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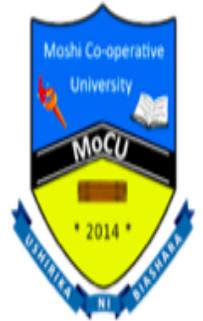
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

MOSHI CO-OPERATIVE UNIVERSITY (MoCU)
CHUO KIKUU CHA USHIRIKA MOSHI

GENDER POLICY

MOSHI

July, 2020

FOREWORD

Moshi Co-operative University (MoCU) is a community of scholars devoted to the advancement of knowledge, wisdom and understanding for the welfare of the society. The University is committed to create a favourable environment that ensures the safety and security of all stakeholders. This policy on gender is intended to provide a basis for the University to underscore its commitment to address any existing imbalances by taking into account the different needs of both male and female.

The University recognizes the value of every individual and is therefore committed to full participation of all stakeholders in the educational endeavours. To this effect, the University is committed to build a community characterized by equity, fairness and respect that fosters a sense of self-worth and fulfilment of every individual. Equity is about fairness in accessing resources, opportunities, and ensuring equal rewards for equal work. It is a prerequisite for sustainable development, a benchmark for institutional advancement and key to problem solving.

This policy covers all aspects of University life and applies not only to all who work and study, but also those who do business with the University and the visitors who wish to be served by the University. It is expected that it will result in changes for good in the institutional culture and philosophy.

This revised policy is a product of sustained participation of various stakeholders of the University. Therefore the University is confident of its purpose, expected outcomes and strategies for ensuring its implementation and sustainability.

PROF. ALFRED SIFE

Vice Chancellor

ABBREVIATIONS

ARI	-	African Rehabilitation Institute
CEDAW	-	Convention on the Elimination of all forms of Discrimination Against Women
CRC	-	Convention on the rights of the Child
GBV	-	Gender Based Violence
HIV/AIDS	-	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICA	-	International Co-operative Alliance
ICCE	-	Institute of Continuing Co-operative Education
MoCU	-	Moshi Co-operative University
MUCCoBS	-	Moshi University College of Co-operatives and Business Studies
NSGRP	-	National Strategy for Growth and Reduction of Poverty
SDG	-	Sustainable Development Goals
SUA	-	Sokoine University of Agriculture
TCU	-	Tanzania Commission for Universities
UN	-	United Nations
URT	-	United Republic of Tanzania

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INTERPRETATION OF KEY TERMS

Affirmative action: Affirmative action refers to a body of policies and procedures designed to eliminate discrimination against marginalized groups including ethnic minorities, and women.

Disaggregated data: Data presented in terms of gender, sex, age, or other variables that emphasize the differences on needs, activities, priorities and interests of the community.

Discrimination: Differential treatment of individuals based on factors such as age, sex, religion, ethnicity, or other individual distinctions.

Empowerment: A process of gaining power and control over decisions and resources that determines the quality of one's life. It is based on developing an awareness of the causes of inequity and comprises actions that may help overcome obstacles to equity.

Engender: A cause of some situation, feeling or condition.

Female: Refers to the biologically determined characteristics of women.

Gender: Gender refers to the array of socially constructed roles, responsibilities, relationships, personality traits, attitudes, behaviours, values, expectations, privileges, relative power and influence that society ascribes to the women and men, boys and girls on a differential basis.

Gender balance: This is a goal of acquiring equal numbers or proportions of female or male staff, employees, students or other actors in places of work and other social engagement.

Gender based violence: All forms of violence that happen to women, girls, men and boys because of the unequal power relations between them and the perpetrators of such violence.

Gender discrimination: This occurs when one sex is treated either better or worse than the other on the basis of sex.

Gender equality: Means equal rights for women and men to access, have control over resources as well as benefits and participate in politics, decision-making, gainful employment and other opportunities.

Gender equity: Is a situation of distribution of resources and or benefits between women and men in regard to their cultural norms, customs and traditions.

Gender perspective: A view or focus on how men and women affect or they are affected by the intended/or implemented activities, policies, projects or interventions.

Gender policy: A framework which lays out what needs to be done in order to address gender imbalances in a given setting. It entails broad guidelines providing a framework for ensuring gender equity.

Gender relations: Socially determined relations between men and women within and outside their households and communities, these relations are socially constructed and are dynamic over time and space.

Gender mainstreaming: Gender Mainstreaming refers to a process of assessing and bridging of gender gaps/imbalances. Specifically, it is a strategy for making women's and men's concerns and experiences an integral part of designing, implementing; monitoring and evaluating programmes and activities in the socio-economic and political spheres of the society.

Sex: Sex is the biological differences between men and women, which are universal, obvious and generally permanent.

Sexual harassment: Unwelcome acts of a sexual nature that cause discomfort to the targeted person. These include words, persistent request for sexual favours, gestures, touch, suggestions, coerced sexual intercourse and rape**.**

1.0   INTRODUCTION

1.1   Background

The Moshi Co-operative University (MoCU) is one of the public higher learning institutions in Tanzania. It came into being as a result of transforming Moshi University College of Co-operative and Business Studies (MUCCoBS) to fully fledged University in July, 2014. The former University College came into being as a result of upgrading the status of the then Co-operative College Moshi into Moshi University College of Co-operative and Business Studies into a Constituent College of Sokoine University of Agriculture (SUA) as declared through Declaration Order No. 22 of 2004. The University is governed by its own Charter, made under the Universities Act No. 7 of 2005 (cap 346) of Tanzania laws. MoCU was accredited by the Tanzania Commission for Universities (TCU) on 7th November 2018. MoCU is among the few specialized Universities in Africa offering academic and professional training in co-operative and community based studies.

It is located within Moshi Municipality and has a teaching centre at Kizumbi in Shinyanga region. In addition, the University operates 13 Regional Offices located in Kilimanjaro, Tanga, Shinyanga, Mwanza, Dodoma, Tabora, Kigoma, Mbeya, Iringa, Ruvuma, Coast, Mtwara and Singida regions. The University conducts a range of residential and distance learning programmes, tailor-made programmes, field training, research, consultancy and community services.

The Regional Offices are responsible in offering MoCU activities such as education and training, consultancy works, research and community services to various clients. MoCU has developed this policy to address the importance and implementation of continuing co-operative education, research and consultancy to improve co-operatives and other member-based organizations. The policy has been developed to respond to the needs of member-based organizations as well as government development goals of lowering literacy level and poverty reduction. Also, the policy will enable the member-based organisations to

operate effectively in competitive environment and meet their members' social and economic needs. In this regard, the policy has been developed to align and foster the implementation of MoCU Strategic Plan, Tanzania Development Vision 2025, National Strategy for Growth and Reduction in Poverty (NSGRP), Co-operative Development Policy, Co-operative Societies Legislation, International Co-operative Alliance (ICA) principles, National Microfinance Policy, and other relevant national policies.

1.2 Vision, Mission and Core Values

1.2.1 Vision

To become a centre of excellence in co-operative education and practice.

1.2.2 Mission

To provide quality education, training, research and advisory services to enhance co-operative development.

1.2.3 Core Values

In fulfilling the Mission, the University is guided by the core values of cooperation, objectivity, pursuit of excellence in service delivery, integrity and accountability, courtesy to all, and social responsibility.

2.0   SITUATION ANALYSIS

2.1   Gender Perspectives

Gender equity is a key element of the human rights system established by the United Nations Universal Declaration of Human rights in 1948. The Declaration states that rights and freedoms shall not be limited by a person's sex. It establishes that "all human beings are born free and equal in dignity and rights". Other important milestones are the adoption of the Convention in the Elimination of All Forms of Discrimination against Women (CEDAW), the 1979, the Convention on the rights of the Child (CRC) in 1990, the outcome document from the International Conference on Population and Development in Cairo (1994) and the United Nations Fourth World Conference on Women in 1995. Furthermore, the United Nations (UN) Millennium Declaration (2000) includes the following resolution: "to promote gender equity and the empowerment of women as effective ways to combat poverty, hunger and disease and to stimulate development that is truly sustainable" which is reflected in several of the Sustainable Development Goals (SDGs), especially Goal Five "To achieve gender equality and empower all women and girls." The targets and indicators related to this goal are monitored globally. The rights perspective includes human rights, rights of the child, democracy, women's rights and equal opportunities for women and men. Gender equity is a fundamental value with respect for human rights, democracy and good governance. This means that gender equity is a pre-condition for eliminating poverty.

The preamble of the United Republic of Tanzania Constitution provides for recognition of equity of persons. It has incorporated a Bill of Rights which bans all forms of discrimination. The Constitution provides for equity in opportunities and equal rights through equal terms and conditions and establishes affirmative principle as a temporary measure to rectify historical gender imbalances.

Furthermore, the Tanzania Vision 2025 has a people-centred human development goal which rejects inequity and all forms of social and political exclusion. Some sector policies such as the Women and Gender Development Policy (2000), provides guidelines and frameworks for promoting gender equity and removing barriers which hinder women from accessing education and training to the limits of their abilities. Such barriers are stated to be socio-cultural barriers including norms, values and cultural practices that continue to subordinate women to inferior social positions. The Policy focuses on gender mainstreaming, women's ownership of property, participation in decision making and access to business and credit facilities and technology. The Universities Act, No. 7 of 2005 (Cap 346) of Tanzania laws, provides for gender equity and balance. Its enforcement is one of the functions of the Tanzania Commission for Universities. The Act and the University charter (2015) focuses on ensuring gender equity for both women and men.

2.2   Gender Balance at MoCU

The prevailing situation at MoCU is that there is gender imbalance in staff recruitment for both academic and administrative staff. This is due to the general national gender imbalance in education and training. This has resulted into limited opportunity for females to be employed and pursue further training. Consequently, there are unequal opportunities for female and male in higher academic and administrative positions. By January, 2019 there was only one female academic staff member at the levels of Deans and Directors against eight male.

As at January, 2020 there were only four female academic members holding PhD qualifications as opposed to 30 male academic members. However, for administrative staff, female workers' qualifications surpassed male workers' qualifications at Certificate, Ordinary Diploma and Advanced Diploma levels because that is where the majority of female workers lie.

By January 2020, MoCU had three male Professors and none female one. Out of 20 Senior Lecturers there were only five female against 15 male. Male Lectures were 46 against 12 female lecturers while male Assistant Lectures were 46 against 15 female ones

The overall women's representation in the seven University decision making organs is not impressive in accordance to the 2000 gender policy. For example in the University Council there are 2 females against 14 males; 2 female against 9 male in the Planning, Finance and Development Committee; 3 female against 9 male in the Staff Appointment and Development Committees; 3 female against 29 in the Workers' Council. Furthermore, given the campaign to encourage female students to take positions in the four highest positions of the students' organization, the response has been poor as for the five academic years (2014/2015 to 2018/2019) only two female students vis-à-vis of 20 18 male students leaders have managed to assume top leadership positions (one President and one Prime Minister). Above all, 37.8% of MoCU's employees were female while 62.2% were male. Moreover, the average enrolment of students was about 40% female against 60% male

3.0 POLICY FRAMEWORK

3.1 Policy Vision

To be a University actively responsive to gender concerns and committed to the realization of gender equality.

3.2 Policy Mission

To enable MoCU to provide an environment that responds and addresses gender concerns in all University activities leading to gender equality.

3.3 Policy Objectives

This policy is intended to promote equality in all spheres of operation of the University in relation to gender.

The general objective of the Gender Policy is to promote and enhance equity and equality between women and men in areas of enrolment, employment, appointment and promotion, health, education, training, research and consultancy at all level of operations at the institution.

The specific objectives of the Gender Policy are to:

(a) Mainstream gender equality and equity in all operations and activities of the University by ensuring that the dignity and integrity of both women and men are equally respected and valued;

(b) Make university education accessible to men and women from all places

(c) Encourage the participation of both men and women in the management of the University;

(d) Deploy sensitization programmes geared towards changing cultural attitudes that undermine participation of women in development;

(e) Promote gender responsive research and dissemination of research findings;

(f)   Ensure health life across gender by promoting physical exercise and avoiding new infections to non-communicable diseases;

(g)   Ensure that gender equity is integrated into institutional strategic planning and that policy development, operational practices and procedures are all geared to promote gender balance;

(h)   Inclusion of gender equity as one of the criteria for staff recruitment, rewarding and development without compromising competence;

(i)   Establish linkages, partnerships and collaborations in gender and education

3.4   Rationale and Justification

The need for this policy arose from the realization that without a coherent and comprehensive overall framework for guiding the different organs in mainstreaming gender in the University may remain an elusive reality.

The University's commitment is to observe gender equity when carrying out its key functions of providing quality education, training, research, and consultancy and community services. This commitment requires putting in place a policy which will facilitate the enhancement of gender equity. Mainstreaming gender and gender equity is a strategy for achieving sustainable development for all by supporting the right of choice, employment and deployment of resources.

The policy recognizes that traditional development theories have not facilitated the participation of women in strategic areas and positions of power and influence because they are based on traditional assumptions of the roles and responsibilities of women and men. In addition, it recognizes that it is the right of men, women, boys, girls to participate in and benefit from development and other initiatives. The policy advocates for new means and strategies to ensure greater participation of men, women in the decision–making processes. It will enhance the principle of equal opportunities and discourage all forms of gender-based discrimination.

The policy demands gender mainstreaming to ensure that opportunities and benefits are equally accessible to all members of the University community. Thus, the rationale for policy on gender is to:

a) Locate the university response and provide a framework for mainstreaming gender.

b) Demonstrate commitment and concern by the University in taking positive steps when planning to ensure timely response to gender concerns.

c) Confirm rights, roles and responsibilities of all University stakeholders in issues related to gender.

d) Narrate and accord special efforts in addressing gender stereotypes and gender-related discrimination as a hindrance to successful gender mainstreaming at the University.

e) Arrange for the University to make space and resources available to promote   gender sensitivity and address gender concerns.

f) Connect with partner organizations and like-minded agencies to harmonize framework for successful operationalization of gender mainstreaming at the University.

3.5   Scope of the Policy

The provisions of the policy on gender shall apply to all activities and programmes in education, training, research, consultancy and advisory services at all levels of the University. The policy incorporates issues of access, equity, retention, progression, transaction, relevance and quality. It also applies to financing, governance and management of the University.

The Gender Policy shall apply to:

a) All issues related to staff of the University.

b) All issues related to students of the University.

c) All contractors of/for service to the University.

d) All visitors to the University.

e) All other groups of persons in the University, including but not limited to children and other dependants of staff and students.

f) University curricula, facilities, environment, policies, infrastructural development, endowments, and the provision of resources to support relevant activities.

3.6

3.7 Policy Issues

The focal areas of the policy are:

(a)   Gender and Education

(b)   Teaching, consultancy and research.

(c)   Staff recruitment and development.

(d)   Student enrolment and retention.

(e)   Gender and health.

(f)   Gender and sexual harassment

(g)   Gender and persons with special needs.

(h)   Linkage and collaboration.

4.0   POLICY ISSUES, STATEMENT AND STRATEGIES

4.1   Gender and Education

4.1.1 Policy Issue

The education system in Tanzania is characterized by gender inequality at all levels where males are more privileged than females. The establishment of the gender policy is among the efforts of the university to make sure that education is accessible to both women and men at the university. The University shall continue to support programmes aimed at improving gender balance in the enrolment, retention and performance of students across all disciplines.

4.1.2 Policy statement

The University is deeply committed to providing its faculty members, staff, students and visitors with a learning environment that is diverse, inclusive and respectful.

4.1.3 Policy Strategies

The University shall:

a) Encourage females and males to enrol in different programmes at the University

b) Ensure that pregnant students and others with health related problems have easy access to medical facilities.

c) Implement affirmative action as a means of redressing gender imbalances in the enrolment of students, especially in departments exhibiting wide gender gaps

d) Ensure that the University environment, timing of lectures and facilities for teaching and learning are conducive to the needs and safety of male and female members of the community.

e) Design and implementing a mandatory cross- cutting core course on Gender and Development for all first year students.

4.2 Consultancy and Research

4.2.1 Policy Issue

Consultancy and research are the core activities for the visibility and quality of a university. Participation of women and men in consultancy and research is central to maximizing gender equity and critically important in achieving university objectives.

4.2.2 Policy Statement

To ensure equal and active participation of men and women in sourcing and execution of consultancy and research projects in the university.

4.2.3 Policy Strategies

In implementing the policy, the University shall strive to make sure that:

a) Both women and men staff members are encouraged to undertake research and consultancies to generate knowledge, serve the community and improve the welfare of the society;
b) Both women and men have equal access to research resources and consultancy opportunities;
c) Female staff who are faced with multiple gender role are encouraged to join efforts to ensure that they participate actively in consultancy and research and
d) Capacity building workshops and seminars are conducted to equip men and women with the necessary skills and knowledge on consultancy and research.

4.3

4.4   Staff Recruitment and Development

4.4.1 Policy Issue

Staff recruitment and development is an important aspect for the development and effective performance of an organization. Therefore, recruitment at the university ought to base on merit and expertise, assessed through appropriate tests and interviews

4.4.2 Policy Statements

The University shall ensure gender equity in recruitment, staff development, appointment and promotions to senior positions in the university.

4.4.3 Policy Strategies

The University shall:

a) Ensure gender-responsive staff recruitment, training, scholarship and promotion;
b) Develop a data bank of qualifications, specialties and experiences of women and utilise it as a basis for appointing more women on the supreme University governing;
c) Ensure parity in promotions and appointment to management positions without prejudice to merit;
d) Increase women's involvement in all affairs related to recruitment, staff development and promotion.

4.5   Student Enrolment and Retention

4.5.1 Policy issue

Women's enrolment in universities took a positive trend over the years. However, there are disparities in enrolment, retention and performance engendered by traditional beliefs and practices coupled with other factors. In view of the unfavourable disparities, the university will mainstream gender

concerns at every stage of the education process for the realization of equality in enrolment and retention.

4.5.2 Policy Statements

The University in collaboration with other stake holders shall strive to attain gender equality in student enrolment by reviewing the enrolment policy in order to achieve the desired goal of 50/50 ratio of female to male students.

4.5.3 Policy strategies

The University shall:

a) Improve learning environment for students by increasing the number of academic staff, facilities and innovative teaching techniques to attract students to MoCU for tertiary education;

b) Introduce student orientation programmes that include life skills, guidance and counselling;

c) Increase access, retention, transition and performance among men and women at the university;

d) Take part in relevant exhibitions to market the programmes and shall use MoCU male and female students to advocate the university programmes and

4.6   Gender and Health

4.6.1 Policy issue

Health of staff and students is an important mechanism to ensure efficiency at work and good performance in studies at the university. Therefore, quality and reliable health services which are not gender biased shall be provided and advisory services given to staff and students on both communicable and non-communicable diseases

4.6.2 Policy statement

The University shall ensure all staff and students get a timely good quality health services as per stipulated health procedures to prevent and cure communicable and non-communicable diseases.

4.6.3 Policy strategies

The University shall:

a) Improve and strengthen the delivery of gender-responsive health services at the University health centre;

b) Sensitize students and staff on the basic facts of prevention to communicable and non-communicable diseases;

c) set a schedule for physical exercise and develop a mechanism that will motivate majority of both women and men to participate;

d) Advocate for positive behavioural change among staff and students;

e) To provide counselling and advisory related service to those in need.

4.7 Gender Based Violence

4.7.1 Policy Issue

Gender based violence (GBV) is a matter of particular concern to MoCU as an academic institution and the community consisting of students and staff, who maintain strong bonds of intellectual dependence and trust. The University will not tolerate the presence of undesirable sexual advances, requests for sexual favours, homosexuality and other verbal or physical conduct of GBV acts.

4.7.2 Policy Statement

The University will ensure there is a clearly defined mechanism for dealing with all sorts of gender-based violence behaviour at the University by any person whether on or off campus to avoid festering the University dignity.

4.7.3 Policy Strategies

The University shall:

a) Encourage staff and students to report all forms of gender based violence and discrimination so that such issues are addressed according to institutional and national legal procedures;

b) Give special support to women and men with special needs to enable them achieve their goals;

c) Support research on gender based violence to ensure better understanding of the nature and extent of the problem to the University community;

d) Put in place a clear procedure for reporting gender based violence cases;

e) Prohibit exposure of persons who reveal gender based violence acts and

f) Ensure each complaint on GBV receives adequate reliable and impartial investigation.

4.8   People with Special Needs

4.8.1 Policy Issues

Gender is one of the most important categories of a social organization, yet people with special needs particularly disabled or people with chronic diseases are often treated as asexual or genderless. However, women and men with special needs have different life experiences due to biological, psychological, economic, social, political and cultural attributes associated with being female and male. Patterns of disadvantage are often associated with the differences in the social position of women or men. Women with special needs face multiple discriminations and are often more disadvantaged than men in similar circumstances. Women with special needs face disadvantages in the areas of education, health, leadership and work and employment; and are subjected to more violent and abusive learning environment.

4.8.2 Policy statements

The university shall ensure welfare of people with special needs is taken into consideration so that they can have friendly environment as members of the University at all times.

4.8.3 Policy strategies

The University shall:

a) Sensitize the university community on the special needs of staff and students with disabilities;

b) Facilitate the provision of integrated social services to people with disabilities;

c) Provide guidance to the staff, in terms of addressing social barriers that exclude people with disabilities;

d) Invest in people with disabilities friendly infrastructure and other facilities on university including accessibility to the university buildings;

4.9 Linkage and Collaboration

4.9.1 Policy Issue

Gender mainstreaming requires effective linkage and/or collaboration with a variety of stakeholders. The University will continue to establish and strengthen gender equality linkages and collaborations with other institutions including cooperatives, NGOs and other member based organizations in order to develop strong gender equality advocacy and activism within and outside the University.

4.9.2 Policy Statement

The University shall ensure strong gender linkages and/or collaboration with relevant stakeholders for promotion of gender equality and equity.

4.9.3 Policy Strategies

The University shall:

a) Establish new and strengthen existing partnerships in gender mainstreaming;

b) Develop and strengthen many collaborative gender networks in the country and outside the country;

c) Network with stakeholders in mobilizing resources for gender education and research programmes;

d) Collaborate with experts on issues of gender sensitization and advocacy; guidance and counselling and

5.0   POLICY IMPLEMENTATION AND ENFORCEMENT

The implementation of the Policy shall be effective from the date of its approval by the University Council. The Policy shall remain valid and binding until when it is revoked. The overall responsibility of the Policy enforcement shall be mandated to the Department of Gender and Development. The Institute of Continuing Co-operative Education (ICCE) is tasked with the overall coordination and implementation of gender issues at the University.

6.0   MONITORING, EVALUATION AND REVIEW

6.1   Policy Monitoring and Evaluation

Monitoring of the Policy implementation is an on-going activity that shall be mandated to the Deputy Vice Chancellor – Academic who from time to time shall monitor and evaluate the progress and performance of Policy enforcement. Regular and timely monitoring of progress regarding implementation of this Policy and associated action plans shall be carried out by the appropriate Institute/Department mandated to oversee its implementation.

6.2   Policy Review

The Policy shall be reviewed whenever there is a need and the review process shall involve the stakeholders as well as University organs. The review shall be done to check and ensure whether the Policy objectives, issues, statements and strategies are still valid compared to the professional, University, National and International agenda and practices that might have taken place.

DOCUMENTS REVIEWED

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