gender, the academia and other axes of difference or capacity, such as disability and parenthood, are important aspects of student and staff life. However, their gender concerns have not been adequately captured in earlier policies. Consequently, some members of the University are doubly disadvantaged because of a limited environment to cater for their special gender needs. The existing infrastructure at UDSM is still unfriendly to students with special needs in classrooms and dormitories, thus they become doubly disadvantaged in accessing restrooms, especially in special days of the month. Likewise, female staff and students with young children are challenged in meeting and maintaining office or class requirements compared to their colleagues both female and male.

2.6.1 Policy Statement

The UDSM shall put in place structures and mechanisms that facilitate the establishment of an enabling environment for effective learning and participation for all genders, especially those with special needs.

2.6.2 Strategies

1. Modify and/or put in place gender-friendly sanitary washroom service utilities for students with special needs in University premises and all student hostels at UDSM.
2. Establish parent-friendly structures such as day care facilities for staff and students.
3. Facilitate for the establishment of alternative accommodation facilities/scheme for off-campus female (undergraduate and postgraduate) students through partnerships depending on requirement.
4. Give consideration to pregnant students until end of term.

2.7 Relationships and Interactions at UDSM

Maintaining the health and safety of male and female staff and students is of paramount importance for UDSM and is key in enhancing the quality of education outcomes. Yet incidents on sextortion and Sexual Exploitation and Abuse (SEA) are reported frequently and

continue to tarnish the reputation of UDSM. Sometimes ignorance of the law and poverty are to be blamed, but there is poor reporting because of fear of falling victim to stigma or reprisal. Counselling services are not elaborate and those available are not Gender-Based Violence (GBV) 'survivor-friendly', and they do not effectively reach the most socially vulnerable, young male and female students who need concerted social and psychological support.

2.7.1 Policy statement

UDSM shall put in place effective mechanisms that will protect and support staff and students from any form of GBV, SEA and sextortion.

2.7.2 Strategies
1. Promote education and wider dissemination of key policies including the UDSM Anti-Sexual Harassment Policy (2018) and Sexual Offences Special Provisions Act (SOSPA, 1998) and enforcement of its provisions, to all members of the University community.
2. Empower survivors to speak out and report by capacity building and outlining points of referral.
3. Facilitate concerted gender-based empowerment, sensitization and accountability systems for students and staff that focus on gender-based harassment and human rights per unit and per programme.
4. Enhance gender-sensitive counseling services at UDSM serviced by Dean of Students (DoS), academic advisors, Gender Focal Points (GFPs), Sociology-Psychology; Health Centre and Human Resources (HR).
5. Introduce elaborate peer to peer counseling programmes to build confidence among both male and female students and staff.
6. Strengthen the roles of the UDSM Gender Club as part of the student mentoring and support activities.
7. Enhance the capacities of the newly established Gender Desk to support UDSM efforts to promote gender equity in interactions, including ending Gender-Based Violence and Sextortion among staff and students.

2.8 Students Welfare

Despite the provision of the gender-equality clause within Dar es Salaam University Students' Organization (DARUSO) and other UDSM 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 on leadership is still male oriented. Student bodies also select females only to sit for gender offices. Gender-sensitive reporting systems are also not embraced, and some male or female students may also lack confidence to publicly account for abuse or discrimination, which indicates persistent limitations.

2.8.1 Policy statement

UDSM will ensure the establishment of gender-sensitive mechanisms to promote sensitivity in all aspects of student welfare is achieved so as to build up a more inclusive framework that will ensure that various opportunities are equally distributed to both males and females.

2.8.2 Strategies

1. Review all student leadership guidelines and put in place more effective gender equality participation mechanisms, including student leadership electoral processes.
2. Introduce and promote student-based/focused friendly engagement practices in all units, including dialogue and debates on gender sensitivity between HEIs.
3. Design peer-to-peer counselling in all units on matters concerning student welfare.
4. Collaboratively design instruments i.e. guidelines, that enforce gender equality in all student related areas such as accommodation, classrooms, counselling units, health-care facilities, sports and refreshments units and special needs.

CHAPTER THREE

3. Monitoring and Evaluation

Monitoring and Evaluation (M&E) framework of UDSM Gender Policy will be aligned with the Monitoring and Evaluation system of the current UDSM's Rolling Strategic Plan (2019/2020-2024/2025) in order to ensure implementation (efficiency) and performance (effectiveness) of the Gender Policy. This framework shall involve a continuous function that will systematically collect information on specified indicators/outputs in the gender sensitization building programmes, to provide the main stakeholders with a picture of ongoing developments, in intervention and achievement of objectives, and progress in the use of allocated resources for gender issues at UDSM.

The Institute of Gender Studies will be responsible for conducting annual monitoring of implementation plan of this policy at UDSM for the purpose of tracking achievements and challenges, and to ensure that implementation and performance reflect the purpose and objectives of the policy.

Moreover, the policy will put in place gender equality accountability mechanisms for each strategy which will be integrated into unit level annual reports. These indicators will include: Short-term and medium-term monitoring indicators and feedback systems between units and the IGS on quarterly basis.

Evaluation of the UDSM Gender Policy will be conducted in after every five 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.