

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



GENDER POLICY

February 2023

FOREWORD

Mbeya University of Science and Technology (MUST) is a Public Institution established through the Universities Act No. 7 of 2005 and the Mbeya University of Science and Technology Charter 2013 aiming at becoming the leading centre of excellence for knowledge, skills and applied education in science and technology through training, research and consultancy.

Currently, MUST has a comprehensive institutional Gender Policy (2018) that guides gender mainstreaming in all its activities and actions. The Gender Policy has thus been revised to address gender mainstreaming in all core functions of the University on academic, research, consultancy and community outreach services for sustainable development.

However, a number of policies and strategies have been formulated in recent years at national and international levels that necessitated a need to review the Policy by incorporating contemporary gender-related issues. These include the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA II, 1999), Vision 2025, Sustainable Development Goals 2015 – 2030 and Public Service Reforms Phase I (2000- 2007) and Phase II (2008-2012) which have come up with new targets on gender.

The Ministry responsible for Community Development, Gender, Women and Special Groups (MCDGWSG) has the mandate to oversee the development and implementation of public policies on issues related to gender and to coordinate programmes pertaining to gender issues.

The Revised Gender Policy aims at strengthening MUST capacity to effectively fulfill its Vision and Mission in training, research and provision of consulting services with a gender perspective. The success in achieving the objectives of this Policy is the responsibility of all actors at the University. However, decision-making bodies at various levels have a vital role to play in policy implementation.

The development of this Gender policy could not have been a success without the contribution of different stakeholders within the MUST community. Staff, students, and other MUST community members have all

played a great role by providing information, advice and opinions to help create a comprehensive Gender Policy for the MUST community.

It is hoped that the Policy will go a long way in addressing and providing direction and guidance on all gender related issues at MUST.

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Vice-Chancellor

Mbeya University of Science and Technology

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LIST OF ABBREVIATIONS AND ACRONYMS

AU	African Union
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
DVC-ARC	Deputy Vice Chancellor-Academic Research and Consultancy
DVC-PFA	Deputy Vice Chancellor-Planning Finance and Administration
EAC	East Africa Community
FTC	Full Technician Certificate
GBV	Gender Based Violence
GPIC	Gender Policy Implementation Committee
GRB	Gender Responsive Budgeting
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ILO	International Labour Organization
MAB	Ministerial Advisory Board
M&E	Monitoring and Evaluation
MCDGWSG	Ministry of Community Development, Gender, Women and Special Groups
MDGs	Millennium Development Goals
MIST	Mbeya Institute of Science and Technology
MUST	Mbeya University of Science and Technology
MUSTSO	Mbeya University of Science and Technology Students Organization
MTC	Mbeya Technical College
NACTE	National Accreditation Council for Technical Education
NSGRP	National Strategy for Growth and Reduction of Poverty
PLWAs	Person Living with Aids
RAAWU	Researchers, Academicians and Allied Workers Union
SADC	Southern Africa Development Community
STEM	Science, Technology Engineering and Mathematics
SPT	Strategic Plan Team
THTU	Tanzania Higher Learning Trade Union
URT	United Republic of Tanzania

DEFINITION OF KEY TERMS AND CONCEPTS

Sex: Refers to a person's biological status and is typically categorized as male and female.

Gender: Refers to the attitudes, feelings, and behaviours that a given culture associates with a person's biological sex. Behaviour that is compatible with cultural expectations is referred to as gender-normative; behaviours that are viewed as incompatible with these expectations constitute gender non-conformity.

Gender Mainstreaming: Is the public policy concept of assessing the different implications for women and men of any planned policy action, including legislation and programmes, in all areas and levels. This process enables making women's and men's concerns and experiences to be made an integral dimension of the design, implementation, monitoring, and evaluation of policies and programmes in all political, economic and societal spheres with the goal of achieving gender equality.

Gender Equality: Absence of discrimination based on gender in the allocation of resources, benefits and access to services.

Gender Equity: Means the just and fair distribution of benefits, rewards and opportunities for all.

Empowerment: The range of options that create opportunities and reinforce individual and collective capacities to exercise control over the life of individuals and offers them more choices. Empowerment of women and men is linked to having awareness of themselves, of knowledge, of their skills, their attitude and aptitude to have a voice.

Gender Stereotyping: Constant portrayal in the media, the press or in the education system and society at large of women and men occupying certain roles according to the socially constructed gender division of labour and expectations in behavior.

General community: All stakeholders other than students and staff.

Marginalized Group: A group or other person who feel as if he/she is not important and cannot influence decisions or events; to put someone in a position in which fills has no power.

Sexual and Gender-Based Violence: Sexual and Gender-based violence ((S)GBV) is violence targeted at individuals or groups on the basis of their gender.

Adolescent: The transitional stage of development between childhood and full adulthood, representing the period of time during which a person is biologically an adult but emotionally has not achieved full maturity.

CHAPTER ONE

BACKGROUND INFORMATION OF THE UNIVERSITY

1.1. Introduction

The history of Mbeya University of Science and Technology (MUST) dates back from 1986 when Mbeya Technical College (MTC) was established by the Government of Tanzania for the purpose of training Full Technicians at Certificate Level (FTC) under the Russia - Tanzania Training Support. The College existed up to mid-2005 offering programmes in the fields of Architecture, Electrical Engineering, Civil Engineering and Mechanical Engineering. In July 2005, MTC was transformed into a multi-disciplinary Mbeya Institute of Science and Technology (MIST) through the National Council for Technical Education (Mbeya Institute of Science and Technology) Establishment Order, 2004.

The transformation was a Government move towards strengthening the College to become a full-fledged University. Mbeya Institute of Science and Technology registered a number of achievements including restructuring of FTC programmes to Ordinary Diploma programmes and introduction of Undergraduate Degree programmes which eventually lead to expansion of student enrolment. Following these achievements, on 29th March 2012 after being issued with a Provisional Licence by Tanzania Commission for Universities (TCU), the Institute was transformed to a full-fledged University namely Mbeya University of Science and Technology (MUST). The University was granted Mbeya University of Science and Technology Charter 2013 on 20th August 2013.

MUST is endeavouring to lead in science and technology, become a centre of excellence for academics, research and consultancy and puts itself in a position where research results are meant for improving livelihood in the society. In order to develop professional skills in science, engineering, social sciences and other related fields, MUST has to conduct research that reflect National Research Agenda.

1.2. Vision

The Vision of Mbeya University of Science and Technology is to become the leading centre of excellence for knowledge, skills and applied education in science and technology.

1.3. Mission

The Mission of Mbeya University of Science and Technology is to develop academically, technologically and socially competent students, staff and other stakeholders who will be responsive to the broader needs and challenges of the society specified through the following objectives:

- (a) Facilitating appropriate tuition, practical training and support according to the needs of students and other customers.
- (b) Encouraging staff commitment to quality education and services including research, consultancy and innovation;
- (c) Fostering lifelong learning, honesty and responsibility
- (d) Promoting environment conducive for human development; and
- (e) Promoting effective entrepreneurship and usage of appropriate technology that meet national and international needs and standards through skills and practical oriented training, research and consultancy.

1.4. Strategic Mandate

Strategic mandate of the University is derived from the phrase “Science and Technology” in its name. This mandate is to provide tertiary and higher education, promote technology development, undertake research and consultancy, disseminate knowledge and foster relationships with other agencies for development of the nation.

1.5. MUST Motto

Endeavouring to lead in science and technology.

1.6. Gender Situational Analysis

Mbeya University of Science and Technology has always endeavoured to promote gender equity and equality through its various initiatives and measures aimed at improving gender balance at the University including the following:

- (a) Establishment of Women in Technical Education Chapter (WITED).
- (b) Establishment of a Gender subcommittee at the University.
- (c) Carrying out a number of gender sensitization workshops and seminars in secondary schools in Tanzania on women in science and technology.

While such efforts are commendable, gender equity has not been fully attained at the University in terms of human resource development, students' enrolment as well as in recruitment exercise as explained under the following scenarios:

(a) Staff Gender Imbalance

Currently in 2022/2023 academic year, MUST had a total of 366 academic staff out of which 68 (18.6%) are female. Furthermore, MUST had 8 (14.8%) female instructors and 108 (42.5%) administration staff out of 54 instructors and 254 administration staff, respectively. This situation is caused by the fact that the pool of qualified female students to join science, technology and other related programmes is very minimal in the country hence leading to few female staff being recruited as teaching staff.

(b) Gender Imbalance in Student Enrollment

Gender imbalance is also seen in student enrollment as it is observed that low percentage of female students are being enrolled in STEM programmes due to the fact that the catchment area which is secondary schools, few students opt for science subjects. The statistics shows that in academic year 2022/2023, MUST had 24% of female students enrolled in different programmes.

(c) Imbalance in Recruitment

MUST comply with the National Employment Policy in Public Service (2004) which instructs that, during recruitment process, female should be recommended for employment when both male and female candidate have the same score. However, for MUST this area poses a challenge as applicants for employment are mostly male. Furthermore, the Policy requires the employers to give first priority to people with special needs. MUST endeavor to comply with this requirement when candidates are available.

1.7. Justification

Respect for human rights, inclusion, and empowerment are universally recognized as basic tenets of humanity. For social, cultural, and economic development processes, the pursuit of gender equality and women's empowerment is essential. Achieving sustainable development and maximizing equity depend heavily on harnessing the strength of men, women, boys, and girls and even the disadvantaged group.

To foster equality between men and women, efforts put forth by international, regional and national authorities have been observed in recent years to eliminate gender discrimination and promote gender mainstreaming across all functional areas.

Some of the international efforts on gender issues include:

- (a) Universal Declaration of Human Rights (UDHR 1948).
- (b) The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979).
- (c) Declaration on the Elimination of Violence Against Women (DEVAW 1993).
- (d) The Beijing Platform for Action (1995).

Regional efforts to address gender issues includes:

- (a) African Charter on Human and Peoples' Rights (ACHPR, 1983);
- (b) Solemn Declaration on Gender Equality (2004).
- (c) EAC Policy on Persons with Disabilities (2012).

- (d) Guidelines and Checklists for Gender Mainstreaming in EAC Organs and Institutions, (2013).
- (e) A Gender Mainstreaming Strategy for EAC Organs and Institutions, (2013) and an EAC Gender Mainstreaming Handbook, (2016).
- (f) SADC Declaration on Gender and Development: The SADC Protocol on Gender and Development (2008).

Every citizen in Tanzania has an equal opportunity to actively participate in any national activity, including serving and receiving service in the public sector, thanks to government policies, legislation, and regulations. No one should be subjected to discrimination on the basis of their gender, ethnicity, religion, race or any other factor; such frameworks are protected by several policies, laws, and regulations as well as the Constitution of 1977, as revised in 2000. The Tanzanian Government has endorsed and adopted the implementation of various strategies and plans related to gender through the Ministry of Community Development, Gender, Women and Special Groups (MCDGWSG) to take lead in coordinating issues and programmes that involve gender. The MUST Gender Policy has thus been developed to address gender mainstreaming in all core functions and activities of the University on academic, research, consultancy and community outreach services for sustainable development.

In order to comply with national and international gender policies and norms, the Policy acts as a framework for operations on gender issues at MUST during the implementation of MUST's Strategic Plan.

CHAPTER TWO

POLICY BACKGROUND INFORMATION

2.1. Introduction

Not only is gender inequality a concern of MUST, but it is also a problem on a national and international level. The United Republic of Tanzania's (URT) 1977 Constitution provides for respect for human rights, the right to participate in governance, and equality for all gender groupings in Articles 9, 21, and 22, respectively. The National Vision 2025 of Tanzania also aspires to achieve human development in order to lower poverty, inequality, and all forms of socio-political exclusion.

MUST Gender Policy adheres to the national, regional and international gender concerns in addressing power disparities, gender-based violence, and other issues related to gender by analyzing the needs and interests of women and men (staff and students). The Policy will deal with inequities at MUST, unfavourable gender gaps and gender-blindness in the teaching curricula. The Policy will also guarantee that the goals and strategies for addressing gender issues are periodically reviewed, analyzed, and updated as necessary and provide operational guideline on gender mainstreaming to reduce the gender gap for both students enrollment and staff matters at MUST.

2.2. Achievement of the Gender Policy

Furthermore, the Policy will help in achieving the following:

- (a) Increase female enrolment in Science, Technology, Engineering and Mathematics STEM courses;
- (b) Increase completion rate of female students enrolled through creating suitable learning environment for them;
- (c) Increase recruitment rate of female staff across functional areas of the University;
- (d) Reduce the number of gender-based violence (GBV) cases;
- (e) Establish gender related programmes and incorporate gender issues in the existing curricula;

- (f) Promoting career choice and development of students in STEM programmes through guidance and counselling;
- (g) Empowering female staff in various decision-making issues at MUST; and
- (h) Increasing and encouraging female participation in academic, research, consultancy and community outreach programmes at national and international level.

Therefore, MUST has a responsibility to developing and implementing a gender policy that complies with national and international laws. The University in particular and Tanzanian society in general will benefit from the promotion of gender equity, equality, and empowerment through the Gender Policy. The Policy will serve as a roadmap for promoting gender mainstreaming in all university-related activities.

CHAPTER THREE

POLICY ISSUES, STATEMENTS AND STRATEGIES

3.1 MUST Vision on Gender

MUST to become a gender responsive institution with equal opportunity to all, (staff, students and the general community) based on their ability and merit for sustainable development.

3.2 MUST Mission on Gender

MUST to participate fully in gender mainstreaming and integrating gender in core functions of the University which are academics, research and consultancy services.

3.3 Policy Issues, Objectives and Strategies

3.3.1 Policy General Objective

To promote and strengthen MUST capacity in gender mainstreaming in all activities taking place at MUST.

3.3.2 Policy Specific Objectives, Issues and Strategies

Specifically, in order to achieve the Vision, MUST Gender Policy will pursue the following:

3.3.2.1 Student Enrolment

(i) Policy Issue

The number of female students enrolled at the University is low compared with the number of male students as the analysis results show. For example, female students enrolled in academic year 2022/2023 were 2119 (24%) compared to 6684 (76%) male students. The reasons for the imbalance include low emphasize on science studies to females because of cultural belief, and fewer female role models.

(ii) Objective

To increase the number of female students' enrolment by 50%.

(iii) Strategies

MUST shall:

- (a) Prepare sensitization programmes in secondary schools so as to encourage female students to opt for STEM.
- (b) Provide STEM scholarships to female students.
- (c) Set and execute special female enrolment considerations in STEM specialization.
- (d) Conduct research to find out the causes of low enrolment of female students in STEM.
- (e) MUST shall be a gender friendly community and so female applicants shall be particularly encouraged to apply.

3.3.2.2 Female Completion Rate

(i) Policy Issue

The completion rate of female students at MUST is low compared to male students. Statistics for the academic year 2022/2023 shows that 552 (25.06%) female students compared to 1651 (74.95%) males graduated. This can be caused by early motherhood, family responsibility combining work and studies and financial constraints.

(ii) Objective

To increase the completion rate of female students.

(iii) Strategies

MUST shall:

- (a) Provide sensitization programmes to female students to encourage them to complete their studies.
- (b) Develop a guideline for encouraging female and male students.
- (c) Search for scholarships for female students with financial constraints to support the completion of their studies.
- (d) Prepare conducive teaching and learning environment for female students.
- (e) Encourage female students to participate in academic clubs.

- (f) Provide awards for female students in STEMS who completed their studies (certificate of appreciation).

3.3.2.3 Staff Recruitment and Development

(i) Policy Issue

There is an imbalance in the ratio of male and female staff in recruitment at MUST. In the academic year 2022/2023, the statistics show that; out of 73 staff who were recruited, 24 staff (32.9%) were female staff compared to 49 (67.1%) males.

On the other hand, there is variation in the number of male and female staff who have attended long-term training for career development. In 2022/2023 a total of 16 (20.5%) female staff out of 78 attended PhD, Masters, Bachelor Degrees compared to 62 (79.5%) male staff.

(ii) Objective

To increase the number of female staff in recruitment and development.

(iii) Strategies

MUST shall:

- (a) Put emphasis on encouraging females to apply for the job positions.
- (b) Prepare programmes for retaining hired female staff.
- (c) Establish a retention programme for the best female students.
- (d) Support female staff who are eager to develop their career.

3.3.2.4 Research, Consultancy and Publication

(i) Policy Issue

The involvement of female staff in research and consultancy activities has not well progressed at MUST. Currently, 4 female staff equivalent to 21% participated in research and consultancy activities compared to 15 male staffs equivalent to 79%.

(ii) Objective

To increase the number of female staff participating in research, consultancy and publication activities.

(iii) Strategies

MUST shall:

- (a) Mainstream gender in the research and consultancy activities.
- (b) Conduct researches about gender related issues in order to minimize the gender imbalance.
- (c) Set up easily retrievable gender disaggregated data.
- (d) Provide research and consultancy training services to female staff.
- (e) Regular University publications shall include items on the gender breakdown of University committees to raise awareness and stimulate remedial action.

3.3.2.5 Leadership and Management Positions

(i) Policy Issue

MUST has achieved the involvement of female staff in decision-making through appointments in different management positions like Principals, Directors, and Heads of Department. Despite the efforts made, still, the number of female representatives is not enough compared to males, where there is only 16.5% of females compared to 83.5% of males in 79 MUST management positions.

(ii) Objective

To increase the rate of female representation in management by 50%.

(iii) Strategies

MUST shall:

- (a) Make considerations on the appointment of more female staff in management positions.
- (b) Define females' target percentage to reach the equitable gender ratio in leadership positions and decision-making bodies.
- (c) Equip female staff with relevant gender skills and capacity.

3.3.2.6 Gender Based Violence (GBV)

(i) Policy Issue

MUST aims to be a community where there is no any kind of violence and sexual harassment based on gender for staff, students and the general community. Due to lack of knowledge, fear to report, economic and cultural factors few cases have been reported to the management.

(ii) Objective

To ensure that both staff and students live and work in an environment free of harassment, intimidation and retaliation in order to reduce number of Gender-Based Violence (GBV) incidences.

(iii) Strategies

MUST shall:

- (a) Prepare awareness seminars for students and staff on GBV.
- (b) Form GBV clubs.
- (c) Prepare the GBV guideline.
- (d) Introduce gender desk to deal with all forms of GBV.
- (e) Treat all GBV incidences seriously in collaboration with other stakeholders.
- (f) Provide process for launching and handling complaints on GBV incidences.
- (g) Ensure all incidents of harassment, retaliation and intimidation be considered as potential disciplinary cases.
- (h) Encourage members of the university community speak out on, and report, all cases of sexual harassment in the University.
- (i) Through Sexual Harassment Committee, give protection to persons who may wish to report cases of sexual harassment against them.

3.3.2.7 Establishment of Gender Related Programmes

(i) Policy Issue

Gender mainstreaming has become one of the most important agenda in the global arena. Despite the fact that MUST is STEM-based institution, the

issue of gender is paramount to sustainability and to accommodate the call for changes that are taking place globally, regionally as well within the country. Currently, MUST has not yet established gender programmes and there is no specific component of the same to the existing curricula.

(ii) Objective

To establish gender programmes and incorporate gender issues in the existing curricula.

(iii) Strategies

MUST shall:

- (a) Encourage the development of gender-based curricula.
- (b) Offer short courses on gender issues.
- (c) Involve both staff and students in programmes development and review to incorporate gender issues.

3.3.2.8 Gender and HIV/AIDS at the University

(i) Policy Issue

MUST aims to support students, staff and other Persons Living with Aids (PLWAs) and those with HIV positive status. As an institution that protects its people, no person shall be denied an opportunity to work and study in the University on account of his or her HIV/AIDS status.

(ii) Objective

To evolve workplace interventions that support and protect those who are HIV positive, as well as People Living With AIDS within the University.

(iii) Strategies

MUST shall:

- (a) Draw up and conduct debates and adapt an HIV/AIDS workplace policy for the University.
- (b) Encourage confidential and voluntary counselling and conduct testing by members of the University community.
- (c) Equip the available University Health Services (UHS) to offer services related to HIV/AIDS.

(d) Mainstream HIV awareness and support in University Health Services.

3.3.2.9 People with Disabilities

(i) Policy Issue

Misperceptions related to the education of students with disabilities can influence the motivation of University administrators, teachers and communities surrounding the University to implement or support inclusive education systems. People with disabilities often require specialized services and support to master content being taught within university. MUST through CGS aims to support students with disabilities the same as that of educating students without disabilities, to support disabled students in reaching their full potential and leading productive lives as active members of their communities.

(ii) Objective

To provide safe and accessible mechanism for complaints and redress through which to challenge violations of people with disabilities right to education.

(iii) Strategies

MUST shall:

- (a) Identify all students with disabilities as early as possible.
- (b) Ensure staff and students commitments to the right of disabled students to be educated.
- (c) Identify programmes that involve students with disabilities and assess their needs.
- (d) Create special unit within CGS with well equipped facilities for students with disabilities.
- (e) Stress the importance of University staff and community partnerships towards people with disabilities.
- (f) Create database for students with disabilities. The database shall be maintained and regularly updated.
- (g) Plan for the main aspects of provision, such as making University buildings accessible, teaching methods and materials to meet diverse needs for students with disabilities.

3.3.2.10 Marginalized Groups

(i) Policy Issue

Having a disability or intimidation or any other form of isolation within the University can be one of the most marginalizing factors in students and staff life. MUST as one of stakeholders in gender sensitivity has a role to play in clear understanding of students and staff who feel as if they are not important and cannot influence decisions or events.

(ii) Objective

To protect marginalized groups of staff and students against all forms of harassment of or by any members of the University community.

(iii) Strategies

MUST shall:

- (a) Put emphasis on those groups of staff and students who may be at risk of marginalization or exclusion.
- (b) Ensure that both staff and students live and work in an environment free of marginalization.
- (c) Encourage members of the University community to speak out on, and report all marginalization cases in the University.

3.3.2.11 Adolescent Students Under 18 Years of Age

(i) Policy Issue

Gender inequality within the University damages the physical and mental health of various young students both women and men under 18 years of age, particularly those studying at certificate and diploma levels. It is at this age of adolescence, exploring and experimenting of beliefs about roles in intimate relationships raise up. Therefore, MUST through its Gender Policy aims to reach adolescents to sensitize them with relevant programmes that address gender equity and adhere to norms that exist for adolescent boys and girls.

(ii) Objective

To build support for gender equality among young adolescents at the University.

(iii) Strategies

MUST shall:

- (a) Protect adolescent boys and girls who experienced some form of assaults like sexual harassments and intimidation.
- (b) Regularly identify gender gaps among students under 18 years age for the purposes of planning and interventions.
- (c) Give both young female and male adolescent students a significant say in student union/groups decision-making.
- (d) Ensure that adolescent (under 18) students are allocated rooms in the University hostels.

CHAPTER FOUR

POLICY COMMUNICATION AND IMPLEMENTATION

4.1. Coordination

The attainment of University Gender Vision as stipulated in this Policy shall depend on a well-defined coordination mechanism. The Chairperson of the Gender Subcommittee shall be responsible for overseeing the implementation of the Policy by coordinating gender issues at MUST. The annual gender implementation reports shall be prepared and evaluated by the Gender Subcommittee.

4.2. Organization and Mandate

The implementation of this Gender Policy shall be institutionalized within the University organizational structure where the composition of the Gender Subcommittee has been clearly described. For smooth implementation of gender issues there shall be gender coordinators and champions from Colleges and Programmes respectively.

4.3. Key Responsibilities of Various Actors

4.3.1. Council

The Council shall:

- (a) Approve MUST Gender Policy
- (b) Approve budget for implementation of Gender Policy

4.3.2. The Role of the Vice Chancellor

The VC shall:

- (a) Ensure short-, medium- and long-term implementation of gender programmes.
- (b) Ensure gender balance is achieved in decision-making positions.
- (c) Approve financial and other resources for the implementation of the policy.
- (d) Approve the implementation report.

4.3.3.The Role of the Deputy Vice Chancellor - Academic Research and Consultancy

The DVC-ARC shall:

- (a) Lead coordination of the policy implementation strategies.
- (b) Evaluate with gender perspectives the current progress of academics and recommending future programmes (i.e., enrollment, retention, recruitment and completion).
- (c) Recommend approval of appropriate gender responsive budgets.
- (d) Ensure the operationalization of the work plan.
- (e) Ensure review of the Gender Policy in a recommended time.
- (f) Coordinate and establish gender-responsive academic programmes.
- (g) Oversee admission processes that are gender responsive.
- (h) Plan and oversee preparation of gender responsive and related activities for sensitization in other education settings like secondary schools.
- (i) Ensure and oversee gender responsive research and consultancy activities at the University.
- (j) Translate the Gender Policy into implementable actions plans.
- (k) Coordinate, monitor and evaluate all gender-related activities within the University.

4.3.4.The Role of Deputy Vice Chancellor - Planning, Finance and Administration

The DVC-PFA shall:

- (a) Mobilize and allocate resources for the implementation of the Gender Policy.
- (b) Recommend gender responsive budgets for the implementation of the Policy.
- (c) Ensure design of construction of gender responsive infrastructures.

4.3.5.The Role of Directorate of Gender Studies

The DGS shall perform the following functions:

- (a) Training.
- (b) Advocacy.

- (c) Prepare work plan as per developed policy.
- (d) Provide long and short courses on gender related issues.
- (e) Establish network linkages with other stakeholders.

4.3.6. The Role of Workers Council

The workers Council shall:

- (a) To advise on effective strategies for Gender Policy implementation.
- (b) To recommend on Gender Policy review.
- (c) Advise structures, mechanisms and strategies that promote all forms of gender equality.

4.3.7. The Role of Management Team

- (a) Guarantee gender mainstreaming at MUST.
- (b) Make sure gender-responsiveness in staff recruitment, retention, training, promotion based on merit is maintained and student's enrollment, completion and retention.
- (c) Maintain gender balance in students' enrollment and staff recruitment through favourable actions for female, male and students with special needs.
- (d) Ensure prevention of all forms of gender-based violence, harassment and discrimination at the University through regular reporting to the existing gender desk to the MUST community.

4.3.8. The Role of Gender Subcommittee

The Gender Subcommittee shall:

- (a) Make sure the application of gender-responsive regulations and rules apply to all staff and students and other MUST community.
- (b) Ensure the wellbeing of staff and students with special needs.
- (c) Make sure that the Policy implementation eliminates all forms of discrimination at all levels.
- (d) Promote dialogue and debate among students on gender issues.
- (e) Communicate gender-related challenges and solutions to the management.
- (f) Provide long and short course of gender related issues.
- (g) Establish networks linkages.

4.3.9. The Role of Mbeya University of Science and Technology Students Organization (MUSTSO)

MUSTISO Shall:

- (a) Ensure commitment and support among students in the implementation of the Gender Policy.
- (b) Discourage all forms of harassment and discrimination at all levels.
- (c) Participate in changing values and attitudes that hinder gender equity and equality.
- (d) Ensure gender-responsiveness in their association.
- (e) Give female and male students a significant say in student union/groups decision-making and seek leadership positions in student bodies.

4.3.10. The Role of Trade Unions and Associations

MUST Worker's Trade Unions and Associations shall:

- (a) Oversee the overall implementations of the Policy in acceptable manner.
- (b) Ensure gender responsiveness in their associations.
- (c) Consulting women and other special groups and ensuring that their voices are heard at work place.
- (d) To make sure gender and diversity issues are more visible to their associations.

4.3.11. Other Stakeholders

The Management will solicit engagement of development partners, individuals and other donors to collaborate, assist, advice and sponsor various programmes related to gender mainstreaming for smooth implementation of the Policy.

CHAPTER FIVE

MONITORING AND EVALUATION

5.1. Introduction

Monitoring and evaluation are the measurement tools for measuring the progress and successes of implementation of any agreed activity. The processes provide the opportunity for the implementers to understand the realities of gender mainstreaming in the existing work plan. This Chapter therefore, provides a summary on how the implementation of MUST Gender Policy will be done for each objective. Thus, the link between objectives, strategies, activities, outputs, indicators, responsible person, time frame and budget will be realized. Further, it stipulates the reporting flow as well as the Policy reviewing process.

5.2. Monitoring

Monitoring is the systematic process of collecting, analyzing and using information to track a programme's progress towards reaching the intended objectives. MUST will monitor the implementation of this Policy under the Centre for Gender Studies on monthly, quarterly, biannual and annual basis. In order to guide MUST management decisions with regard to gender initiatives, the monitoring of the implementation of this policy will focus on the following:

- (a) Fund allocation
- (b) Enrollment of female students
- (c) Number of female staff in management and other decision-making bodies
- (d) Retention of female staff and best students
- (e) Rate of completion of female students
- (f) Presence and effectiveness of gender desk
- (g) Establishment and operationalization of gender subcommittee
- (h) Collection, analysis and use of gender disaggregated data
- (i) GBV incidences
- (j) Number of female staff in research and consultancy

5.3. Evaluation and Review

Evaluation is the systematic assessment of the performance of the implementation of the Policy. It aims at determining the advocacy, impacts, effectiveness, efficiency and sustainability of interventions and the contribution of the initiatives to the results achieved. The implementation of gender initiatives at MUST will be evaluated over a period of three years so as to assess the outcomes of the inclusion of gender mainstreaming in addressing existing gender imbalance. A comprehensive evaluation report will guide the process.

5.4. Operational Procedures

MUST shall do the following during the implementation of this Policy:

- (a) Establish and operationalize a Gender subcommittee for Monitoring and Evaluation (M&E) of all gender-related issues;
- (b) Develop and operationalize M&E annual plan for the implementation of the Gender Policy;
- (c) Develop and implement M&E framework and tools; and
- (d) Develop and disseminate monthly, quarterly, biannual and annual M&E reports.

5.5. Reporting flow

To smoothen the reporting flow, the reports shall be prepared by the College gender focal person who will submit to the gender desk coordinator. After being compiled, the same will be submitted to the gender subcommittee that will report to the Vice Chancellor after validation of the report as shown in the Figure 1.

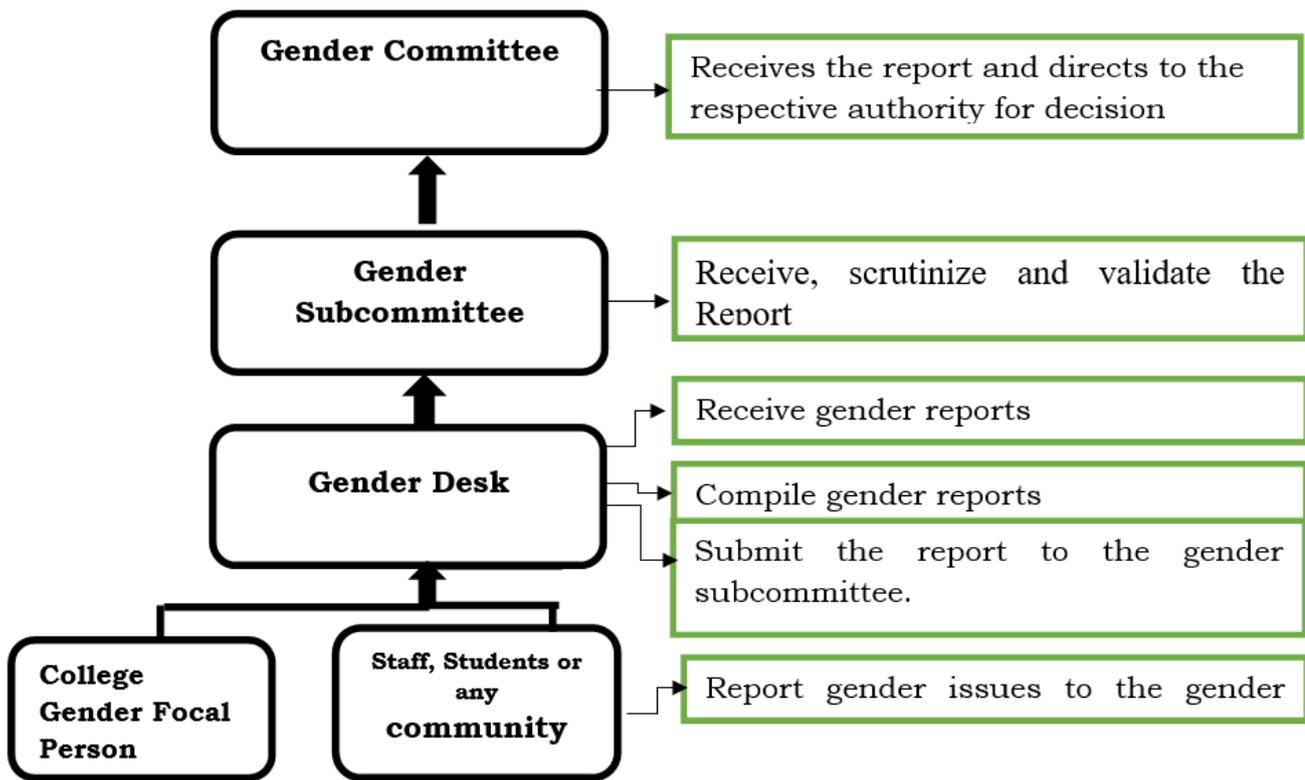


Figure 1.Reporting channel Flow Chart for the Centre for Gender Studies.

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