

# DAR ES SALAAM INSTITUTE OF TECHNOLOGY



## GENDER POLICY

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## FOREWORD

Sustainable socio-economic development calls for the participation of all persons in education. Education at all levels has a critical role to play in addressing issues of gender equality and equity in Tanzania. Integrating gender perspective in higher institutions of learning is sound governance as it strengthens gender mainstreaming in mandated functions of respective institutions. An institutional gender policy plays a vital role in ensuring gender mainstreaming and provides a framework for planning and programming of gender-responsive programmes at the management and operational level.

DIT after its establishment by the Act number 6 of the Parliament of United Republic of Tanzania of 1997, formulated a Gender Management Unit in the year 2000. The purpose was to ensure gender equality and equity in its core functions which are training, research and consultancy. Sensitization campaigns to secondary schools all over the country have been conducted in collaboration with other stakeholders/partners, outreach programmes with mentorship elements have been conducted and are still organized from time to time. Gender awareness workshops that involve students and staff have been organized following guidelines established to assist the unit to operate and meet the major goals of maintaining gender equality within the institute. The outcome of these efforts has been shown by a steady increase of female students enrolment from 15% in academic year 2013/2014 to 21% in the academic year 2019/2020. However, this increase is far from the targeted goal of 50/50 female/male ratio as per various national policies.

This policy provides a framework for staff and students in planning and implementing a gender-responsive education, training, research and consultancy services. The policy highlights key issues and intervention strategies in various aspects, including disparities in student enrolments, staff recruitment, enhanced

governance and management to improve the overall performance of the Institution. Likewise, the policy incorporates holistic, adaptation and best gender equity and equality practices.

While the Institute is committed to integrate gender perspective in all academic programmes, work plans, research, publications and consultancy services and while this policy is meant to address the existing gender imbalance at the Institute, the successful implementation of this policy will require a total commitment, and involvement of all staff, students and various stakeholders. In this case, DIT departments, campuses, units and centers are expected to develop action plans which integrate gender perspectives and issues into their activities.

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Prof. Preksedis Marco Ndomba

**Principal**

**January, 2021**

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## Executive Summary

DIT was established in 1997 by the Act of Parliament, “the DIT Act No.6 of 1997” to replace the Dar es Salaam Technical College, which had a long history of technical training in Tanzania. This history dates back to 1957 when its predecessor; the Dar es Salaam Technical Institute was established with the main task of providing vocational training in the country. The Institute later expanded its scope to offer technical secondary school courses and training for technical assistants before it was upgraded in 1962 to become the Dar es Salaam Technical College (DTC), the first formal technical training institution in the country.

DIT offers a wide range of full-time, part-time and professional applied sciences and engineering training programmes, Ordinary Diploma, Bachelor of Engineering programmes (i.e National Technical Awards (NTA) Level 4-9) in line with the NACTE competence based modular training system and Masters in Computational Science and Engineering, Masters of Engineering in Maintenance Management, and Masters of Engineering in Sustainable Energy Engineering. Like many other educational institutions in the country and beyond, gender challenges have been continually addressed consistently with national policies. In all levels and across disciplines, women have always constituted a minority, including students and members of staff. This has created a culture of exclusion for women and forms the basis for gender discrimination.

In delivering on the promise of excellence, the gender policy guides institutionalization of policies and practices that promote gender equity which ensure that no member faces gender discrimination or harassment. The overarching purpose of the gender policy is to operationalize gender mainstreaming, by providing that both men, women and people with disabilities have equitable access to the tools of development. Additionally to ensure that they study and work in an environment that protects the fundamental rights

and freedoms of all. Gender being a cross-cutting issue, the implementation of the policy requires commitment and participation of all stakeholders within DIT community. The community commitment to fully implement and operationalize the policy has to be reflected in the overall operations of the institute activities. This has to be replicated in all institute activities including research, consultancy, community and outreach activities. All departments and units are expected to develop plans to integrate gender perspectives in their work.

### **Vision Statement of the Institute**

To become a leading technical education Institution in addressing societal needs.

### **Mission Statement of the Institute**

To provide competence based technical education through training, research, innovation and development of appropriate technology.

### **Core Values**

Our core values are:

- a) Responsive
- b) Exceptional service
- c) Students-centeredness
- d) Professionalism
- e) Excellency
- f) Commitment
- g) Transparency



## ABBREVIATIONS

DIT	Dar es Salaam Institute Of Technology
GMU	Gender Management Unit
STEM	Science, Technology, Engineering & Mathematics
TELMS	Technical Education & Labour Market Survey
ISTEP	Improving Skills in Technical Education Programs
ITCoEICT	India - Tanzania Center of Excellence in Information Communication Technology
SADC	Southern Africa Development Commision
AU	African Union
NACTE	National Council for Technincal Education
GBV	Gender Based Violence
SH	Sexual Harrassment
TEA	Tanzania Education Authority
WEMEA-ICT	Weather Management in East Africa Information Communication Technology
WB	World Bank

## DEFIDITION OF KEY TERMS

Affirmative action	Special measures aimed at creating a state of equality between females and males through the implementation of deliberate strategies aimed at elevating the status of the disadvantaged.
Curriculum	Refers to the content of education and training program.
Culture	Distinctive ideas, beliefs, and norms which characterize the way of life and relations of a society or group within a society.
Date Rape	Coerced sexual intercourse during a mutually agreed upon meeting.
Empowerment	Process of gaining access to resources and developing one's capabilities to participate actively in shaping one's own life and that of one's community in economic, socio-cultural, political and religious terms.
Engender	The process of ensuring that planning and programming is appreciative and takes into account gender difference and concerns.
Gender	Social and cultural constructs based on sex. It is a term used to identify social, cultural and psychological features that identify one as a man, woman, boy or a girl. It is the shaping of thinking, attitude and values of women, men, girls and boys.

Gender discrimination	Refers to unequal treatment of individuals or groups of people on the basis of their gender that results in reduced access to/ or control of resources and opportunities.
Gender Equality	Refers to the equal treatment of men and women, boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.
Gender Equity	Refers to the practices of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power and opportunities.
Gender mainstreaming	The consistent integration of gender concerns into the design, implementation, monitoring, and evaluation of policies, plans programs activities and projects at all levels.
Gender based violence	Any harmful act whether is sexual psychological or physical that is perpetrated against a person and is simply based on differences between male and females (gender)
Gender bias	Gender bias occurs when there are gender disparities and differential treatments given to people on the basis of sex such as resources and opportunities for better life.
Gender blind	This is a conscious or unconscious way of doing or saying things without recognizing or considering differences in position, needs and feelings based on gender.
Gender analysis	systematic gathering and examination of information on gender differences and social relations to identify, understand and redress inequities based on gender.
Gender stereotyping	Gender stereotyping is a way of thinking that persists in people's attitudes and practices and is also often reflected in policies and laws of a country or community.

Gender division of labour

Gender division of labour refers to the classification and allocation of tasks for women and men in managing domestic and community activities. Gender division of labour inflicts gender stereotyping.

Gender oppression

Gender oppression is a result of imbalance of power between women and men. Gender oppression occurs when one sex is treated in a cruel or harsh manner or made to feel uncomfortable or unhappy in socio-economic and political life.

Gender and development

Gender and development refers to the effort of addressing issues concerning equal opportunities for both women and men. The main goal is to change or redress the inequalities between women and men for sustainable development.

# CHAPTER ONE

## BACKGROUND TO GENDER POLICY

### 1.0 Introduction

Education is a human right and it is widely recognized as a critical aspect for individual and national development. Therefore, access to education, including higher education for both females and males, is vital to socio-economic development. According to Mlyakado (2012), higher education is essential for growth and productivity, increased individual earnings, reduce income inequalities and poverty. In this regard, equal opportunities in education, particularly in higher education, will contribute significantly to improve health, enhance democracy, good governance and effective leadership.

Gender mainstreaming in higher education is highly essential in promoting sensitivity and integration of gender issues and concerns that are related to women and men. In order to mainstream gender in various programmes and activities, it is required that the inclusion of gender issues should feature in all institutional policies. This integration will lead to the empowering of women's, men's and people with disabilities in designing, implementing, monitoring and evaluating policies, programmes, activities and projects. Likewise, the integration will allow gender issues to be recognized, understood, respected, institutionalized to consequently attain gender equity and equality.

Attainment of gender equity and equality in education, specifically in higher education, is a core factor for successful institutional performance. Toward strengthening and enhancing DIT performance, the Institute has developed this policy. The policy provides a comprehensive framework on principles and strategies to be used to achieve gender equity and equality. The implementation of this policy recognizes the ongoing global and national initiative's meant to

bridge the gender gaps in the provision of all levels of education. The policy further provides measures that the Institute is undertaking to eradicate any possible gender inequities and inequalities.

Through this policy, the Institute aims to achieve gender equity, equality and inclusiveness of all persons; men, females and people with disabilities. There shall be a Gender Management Unit to implement this policy successfully. The unit is responsible for addressing gender issues and concerns and taking affirmative decisions and actions concerning gender issues basing on the DIT gender principles.

### **1.1 DIT Gender Principles**

The DIT gender policy is based on the guiding principles that the Institute shall:

- a) Ensure an enabling environment that promotes and facilitates gender equity at all levels;
- b) Create and promote a gender-sensitive work environment;
- c) Document all the gender-related processes, activities and issues; and
- d) Mainstream gender in all its academic programmes, projects, research, consultancies and administrative activities.

### **1.2 Legal and Policy Context**

The commitment of the government of Tanzania to attain gender equality is underlined in various national policy documents. The Tanzania Constitution of 1977 emphasizes social justice and equal opportunities for education. Likewise, the Children's Act. (2011) stipulates that every child in Tanzania is entitled to an education, thus calls for full inclusion of girls in education. Other policy documents such as Poverty Reduction Strategy Paper (2010), Economic Recovery Strategy (1986), National Five-Year Development Plan (2016/2017-2020/2021) and Tanzania Education Sector Support Programme (2008-2017) as well as Tanzania Development Vision 2025 also advocate for equal

participation in education. The policy documents also emphasize the eradication of stigmatization for all vulnerable groups, including children with HIV/AIDS.

Besides various national policies and documents related to social justice, equal opportunities and mitigation against gender disparity, the Government is also a signatory to international protocols and conventions relating to education and human rights for women/girls. The signed protocol was on the Universal Declaration on Human Rights (1948). The conventions signed, were on the Rights of the Child [CRC] (1989), the Elimination of all Discrimination Against Women [CEDAW] (1979), Beijing Declaration and Platform for Action (1995), Dakar Framework of Action on EFA (2000), Sustainable Development Goals (SDGs) as well as goals of the African Union containing gender aspects.

In addition to signing international protocols and conventions, the government of Tanzania established the Sexual Offences Act of 1998. The Act provides for sexual offenses, prevention and the protection of unlawful sexual acts against any person. All these initiatives indicate the government's commitment to eliminate all forms of discrimination and enhance the rights to education, to promote gender equality and inclusion in education and employment. This forms the framework upon which the DIT gender policy is based.

### **1.3 Gender Disparities in Education**

Various literature (EFA Global, 2013 Monitoring Reports by UNESCO, 2012) indicate that Tanzania has virtually attained gender parity in enrolment at both primary and secondary education. However, the literature reveals that there are gender disparities in higher education enrolment in Tanzania. For instance, female students constitute about 36.7% of enrollment in higher education institutions under NACTE jurisdiction (World Bank, 2016). For example, at DIT, female students enrolled in STEM programmes for academic year 2019/2020 was 21% as compared to male counterparts (DIT admission report, (2020). The DIT report (2020) also indicates that female staff, specifically in senior

management positions, was 12% less than males. Such observations are an indication of the existence of gender disparities at the Institute.

## **1.4 Rationale**

The workplace is recognized as a relevant context in which gender injustice can take place if not checked. A participatory and inclusive approach aimed at confronting common challenges is the better way of achieving gender mainstreaming. The Institute recognizes the need to consider the needs of both genders while undertaking its programs and activities. This policy is premised on the fact that without a clear coherent and comprehensive framework at the Institute level for guiding campus, departments, centres and sections, gender mainstreaming would only remain an elusive reality. Therefore, for the Institute to achieve gender balance, the development of gender policy is inevitable, where the policy will aim at mainstreaming and guiding the Institute towards ensuring a safe work and learning environment which is free from all forms of discrimination for staff and students.

## **1.5 Policy Vision**

"An Institute that promotes to a gender equality, dignity, respect, equity and women empowerment."

## **1.6 Policy Mission**

"To create an affective and enabling framework to guide the transformation programs in terms of developing policy, guidelines, regulations, procedures and practices that will serve to ensure equal rights and opportunities for women and men in all spheres and structures of DIT community and stakeholders."



## **1.7 Goal and Objectives**

The Institute is committed to:

- a) Enhance the principle of equal opportunities for all persons such that no deserving persons are discriminated based on gender; and
- b) Institutionalize the policy of gender mainstreaming to ensure that opportunities and benefits are equally accessible to both women and men

### **1.7.1 Goal**

The goal of this policy is to promote gender mainstreaming in DIT operations. These include academic programmes, staff training, researches, publications, consultancies and policies.

### **1.7.2 Policy Objectives**

The specific objectives of the gender policy are:

- a) To enhance gender equality in enrolment to achieve one-third female and male students' ratio;
- b) To strength gender participation, performance and retention in STEM programmes;
- c) To improve the proper use of ICT at the Institute to attain gender equity and equality;
- d) To strengthen and promote gender equity and equality in governance and management decisions;
- e) To increase access and participation of disadvantaged and vulnerable groups;
- f) To create gender-friendly teaching, learning and working environment for all students and staff at the Institute;
- g) To eliminate all forms of gender-based violence and sexual harassment at the Institute;

- h) To mainstream gender in all institute's research, consultancy services and publications;
- i) To promote and support gender equity and equality linkages, networks and partnership;
- j) To integrate gender considerations into health programmes for quality health services at the Institute; and
- k) To enhance awareness of HIV/AIDS and non-communicable diseases.

### **1.8 Scope of the Gender Policy**

The gender policy provisions will apply to all activities and programmes of DIT at all levels, including all the campuses and centers.

### **1.9 Guiding Principles**

- a) Gender equality will be considered as an integral part of all DIT's policies, programmes and projects;
- b) Achieving gender equality requires the recognition that every policy, program and project affects women and men differently. Women's empowerment is central to achieving gender equality. Therefore, promoting equal participation of women as agents of changing economic, social and political processes is essential to achieving gender equality;
- c) Gender equality can only be achieved through a partnership between women and men; and
- d) Achieving gender equality will require specific measures designed to eliminate gender inequality.

# CHAPTER TWO

## POLICY PROVISIONS

### 2.0 Introduction

Education is a key aspect for individual and national development. Therefore, access to quality education, notably higher education, has a positive outcome on increased financial earnings and poverty reduction. Higher education provides the nation with a competent workforce and research, innovation and technological development. Consequently, this leads to improved health and quality life for both women and men. Therefore, the inclusion of gender responsiveness and parity in higher education policy, programmes and activities provides a remarkable administrative and management efficiency.

This chapter cover policy issues, statement and strategies which aims to strengthen and enhance gender responsiveness and parity at the Institute. This chapter also covers issues, statement and strategies of the policy.

### 2.1 Decision-Making Bodies

The Institute has made advancement in appointing women to leadership positions. However, the overall optimal level of at least one-third has not yet been attained.

#### 2.1.1 Objective

To ensure the existence of gender sensitivity in the appointing and elective system.

## **2.1.2 Policy Statements**

The DIT shall:

- a) Encourage and promote gender parity for elective and appointive positions at all levels;
- b) Apply the principles of gender equity and equality to a leadership position in its staff and student associations;
- c) Ensure that the number of women in senior decision-making positions increases until the acceptable level of gender parity is attained; and
- d) Ensure that gender equity and equality in its committees and organs exist at all levels.

## **2.1.3 Strategies**

- a) Adopt and use affirmative action to attain equitable participation in all decision-making processes;
- b) Empower qualified and competent female staff to aspire and contest for leadership positions;
- c) Strengthen the gender Management Unit;
- d) Establish the Gender advisory committee;
- e) Identify gender focal persons; and
- f) Implement gender-sensitive and responsive guidelines for appointing academic heads of departments.

## **2.2 Institutional Policy Level Area**

An institution that is gender responsive has gender concerns incorporated in all its key policy making processes including vision, mission, policies, plans, budgeting, projects and activities.

Literature review of the major policies of the Institute shows limited incorporation of principles of gender equality and gender equity in the DIT vision, mission, and other key policies such as Student Affairs Policy, Staff Training and Development

Policy, Research Policy, Human Resources Policies and Operational Procedures. etc.

### **2.2.1 Objective**

To ensure the existence of gender sensitivity in most key documents

### **2.2.2 Policy Statements**

The DIT shall:

- a) review key documents with a view of making them more gender responsive

### **2.2.3 Strategies**

- a) To continue to promote gender equality and gender equity in DIT vision, mission, and all key policies
- b) DIT shall continue to rectify the historical imbalance through the adoption of affirmative action.

## **2.3 Admission and Enrolment of Students**

The current institutional initiatives and targets to increase and at least attain 40% of qualified female students' enrolment have resulted to positive outcomes. However, female applicants to most programmes offered at DIT are few, this is confirmed by a low catchment level as the study of 2019/2020 shows the enrolment of the female is only 21%.

### **2.3.1 Objective**

To increase the enrolment of female students particularly into STEM programmes to least to one third.

### **2.3.2 Policy statements**

The DIT shall:

- a) Adopt and apply a gender-sensitive admission and enrolment system;
- b) Adopt and use affirmative action to improve gender balance in programmes where it is lacking;
- c) Organize and facilitate outreach programmes to secondary schools; and
- d) Establish mentoring or role model programmes.

### **2.3.3 Strategies**

- a) Conduct annual analysis and monitoring of enrolment in all programmes to ensure gender balance is improved or maintained;
- b) Apply affirmative action to increase the enrolment of qualified underrepresented gender group by giving preference to the affected group;
- c) Allocate a budget for supporting students and academic staff visits to secondary schools to promote a gender-balanced;
- d) Undertake gender audit to identify gaps where one gender is under-represented; and
- e) Facilitate the establishment of modalities for mentoring students.

## **2.4 Gender-Sensitive Curriculum**

Curriculum development is the heart of any academic institution. Currently, most of the programmes at DIT are not gender sensitive. Gender sensitivity has also not been mainstreamed into research and consultancy as well as in teaching. According to literature, girls and boys often learn differently as they have different socialization methods. It is, therefore, essential for DIT curricula to contain gender-sensitive contents and delivery modes due to insufficient resources and lack of modern information access facilities.

### **2.4.1 Objective**

To develop and deliver gender-sensitive curricula, use of modern delivery mode and enhance use of academic female, and people with disabilities role models

### **2.4.2 Policy statements**

The DIT shall:

- a) Adopt a gender-sensitive language approach among its community;
- b) Design and develop gender-sensitive curricula;
- c) Enable staff and students to understand gender and its implications;
- d) Collect and disseminate information on gender issues; and
- e) Establish positive academic role models for its female and male students.

### **2.4.3 Strategies**

- a) Sensitize academic staff to use gender-sensitive language that adequately includes both genders;
- b) Ensure that all curricula are designed and developed in a way that contents and delivery modes are gender-sensitive;
- c) Expose staff and students to concepts and theories that enable them to understand gender issues and their implications;
- d) Ensure all curricula provide positive academic role models or mentoring to all students; and
- e) Develop a gender-based role model or mentoring system.

## **2.5 Learning and Working Environment**

DIT has tried to provide its staff and students with safe, clean and comfortable learning and working environment. However, more efforts are needed to ensure a gender-sensitive and conducive environment.

### **2.5.1 Objective**

To provide gender-sensitive and inclusive learning and working environment.

### **2.5.2 Policy statements**

The DIT shall:

- a) Provide a fair gender-sensitive learning and working environment;
- b) Consider both genders and disabilities when designing and constructing its infrastructure;
- c) Improve its learning and working environment to accommodate all genders adequately;
- d) Ensure necessary facilities and requirements are available for the comfort of both genders and disabilities; eg. Library, health facilities and
- e) Ensure there is a safe and secure place for both genders and for people with disabilities.

### **2.5.3 Strategies**

- a) Ensure a conducive learning and working environment for both genders;
- b) Facilitate the provision of adequate offices and teaching facilities for female and male staff;
- c) Design and construct buildings in consideration of gender and human physiological being; and
- d) Strengthen security systems throughout the Institute to ensure the safety of the DIT community.

## **2.6 Assessment System**

The Institute has always been committed to ensuring fairness in its students' assessment system. Thus, it has in place measures which aim to eradicate any possible gender-based abuses or harassments of both female and male students. However, there still some cases of gender-based violence and harassment.



### **2.6.1 Objective**

To maintain a free gender-based abuse and harassment students' assessment system

### **2.6.2 Policy Statement**

The DIT shall:

- a) Safeguard students against victimization, sexual or advances harassment from academic staff; and
- b) Eliminate any possible sexual harassment at the Institute.

### **2.6.3 Strategies**

- a) Establish guidelines on student and academic staff relationships;
- b) Establish gender-sensitive guidelines for proper use of offices;
- c) Ensure safe and comfortable places where students can read without having to fear sexual harassment;
- d) Establish gender-sensitive guidelines on academic staff codes of ethics; and
- e) Maintain a system of appointing external examiners.

## **2.7 Staff Recruitment, Development and Promotion**

The Institute often maintains an empowering and enabling working environment to recruit and retain competent and qualified staff at all levels. Given the common tendency of relating certain occupations, professions and academic disciplines with either female or male and the existing male dominance in many DIT positions mainly in the disciplines of Mechanical Engineering ,Electrical, Mathematics and registry section-female dominance, there is a need for deliberate measures to establish a gender balance recruitment, development and promotion practice.

### **2.7.1 Objective**

To practice a gender-sensitive staff recruitment, development and promotion system

### **2.7.2 Policy Statements**

The DIT shall:

- a) Combine affirmative action strategies with its existing competitive recruitment system at all levels;
- b) Establish training programmes meant to strengthen the competency of staff; and
- c) Develop support schemes to facilitate the training of staff in the area where one gender is under-represented.

### **2.7.3 Strategies**

- a) Apply affirmative action to recruit competitive staff into positions where one gender is under-represented;
- b) Ensure equal opportunity for both genders to participate in training programmes;
- c) Ensure a gender-balanced pool of applicants for every position and where the woman and man applicant are of equal merit; gender balance be taken into consideration;
- d) Support female staff to undertake further studies;
- e) Develop and implement gender-sensitive and responsive human resource policy; and
- f) Undertake gender audit to identify gaps where one gender is under-represented.

## **2.8 Gender-Based Violence and Sexual Harassment**

Gender-based violence includes any form of act of violence that results in physical or psychological harm or suffering to both genders. Any violence in the learning environment is a severe and complex safety and health matter. It disrupts teaching and learning and has an impact on the entire community. DIT like any other society has GBV and SH cases reported happening among its members that includes students and staff.

Therefore, appropriate measures are needed to create safe and secure learning and work environment for learners and staff in the Institute.

### **2.8.1 Objective**

To eradicate all forms of gender-based violence and sexual harassment at the Institute

### **2.8.2 Policy Statements**

The DIT shall:

- (a) Create awareness on GBV and SH;
- (b) Mainstream policies that address GBV and SH;
- (c) Maintain zero tolerance of any GBV and SH and sex acts conducted to any member of the society.
- (d) Protect the community against GBV and SH; and
- (e) Strengthen GMU to address issues of GBV and SH

### **2.8.3 Strategies**

- (a) Implement policy and regulations on SH;
- (b) Conduct research, campaigns and sensitizations programmes;
- (c) Develop and enforce the Institute's rules aimed at protecting staff and students from GBV and SH; and

- (d) Establish a counseling and guidance desk to support individuals experiencing GBV and sexual harassment.

## **2.9 Gender Responsive Health Services**

The provision of appropriate health services is one of the fundamental rights of every human being. Therefore, integrating gender perspectives in policies enables both women and men to enjoy the respective fundamental rights. While both genders have a right to appropriate health services, it is recognized that there are differences in the factors determining health for females' males and disabilities, as their physiological differences call for different health and medical approaches and services.

### **2.9.1 Objective**

To integrate gender considerations into health programmes for appropriate health services

### **2.9.2 Policy statements**

The DIT shall:

- (a) Develop gender-integrated health policies;
- (b) Strengthen delivery of appropriate gender-based health services; and
- (c) Improve collaboration with stakeholders to enhance health services for students and staff.
- (d) Build capacity for health providers on gender responsiveness;

### **2.9.3 Strategies**

- (a) Impart knowledge and skills on personal health and hygiene to staff and students;
- (b) Adopt gender-based health policies and guidelines;
- (c) Collaborate with stakeholders to strengthen existing structures and processes in health provision.

# CHAPTER THREE

## IMPLEMENTATION OF THE POLICY

### 3.0 The Implementation Structure and Human Resource Requirement

The implementation of the gender policy requires a well-coordinated and structured institutional framework to translate goals, objectives and strategies into action programs at all levels of the institute functions. The implementation of this policy is through the Gender Management Unit. This unit is composed of head of the unit, and fourteen representatives as listed below;

- a) Seven (7) academic departments (Civil Engineering, Computer Studies, Electrical Engineering, Electronics and Telecommunication Engineering, General Studies, Science and Laboratory Technology and Mechanical Engineering).
- b) Representative from the office of the Dean of Students
- c) DITSO representative
- d) Two Representatives from each of DIT Campuses (Mwanza and Myunga)
- e) Supporting Staff Representative
- f) Representative from DIT Dispensary
- g) Representative from Projects

In implementing this policy, there shall also be Gender Advisory Committee appointed by the Principal. The committee will be chaired by the Deputy Principal Administration Finance (DPAF) and coordinated by the head of gender Management Unit. It will be composed of not more than seven (7) members consisting of:

- a) A representative from gender stakeholders
- b) Dean of students
- c) Student representative (DITSO)
- d) A representative from workers trade union

- e) A representative from physiological being group
- f) A representative from DIT dispensary

### 3.1 Implementation Structure

The implementation structure, as indicated in Figure 1, shall compose of the Governing Council, Principal, Gender Advisory Committee, Gender Management Unit. Others are representatives from students, academic department staff, administrative staff, and campuses. The roles and responsibilities of key actors are stipulated in section 3.2.

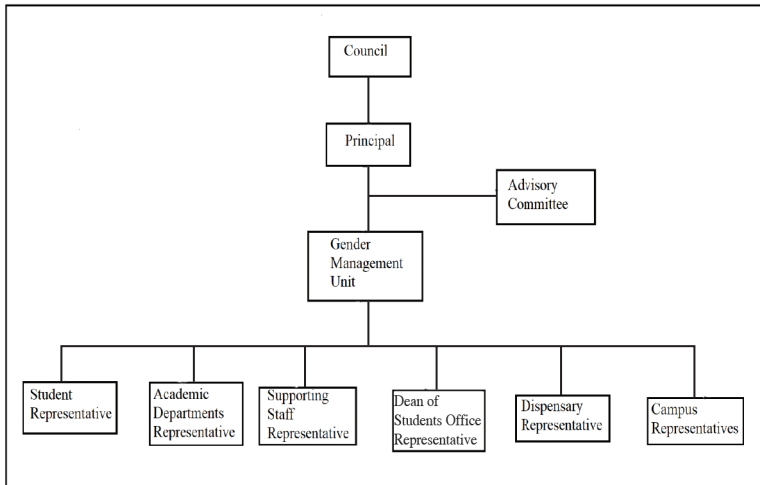


Figure1: Structure of Gender Management Unit

### 3.2 Roles and Responsibilities

#### 3.2.1 Governing Council

The responsibility of the governing council is to approve and endorse all gender activities, as may be suggested by the Gender Management Unit.

### **3.2.2 The Principal**

The responsibility of the Principal is to;

- a) Oversee the implementation of gender policy;
- b) Authorize budgets for implementation of gender-related activities; and
- c) Report gender-related issues to the Governing Council.

### **3.2.3 Deputy Principal Administration and Finance**

DPAF will be responsible for assisting the Principal for successful implementation of this policy as stipulated in section 3.2.2

### **3.2.4 Gender Management Unit**

The Gender Management Unit (GMU) is mandated to:

- a) Create awareness in gender issues for DIT community and stakeholders;
- b) Design and conduct outreach programmes in gender-related issues
- c) Advocate gender-related issues through various communication means;
- d) Collect and disseminate information on gender issues;
- e) Provide counseling services on gender-related issues;
- f) Coordinate programmes to facilitate and implement gender balance initiatives;
- g) Facilitate linkages and networking between Institute and other stakeholders;
- h) Research gender issues within the Institute and advice accordingly for better service delivery;
- i) Undertake gender audit within the Institute for purposes of addressing gender imbalance;
- j) Mainstream gender in all levels of the Institute;
- k) Mobilize resources to support gender activities within the Institute;
- l) Advise the Institute on gender issues;
- m) Develop affirmative action to address gender gaps.

### **3.2.5 The Gender Advisory Committee**

The Gender Advisory Committee is responsible for:

- a) Considering and approving gender issues submitted by Gender Management Unit;
- b) Establishing rules and regulations that promote gender equity and equality;
- c) Guiding the Gender Management Unit on the matters related to gender;
- d) Ensuring gender is mainstreamed in all Institutional operations, programmes, activities and processes; and
- e) Providing guidelines on gender-related research.

Nominations of Gender Advisory Committee

- a) DPAF-by her/his Position and he/she will be the chair of the committee.
- b) Head GMU appointed by Principal, this should be an Assistant Lecturer or above and will serve on this position for a tenure of 3 years renewable for one term.
- c) DITSO representative DITSO minister of gender and social.
- d) Trade union- a female representative of a trade union.
- e) People with disability representative appointed by the Princip.
- f) Project gender representative.

### **3.2.6 Academic Department and Administrative staff representatives**

Academic Department Staff and Administrative Staff Representatives are responsible for:

- a) Reporting gender issue problems to GMU;
- b) Communicating the health and safety risks involved in the Institute activities;
- c) Adhering to gender policy for safety practice and procedures;
- d) Participating in gender issues events and programs;



- e) Respecting gender policy, making proper use of resources and taking steps to prevent GBV and SH in the Institute; and
- f) Keeping abreast of gender in teaching, research and outreach programs and services.

### **3.2.7 DIT Students Representative**

DIT Students representative is responsible for:

- a) Participating in gender issues events and programs;
- b) Reporting gender challenge to Gender Management Unit;
- c) Communicating the health and safety risks involved in the Institute activities; and
- d) Adhering to gender policy for safety practice and procedures.

### **3.3 Monitoring and Evaluation**

Monitoring will be the cardinal to the effective and efficient implementation of this Gender Policy. GMU shall provide quarterly reports of activities, which will be disseminated to institute decision making machinery. This entails the collection, analysis and use of data and information to determine policy implementation. Additionally, periodic evaluation of programme processes will enable the use of findings to improve, plan, and undertake impact assessment, which will be an integral part of designing, developing and implementing the policy. Consequently, gender-responsive monitoring and evaluation mechanisms will be instituted. Activities in this area will include identification of gender-responsive indicators and targets, training implementing personnel on monitoring and evaluation of concepts and procedures for planning interventions.

### **3.4 Funding**

Formula for the Institute budget allocation to be applied for operations of the Gender Management Unit

### **3.5 Review of Policy**

This Gender policy will be reviewed after every three (3) years to take into account emerging issues and trends.

### **4.0 REFERENCES**

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