

SOKOINE UNIVERSITY OF AGRICULTURE



OFFICE OF THE DEPUTY VICE CHANCELLOR (*PLANNING, FINANCE & ADMINISTRATION*)

GUIDELINES FOR GENDER MAINSTREAMING IN TEACHING AND LEARNING; PUBLIC SERVICE DELIVERY; RESEARCH AND CONSULTANCY

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ABBREVIATIONS AND ACRONYMS

CSP	Corporate Strategic Plan
DVC (ARC)	Deputy Vice Chancellor (Academic, Research and Consultancy)
DVC (PFA)	Deputy Vice Chancellor (Planning, Finance and Administration)
GBV	Gender-Based Violence
GD	Gender Desk
GFP	Gender Focal Person
GM	Gender mainstreaming
GU	Gender Unit
HLIs	Higher Learning Institutions
HoD	Head of Department
KPI	Key Performance Indicator
M&E	Monitoring & Evaluation
SEA	Sexual Exploitation and Abuse
SH	Sexual Harassment
SUA	Sokoine University of Agriculture
SUAAA	SUA Alumni Association
SUASA	Sokoine University of Agriculture Academic Staff Association
SUASO	Sokoine University of Agriculture Students Organization
TCU	Tanzania Commission for Universities
URT	United Republic of Tanzania
VC	Vice Chancellor

DEFINITIONS OF KEY TERMS AND CONCEPTS

Academic Staff	Academic Staff at SUA encompass professors, lecturers, tutorial assistants, and research fellows employed by the university, whether in full-time or part-time capacities, and whether their positions are permanent or temporary. This definition aligns with the parameters outlined in the SUA Charter of 2007.
Administrative Staff	Administrative Staff at SUA are individuals employed by the university and designated as such by the University Council, in accordance with the definition outlined in Article 27 of the Universities Act no. 7 of 2005.
Gender and Sex	Gender connotes the social and cultural relations, and interaction between men and women in development. It is different from sex, which is a biological difference between males and females.
Gender Awareness	This refers to the situation whereby an individual or a society becomes conscious that individuals or societies are not homogeneous units; they relate to gender, and that benefits from the interventions are distributed equally between men and women. It also refers to gender sensitive attitudes and commitment in effecting changes to uplift the disadvantaged sex.
Gender Balance	Gender balance is the aim of ensuring equal representation and involvement of all genders within an organization or community. It means providing equal opportunities for accessing resources, sharing responsibilities, and participating in decision-making, fostering inclusivity, and valuing diverse perspectives and contributions.
Gender-Based Violence	Gender-Based Violence (GBV) encompasses any hostile act likely to cause physical, sexual, or psychological harm or suffering based on an individual's gender. This violence targets women, girls, boys, and men, perpetuating cruelty and injustice.
Gender Disparities	Gender disparities denote variations in outcomes experienced by different gender groups.
Gender Equality	Gender equality signifies a state where men and women possess equal rights, opportunities, privileges, and access to resources within an organization or community.
Gender Equity	Gender equity is the quantitative measure of ensuring that both men and women have fair and equal access to an organization's resources, opportunities, benefits, and responsibilities, ultimately aiming for gender equality.

Gender Gaps	Gender gaps manifest when there is discriminatory allocation of resources, roles, activities, and decision-making between male and female genders.
Gender Mainstreaming	A strategy that seeks to ensure that gender perspectives and concerns are integrated into all aspects of policy, planning, research, and teaching.
Gender Needs	Gender needs refer to the specific requirements of individuals based on their gender and societal context. There are two primary types of gender needs: practical and strategic. Practical gender needs arise from the biological aspects of human existence, while strategic gender needs stem from individuals' positions within unequal social structures governing production and distribution.
Gender Parity	Gender parity denotes numerical equality between girls/women and boys/men within a population, aiming for an equitable balance in their respective numbers.
Gender Sensitization	Gender sensitization is a process aimed at fostering awareness among individuals, societies, or organizations about the socially constructed nature of gender roles and relationships. It involves recognizing that societal norms and expectations regarding gender are shaped by cultural and historical factors, often to the advantage of dominant groups.
Guidelines	Guidelines offer specific instructions or recommendations for tasks, policies, or objectives within an organization. They provide practical advice to individuals or groups, allowing some flexibility in interpretation. Covering diverse topics like procedures, codes of conduct, or technical standards, guidelines ensure consistency, efficiency, and quality while aligning with established norms.
Sex-Dis aggregated Data	This refers to quantitative data that is collected, analyzed, and presented based on criteria related to male and female categories.
Sexual Harassment	Any unwanted sexual behaviour (verbally, non-verbally, visually and physically) that makes someone feel upset, scared, offended or humiliated.

FOREWORD

Mainstreaming gender issues in all SUA programmes and activities for inclusive working and learning environment is one of the SUA's Corporate Strategic Objectives (CSOs) within the 5th SUA Corporate Strategic Plan (SUA CSP) 2021-2025/2026. It is my pleasure to introduce the Guidelines for Gender Mainstreaming in Teaching and Learning; Public Service Delivery; Research and Consultancy at Sokoine University of Agriculture (SUA). These guidelines signify a significant stride in our commitment to fostering gender equality and inclusivity across all dimensions of our institution.

Gender mainstreaming is not just a concept; it is a fundamental principle that underpins our values as an academic community. By integrating gender perspectives into our teaching and learning practices, public service initiatives, research endeavors, and consultancy projects, we can create a more equitable and supportive environment for all members of our university.

These guidelines serve as a practical roadmap for implementing gender mainstreaming strategies within SUA. They provide clear and actionable recommendations for incorporating gender considerations into our curriculum development, service delivery models, research methodologies, and consultancy frameworks.

I extend my sincere appreciation to the dedicated team of experts, stakeholders, and contributors who have collaborated in the development of these guidelines. Their collective efforts have ensured that this document reflects the best practices and insights in the field of gender mainstreaming.

I urge all members of the SUA community to embrace these guidelines and to actively participate in their implementation. Together, let us strive to build a university where gender equality is not only espoused but also experienced in every aspect of academic life.

Prof. Raphael T. Chibunda

VICE CHANCELLOR

CHAPTER ONE: CONTEXT AND PURPOSE

1.1 INTRODUCTION

Gender mainstreaming is an important approach for integrating gender perspectives into organizational practices and decision-making processes. This chapter establishes the groundwork by providing a detailed review of gender mainstreaming and revealing the legal and policy framework that governs the implementation of gender mainstreaming efforts at Sokoine University of Agriculture (SUA).

1.1.1 Gender Mainstreaming Concept

Gender mainstreaming represents a deliberate and systematic endeavor to infuse gender perspectives into the entire spectrum of policy formulation, program implementation, and evaluation. It operates on the premise of rectifying gender inequalities and advancing gender equality by acknowledging and addressing the diverse needs, experiences, and roles of both men and women within society. At SUA, gender mainstreaming serves as a cornerstone for nurturing an inclusive and equitable learning and working milieu, where every member of the university community is empowered to thrive.

1.1.2 Legal and Policy Framework

The pursuit of gender mainstreaming initiatives at Sokoine University of Agriculture (SUA) finds firm grounding within a vigorous legal and policy framework thoroughly crafted to champion gender equality and equity. Within this framework, several pivotal documents serve as guiding beacons:

First, the *Constitution of the United Republic of Tanzania (1977)* stands as a pivotal document laying down foundational principles advocating for the equal treatment of individuals regardless of gender, thereby forming the bedrock for gender equality endeavors across the nation.

Second, the *Higher Education Policy (1999)* articulates the imperative of fostering gender equality within higher education institutions. It advocates for the establishment of gender focal points to spearhead gender mainstreaming endeavors and ensure the integration of gender perspectives into academic and administrative practices.

Third, the *National Gender Policy (2000)* and *SUA Gender Policy (2012)* serves as a roadmap for addressing gender disparities. It delineates strategies aimed at fostering gender equality across diverse sectors, emphasizing the pivotal role of gender focal points in driving gender mainstreaming initiatives within government structures at all levels.

Last, enshrined within the *SUA Charter (2007)* is a resolute mandate for the implementation of measures aimed at achieving gender equality across all facets of university operations. It underscores SUA's unwavering commitment to fostering gender mainstreaming in teaching and learning, public service delivery, research, and consultancy endeavors.

These legal and policy instruments collectively lay the groundwork for the development and enactment of the *Guidelines for Gender Mainstreaming in Teaching and Learning; Public Service Delivery; Research and Consultancy* at SUA. They serve as tangible embodiments of SUA's steadfast dedication to advancing gender equality and ensuring the seamless integration of gender perspectives into every facet of university life.

1.1.3 Situation Analysis and Rationale

1.1.3.1 SUA Gender Policy of 2012

The First edition of SUA Gender Policy was developed and put into operation in the year 2012 with the aim to facilitate gender mainstreaming of programmes and activities which shall eventually establish a gender balanced and sensitized University community. Specifically, the policy was set to achieve the following:

- i. Review all its policies with a view of making them up-to-date and gender responsive.
- ii. Collaborate with other stake holders and strive to attain gender equality in student enrolment.
- iii. Mainstream gender in all academic programmes, research, and consultancy activities.
- iv. Attain an equal number of female and male staff and facilitate their career development.
- v. Work towards realizing equal representation of males and females at all managerial levels to attain the national goal of 50/50 male to female ratio.
- vi. Sensitize the staff members and students on gender issues and shall continue to promote and operationalize the policy against sexual harassment and discrimination.

The implementation status of the 2012 SUA Gender Policy as at the time of carrying out situational

analysis and addressing and incorporating other changes that occurred over time inform the current version.

1.1.3.2 Status of Gender equity in Higher Learning Institutions in Tanzania

Achieving gender equity in higher education transcends merely balancing the numbers of men and women; it involves dismantling barriers to participation and challenging stereotypes that constrain the opportunities and choices of individuals of all genders. Gender equity is about fostering inclusive learning environments, broadening opportunities, and empowering all students to realize their full potential (Bailey, 1996). Since attaining independence in 1961, the Tanzanian government has adopted a sector-wide approach to education, including the Education Sector Development Programme, with the aim of reducing gender disparities in the education sector and enhancing the quality of education. International and regional agreements on women's rights have spurred the development of national policies prohibiting discrimination on any grounds. Moreover, the National Education and Training Policy of 2002, National Education Act of 1978, and the National Higher Education Policy of 1999 provide comprehensive guidelines for promoting gender equity and equality across all levels of education (Onsongo, 2009).

However, gender inequality persists within Tanzanian higher learning institutions, with disparities emerging as early as the transition from primary to secondary schools. Despite achieving gender parity in primary and secondary school enrollments, girls continue to underperform in the primary school leaving examinations compared to boys, and gender gaps in enrollment further widen at the higher secondary and tertiary levels of education. Addressing these disparities requires concerted efforts to challenge societal norms, provide targeted support, and create inclusive learning environments that empower individuals of all genders to thrive academically and professionally.

1.1.3.3 Students' enrolment at SUA

SUA has implemented deliberate measures to increase the proportion of female students in both undergraduate and postgraduate programs. Despite these efforts, the university has faced challenges in meeting its target of achieving a gender balance, as outlined in the 2012 Gender Policy objective of 50%. Over the past five years, from 2018 to 2022, SUA has not attained the desired proportion of female students' enrollment.

The statistics reveal fluctuations in the proportion of female staff and students at SUA. For instance, data for the academic year 2020/2021 indicates that the proportion of female staff stood at 36.5%.

However, in the subsequent academic year 2022/2023, this proportion declined slightly to 36.1%, representing a 0.4% decrease.

Moreover, SUA's records consistently show that the enrollment of female students has trailed behind that of male students. For instance, in the 2019/2020 academic year, out of a total enrollment of 10,886 students, only 2,902 were female, accounting for 26.6% of the total student population. In contrast, the following academic year, 2020/2021, witnessed a notable increase in female enrollment, with 3,369 females out of 7,364 total enrolled students, representing 45.8% of the student population. However, in the subsequent academic year 2021/2022, the enrollment of female students experienced a slight decline to 2,713, constituting approximately 36.3% of the total student population.

1.1.3.4 Human Resource Establishment at SUA

As of the most recent data available, the human resource establishment at SUA reflects a diverse and evolving workforce. The university comprises academic and administrative staff who contribute to various facets of teaching, research, public service delivery, and consultancy. While efforts have been made to promote gender equality and diversity within SUA's workforce, challenges persist in achieving optimal gender balance and representation across all levels and departments.

Academically, SUA boasts a cadre of professors, lecturers, tutorial assistants, and research fellows who drive the university's educational and research agendas. These individuals bring a wealth of expertise and experience to their respective fields, enriching the learning environment and contributing to the advancement of knowledge in agriculture and related disciplines.

On the administrative front, SUA relies on a dedicated team of professionals to support its operations and facilitate the delivery of quality services to students, faculty, and other stakeholders. These administrative staff members play integral roles in areas such as finance, human resources, procurement, student affairs, and facilities management, ensuring the smooth functioning of the university's day-to-day activities.

While SUA has made strides in promoting gender equity and inclusivity within its workforce, there is ongoing recognition of the need to address disparities and barriers that may hinder the full participation and advancement of all staff members, regardless of gender or background. Efforts to

enhance diversity, equity, and inclusion continue to be prioritized through targeted initiatives, policies, and programs aimed at creating a supportive and equitable work environment for all members of the SUA community.

1.1.3.5 Gender-responsive Research and Consultancy

At SUA, both male and female academic staff members are provided with equal opportunities to access research resources and engage in consultancy endeavors. However, despite this commitment to equality, there remain notable gender disparities in research achievements, primarily due to the absence of robust gender-responsive mechanisms in securing and executing research projects. For instance, in the academic year 2021/22, only 21 out of 65 sponsored research projects were led by female principal investigators (PIs), constituting 32.31%, while male PIs led 44 projects, representing 67.69% of the total. These discrepancies persist even in research grants managed by SUA.

To address these disparities, SUA initiated efforts to foster gender-responsive practices. In 2020, the university conducted an initiative for matching mentors with mentees in research and training, aiming to bolster research output among junior staff members. However, the extent to which the implementation of these guidelines has been gender-responsive and whether it has yielded the expected outcomes remain areas of scrutiny and improvement.

Moreover, despite the notable achievements of female academicians in various fields, there remains limited representation of women in research leadership roles. This is particularly evident in the under prioritization of crucial research areas such as “Gender and Agriculture” within SUA’s research agenda. Recognizing the significance of gender-responsive research, it is imperative for SUA to actively address these disparities and ensure that research endeavors align with the diverse needs and interests of all genders, thereby fostering an environment of inclusivity and equity.

1.1.3.6 Gender-Based Violence and Sexual Harassment in Higher Learning Institutions

Gender-based violence (GBV) encompasses various acts of hostility directed at individuals based on their gender, resulting in physical or psychological harm or suffering. Within the context of higher learning institutions, any form of violence in the academic environment poses a significant safety and health concern. Sexual harassment (SH) constitutes a form of GBV characterized by unwanted verbal, non-verbal, or physical conduct of a sexual nature, which violates the dignity of the victim and creates an intimidating, hostile, or offensive environment. While comprehensive hard

data may be lacking, there exists substantial anecdotal evidence, often reported through media channels, indicating instances of sexual harassment targeting female university students in Tanzania.

SUA, like other higher learning institutions, grapples with reported cases of GBV and SH among its members, affecting both students and staff. These incidents not only undermine the well-being and safety of individuals within the university community but also disrupt the teaching and learning environment. The pervasive nature of GBV and SH underscores the urgent need for proactive measures and robust policies aimed at prevention, intervention, and support mechanisms to foster a campus culture free from violence and harassment. SUA is committed to addressing these challenges and promoting a safe, respectful, and inclusive environment conducive to academic excellence and personal growth for all its members.

1.1.3.7 Gender and Special Needs Responsiveness

The intersectionality of gender and disability, encompassing various forms of impairment such as hearing, visual, physical, and chronic health challenges, gives rise to compounded discrimination and human rights violations against women. While gender responsiveness is essential for fostering equitable development among staff and students, individuals with disabilities or impairments require particular attention through an intersectional approach. It is imperative to recognize that their experiences of discrimination may be magnified due to the overlapping identities of gender and disability.

Ensuring inclusivity and accessibility within the university environment is paramount. This involves not only adapting physical infrastructures but also addressing social barriers to accommodate the diverse needs of staff and students with disabilities. By adopting a proactive approach to inclusivity, SUA can create an environment that embraces diversity and fosters equal opportunities for all members of its community. Prioritizing gender and special needs responsiveness contributes to the realization of inclusive education, where every individual is valued and empowered to thrive academically and personally.

1.1.4 Purpose and Objectives of the Guideline

1.1.4.1 Purpose

The purpose of this guideline for gender mainstreaming at SUA is to instill a culture of gender responsiveness across all university operations, fostering inclusivity, addressing disparities, and promoting transformative change within the academic and research landscape.

1.1.4.2 General Objective

The general objective of this guideline for gender mainstreaming is to establish and implement mechanisms for eliminating all gender disparities at SUA across eleven core areas, namely: *Leadership and governance, Institutional policies and development, Admission and Enrollment of Students, Curriculum design and implementation, Learning and Working Environment, Assessment System, Research and Consultancy, Staff Recruitment, Development, and Promotion, HIV and AIDS, Gender-Based Violence/Sexual Harassment, and Gender and special needs responsiveness.*

1.1.4.3 Specific Objectives

The specific objectives of the SUA guideline for gender mainstreaming address the 11 core areas.

i. Leadership and Governance

Promote gender equity in managerial appointments across all administrative levels of the University, with a firm commitment to ensuring that at least one-third of these posts are filled by women.

ii. Institutional Policies and Development Processes

- Promote gender responsiveness into critical policy documents, fostering a culture of inclusivity and equity across all institutional frameworks.
- Integrate gender perspectives throughout all phases of budgeting and planning processes, thereby fostering an environment where decisions are made with a nuanced understanding of gender dynamics and considerations.

iii. Admission and Enrolment of Students

Promote gender equity in student admissions and enrollments.

iv. Curriculum Design and Implementation

Improve the gender responsiveness of curricular for both undergraduate and postgraduate programmes.

v. Learning and Work Environment

Promote gender-responsive learning and work environments.

vi. Assessment System

Promote a student assessment system free of sexual or gender-based harassment.

vii. Staff Recruitment, Development and Promotion

Promote a gender-responsive staff recruiting, development, and promotion system.

viii. HIV/AIDS and other Pandemic Diseases

Promote gender-responsive approaches in combating HIV/AIDS and addressing pandemic challenges like COVID-19, ensuring equitable healthcare access and support services for all university community members.

ix. Research, Innovation and Consultancy

Foster a culture of gender-responsive research, innovation, and consultancy among both staff members and students, encouraging diverse perspectives and methodologies that address gender inequalities and contribute to meaningful societal impact.

x. Gender-Based Violence/Sexual Harassment

Promote a safe, inclusive teaching environment with zero tolerance for gender-based violence and sexual harassment, through prevention, support services, and fostering respect, dignity, and equality for all.

xi. Gender and Special Needs Responsiveness

Promote inclusive education by addressing challenges at the intersection of gender and disability, ensuring all community members receive necessary support for academic and professional success.

1.1.5 The Scope of the Guideline

The guideline provides a comprehensive framework for integrating gender perspectives across various aspects of university operations. It encompasses the following 5 key areas:

- i. **Teaching and Learning:** This section outlines strategies for promoting gender equity and inclusivity within academic programs, curriculum development, teaching methodologies, and student support services.
- ii. **Public Service Delivery:** The guideline addresses gender-responsive practices in delivering university services, facilities, and programs to ensure equitable access and participation for all members of the SUA community.
- iii. **Research and Consultancy:** It highlights the importance of incorporating gender analysis into research design, implementation, and dissemination processes. Additionally, it emphasizes gender-responsive approaches in consultancy projects to address diverse stakeholder needs.

- iv. ***Gender-Based Violence and Sexual Harassment:*** This section provides guidance on preventing and addressing gender-based violence and sexual harassment within the university environment, fostering a culture of respect, safety, and support.
- v. ***Gender and Special Needs Responsiveness:*** The guideline underscores the intersectionality of gender and special needs, emphasizing the importance of accommodating diverse abilities and promoting inclusivity in the university's physical and social environments.

1.1.6 Guiding Principles

This guideline for gender mainstreaming is based on the following guiding principles:

- i. ***Equity and Inclusivity:*** Ensure fairness and inclusivity in all aspects of teaching, learning, public service delivery, research, and consultancy, regardless of gender identity or expression.
- ii. ***Gender Sensitivity:*** Embed gender sensitivity into policies, practices, and programs, acknowledging and addressing the diverse needs and experiences of individuals based on gender.
- iii. ***Accountability:*** Hold all stakeholders accountable for promoting gender equality and mainstreaming gender perspectives in their respective areas of responsibility.
- iv. ***Intersectionality:*** Recognize and address the intersecting factors that contribute to inequality, such as race, ethnicity, disability, and socioeconomic status, alongside gender considerations.
- v. ***Participation and Engagement:*** Encourage active participation and engagement of all members of the university community in gender mainstreaming efforts, fostering a collaborative and inclusive approach.
- vi. ***Continuous Learning and Improvement:*** Commit to ongoing learning and improvement in gender mainstreaming practices, incorporating feedback and evaluation mechanisms to enhance effectiveness over time.

CHAPTER TWO: CHAPTER TWO: GUIDELINE PROVISIONS

2.1 Leadership and Governance

2.1.1 Objective of the Guideline

Promote gender equity in managerial appointments across all administrative levels of the University, with a firm commitment to ensuring that at least one-third of these posts are filled by women.

2.1.2 Strategies:

- i. Implement targeted recruitment initiatives to attract qualified female candidates for managerial positions at all administrative levels.
- ii. Establish transparent and gender-responsive selection criteria and processes to ensure fair and equitable consideration of all applicants, regardless of gender.
- iii. Provide training and mentorship programs specifically designed to support the professional development and advancement of women into managerial roles.
- iv. Conduct regular monitoring and evaluation of managerial appointments to track progress towards achieving gender equity targets and identify areas for improvement.
- v. Foster a supportive organizational culture that values diversity and actively encourages the participation of women in leadership positions through initiatives such as leadership development workshops and networking opportunities.

2.2 Institutional Policies and Development Processes

2.2.1 Objective of the Guideline

- Promote gender responsiveness into critical policy documents, fostering a culture of inclusivity and equity across all institutional frameworks.
- Integrate gender perspectives throughout all phases of budgeting and planning processes, thereby fostering an environment where decisions are made with a nuanced understanding of gender dynamics and considerations.

2.2.2 Strategies:

- i. Conduct a comprehensive review of existing policy documents to identify areas for gender responsiveness enhancement, ensuring that gender perspectives are integrated into key policies and procedures.

- ii. Develop guidelines and templates for drafting new policy documents that incorporate gender-sensitive language and considerations, fostering a culture of inclusivity and equity within the institution.
- iii. Provide training and capacity-building sessions for policymakers and staff members on gender mainstreaming principles and techniques, empowering them to integrate gender perspectives effectively into policy development processes.
- iv. Establish mechanisms for ongoing monitoring and evaluation of policy implementation to ensure that gender-responsive policies are effectively implemented and adhered to across all institutional frameworks.
- v. Engage stakeholders, including staff members, students, and external partners, in policy development processes to ensure that diverse perspectives and needs are considered and addressed.
- vi. Incorporate gender impact assessments into budgeting and planning processes, systematically analyzing the potential implications of proposed policies and initiatives on different genders and adjusting plans accordingly to promote equity and inclusivity.

2.3 Admission and Enrolment of Students

2.3.1 Objective of the Guideline

Promote gender equity in student admissions and enrollments.

2.3.2 Strategies:

- i. Launch targeted outreach and recruitment campaigns to attract a diverse pool of applicants, including underrepresented genders, aiming to enhance the inclusivity of the applicant pool.
- ii. Conduct a comprehensive review of admission criteria and procedures to identify and eliminate biases and barriers that may disadvantage certain genders, ensuring fairness and equity throughout the admissions process.
- iii. Offer tailored support and resources for prospective students from underrepresented genders, including mentorship initiatives, financial aid programs, and informational sessions, to facilitate their successful transition to university life.
- iv. Regularly monitor and analyze admissions data to detect any gender-related disparities or trends, proactively addressing them through targeted outreach efforts, scholarship opportunities, or other interventions.

- v. Foster collaboration with secondary schools, community organizations, and other stakeholders to raise awareness of educational opportunities and encourage students of all genders to pursue higher education.
- vi. Develop and implement gender-sensitive policies and programs aimed at supporting the retention and academic success of students from underrepresented genders, addressing any obstacles they may encounter during their academic journey.
- vii. Conduct gender audits to identify areas where one gender is underrepresented, informing targeted initiatives to enhance gender equity across all academic programs and departments.
- viii. Employ affirmative action measures to increase the enrollment of female students in both undergraduate and postgraduate programs to at least 40% and 50%, respectively, promoting gender balance and diversity within the student body.
- ix. Organize and facilitate outreach activities for career development programs in secondary schools, empowering students from diverse backgrounds to explore educational and career opportunities without gender-related constraints.
- x. Establish mentoring or role model programs to provide guidance and support for students from underrepresented genders, fostering their personal and professional growth within the university community.

2.4 Curriculum Design and Implementation

2.4.1 Objective of the Guideline

Improve the gender responsiveness of curricular for both undergraduate and postgraduate programmes.

2.4.2 Strategies:

- i. Assess existing curricula for gender responsiveness and make improvements to integrate gender perspectives across disciplines.
- ii. Incorporate gender considerations into the development of new curricula for undergraduate and postgraduate programs to ensure inclusivity from the start.
- iii. Establish a postgraduate program in gender and health to address specific gender-related issues and provide advanced training opportunities.
- iv. Allocate resources to develop and implement gender programs that promote equality and create a supportive learning environment.

- v. Involve faculty, experts, and stakeholders in curriculum development to incorporate diverse perspectives and meet evolving student needs.
- vi. Integrate modules on gender studies and related issues into the curriculum to enable critical analysis of gender dynamics.
- vii. Provide faculty with training on gender-sensitive teaching methods to effectively integrate gender perspectives.
- viii. Implement mechanisms for ongoing monitoring and evaluation of curricular implementation to ensure sustainability.
- ix. Collaborate with relevant departments to share best practices for gender-responsive curriculum design.
- x. Promote student engagement and feedback mechanisms to tailor curricula to diverse gender backgrounds.

2.5 Learning and Work Environment

2.5.1 Objective of the Guideline

Promote gender-responsive learning and work environments.

2.5.2 Strategies:

- i. Allocate resources to create a gender-responsive learning and working environment.
- ii. Establish gender-responsive infrastructure, including toilets and recreational facilities, to meet diverse needs.
- iii. Train academic and technical staff on gender-sensitive pedagogy to foster inclusivity.
- iv. Enforce university by-laws to promote respectful interactions between genders.
- v. Raise awareness among staff about zero-tolerance policies for gender-based harassment during student assessments.
- vi. Assess the learning and work environment regularly for improvements.
- vii. Implement policies fostering respect, equality, and diversity, with zero-tolerance for discrimination.
- viii. Provide training on gender sensitivity and respectful communication for faculty, staff, and students.
- ix. Establish support mechanisms like counseling services for issues related to gender-based discrimination.

- x. Support flexible work arrangements for diverse needs, including caregiving responsibilities.
- xi. Ensure physical infrastructure accessibility for individuals with disabilities or mobility challenges.
- xii. Encourage participation of women and underrepresented genders in decision-making processes.
- xiii. Establish mentorship programs for women and underrepresented genders' professional development.
- xiv. Monitor and evaluate initiatives for gender-responsive environments, adjusting strategies as needed.
- xv. Collaborate with external partners to share best practices for inclusive learning and work environments.

2.6 Assessment System

2.6.1 Objective of the Guideline

Promote a student assessment system free of sexual or gender-based harassment.

2.6.2 Strategies:

- i. Ensure that all academic and administrative staff at SUA are fully informed about the university's zero-tolerance policy regarding sexual or gender-based harassment in student assessment.
- ii. Raise awareness among both undergraduate and postgraduate students about their right to a learning and assessment environment free from sexual or gender-based harassment.
- iii. Guarantee students' protection if they report incidents of assessment-related sexual or gender-based harassment, assuring them that their well-being is a top priority.
- iv. Inform students about the various channels available for reporting sexual or gender-based harassment related to assessments.
- v. Develop and implement clear policies and guidelines that explicitly prohibit sexual or gender-based harassment in all aspects of student assessment.
- vi. Provide training and workshops for faculty members and assessment staff on identifying, preventing, and addressing instances of sexual or gender-based harassment in assessment processes.

- vii. Establish confidential reporting mechanisms and support services for students who experience harassment during assessments, ensuring their safety and well-being.
- viii. Conduct regular reviews and audits of the assessment system to identify instances of harassment and take appropriate disciplinary action against perpetrators.
- ix. Launch awareness campaigns and educational initiatives to foster a culture of respect and zero tolerance for harassment among students, faculty, and staff involved in assessments.
- x. Offer resources and support for victims, including counseling and legal assistance, to ensure they receive the necessary help and protection.
- xi. Foster an environment where students feel empowered to report incidents without fear of retaliation or stigma.
- xii. Implement measures to ensure assessment procedures are fair, transparent, and free from bias or discrimination.
- xiii. Collaborate with student organizations and advocacy groups to develop strategies for preventing and addressing harassment in assessment processes.
- xiv. Regularly review and update assessment policies in line with best practices and research on preventing harassment, ensuring continuous improvement and effectiveness in promoting a safe learning environment.

2.7 Staff Recruitment, Development and Promotion

2.7.1 Objective of the Guideline

Promote a gender-responsive staff recruiting, development, and promotion system.

2.7.2 Strategies:

- i. Integrate affirmative action strategies into the existing competitive recruitment system at all levels to ensure a balanced representation of genders in staff appointments.
- ii. Develop and implement comprehensive gender-responsive guidelines for staff recruitment, development, and promotion to ensure fairness and equity in the process.
- iii. Utilize affirmative action measures to actively recruit qualified candidates from underrepresented genders into positions where there is a gender imbalance.
- iv. Provide equal access to training programs for staff of all genders, fostering professional development opportunities and leveling the playing field.

- v. Implement gender-responsive recruitment practices to attract a diverse pool of candidates, including women and other underrepresented genders, for all staff positions.
- vi. Establish mentorship and professional development programs tailored to support the career advancement of women and underrepresented genders, fostering an inclusive environment for growth.
- vii. Regularly assess and address any disparities or barriers faced by women and marginalized groups in recruitment, development, and promotion processes.
- viii. Ensure transparency and accountability in all staff recruitment, development, and promotion processes, prioritizing merit-based decisions over irrelevant factors such as gender.
- ix. Foster collaboration with external partners and stakeholders to exchange best practices and resources, enhancing gender-responsive staff management strategies and continuous improvement efforts.

2.8 HIV/AIDS and other Pandemic Diseases

2.8.1 Objective of the Guideline

Promote gender-responsive approaches in combating HIV/AIDS and addressing pandemic challenges like COVID-19, ensuring equitable healthcare access and support services for all university community members.

2.8.2 Strategies:

- i. Advocate for the review of the University's HIV and AIDS policy to enhance its gender responsiveness, ensuring that it adequately addresses the specific needs and vulnerabilities of different genders within the university community.
- ii. Raise awareness about the gender dimensions of vulnerability to HIV/AIDS within the university, highlighting the disparities and challenges faced by women, men, and other genders in accessing prevention, treatment, and support services.
- iii. Promote the adoption of HIV protective behaviors among female and male staff and students, recognizing and addressing the different experiences of vulnerability and risk factors associated with gender.
- iv. Provide comprehensive and gender-responsive support and counseling services for students and staff members who are infected or affected by HIV and AIDS, offering tailored assistance to meet their unique needs and circumstances.

- v. Conduct gender-responsive research on HIV and AIDS within the university community, using the findings to inform policy and practice and develop targeted interventions to address disparities and improve prevention and treatment efforts.
- vi. Collaborate with local healthcare providers, community organizations, and government agencies to expand access to HIV/AIDS testing, treatment, and support services, particularly among underserved populations and marginalized groups.
- vii. Offer training and capacity-building opportunities for healthcare providers and support staff on gender-sensitive approaches to HIV/AIDS and pandemic disease management, fostering a supportive and inclusive healthcare environment that respects and addresses the diverse needs of all individuals.
- viii. Advocate for policies and funding mechanisms that prioritize gender-responsive approaches to HIV/AIDS and pandemic disease prevention, treatment, and support services at both institutional and governmental levels, ensuring that resources are allocated equitably and effectively.
- ix. Implement robust monitoring and evaluation mechanisms to assess the effectiveness of gender-responsive interventions and identify areas for improvement, fostering continuous learning and adaptation in HIV/AIDS and pandemic disease management strategies.
- x. Cultivate a culture of openness, empathy, and non-discrimination within the university community, challenging stigma and discrimination related to HIV/AIDS and pandemic diseases and promoting acceptance and support for affected individuals of all genders.

2.9 Research, Innovation and Consultancy

2.9.1 Objective of the Guideline

Foster a culture of gender-responsive research, innovation, and consultancy among both staff members and students, encouraging diverse perspectives and methodologies that address gender inequalities and contribute to meaningful societal impact.

2.9.2 Strategies:

- i. Establish research clusters on gender and agriculture to facilitate collaboration and knowledge exchange among researchers addressing gender disparities in agricultural practices.

- ii. Develop and share a toolkit to help researchers mainstream gender into their projects, offering practical guidance and resources for incorporating gender perspectives.
- iii. Mobilize resources to support gender-responsive research initiatives, including funding, capacity-building, and infrastructure development.
- iv. Implement affirmative action in allocating research grants to junior academic staff, prioritizing projects committed to gender-responsive approaches.
- v. Set clear guidelines for funding research projects, ensuring they prioritize gender-responsive methodologies and address gender inequalities.
- vi. Provide training on gender-sensitive research methodologies to staff and students to conduct high-quality research promoting social inclusion.
- vii. Encourage interdisciplinary collaboration among researchers to foster innovation in gender-responsive projects.
- viii. Support research centers focused on gender studies and women's rights, providing resources for gender-responsive research activities.
- ix. Disseminate research findings through conferences, publications, and outreach, contributing to evidence-based policymaking for gender equality.
- x. Forge partnerships with stakeholders to identify research priorities and develop collaborative projects addressing gender-related challenges.
- xi. Integrate gender perspectives into consultancy projects to meet diverse client needs and priorities.
- xii. Foster an inclusive research environment valuing diversity and equal opportunities for all researchers.
- xiii. Monitor and evaluate the impact of gender-responsive research activities, identifying areas for improvement.
- xiv. Recognize and reward excellence in gender-responsive research to incentivize prioritizing gender equality and social inclusion.

2.10 Gender-Based Violence/Sexual Harassment

2.10.1 Objective of the Guideline

Promote a safe, inclusive teaching environment with zero tolerance for gender-based violence and sexual harassment, through prevention, support services, and fostering respect, dignity, and equality for all.

2.10.2 Strategies:

- i. Implement policy and regulations on GBV & SH.
- ii. Create awareness on GBV & SH and encourage reporting and utilization of response mechanisms.
- iii. Develop and enforce the University's By-Laws aimed at protecting staff and students from GBV & SH.
- iv. Maintain zero tolerance of any GBV & SH acts conducted to any member of the University.
- v. Establish a counselling and guidance desk to support individuals experiencing GBV & SH.
- vi. Conduct operations research with a view to informing anti-GBV & SH interventions at the University.

2.11 Gender and Special Needs Responsiveness

2.11.1 Objective of the Guideline

Promote inclusive education by addressing challenges at the intersection of gender and disability, ensuring all community members receive necessary support for academic and professional success.

2.11.2 Strategies:

- i. Establish a comprehensive database of staff and students with disabilities or impairments affecting their work or learning.
- ii. Modify building entrances to accommodate the needs of individuals with physical disabilities or mobility challenges.
- iii. Install accessible toilet infrastructure in buildings lacking such facilities to support staff and students with physical disabilities or mobility impairments.
- iv. Provide assistive devices to support students with hearing, visual, and physical disabilities.
- v. Implement affirmative action measures in recruitment, job retention, and advancement opportunities for both prospective and current staff with disabilities.
- vi. Make reasonable adjustments in teaching and assessment methods to accommodate students with disabilities or impairments, such as providing additional consultation time or offering paper-based examinations.

- vii. Develop and implement inclusive policies and practices recognizing and addressing the diverse needs of individuals at the intersection of gender and disability, ensuring equal access and participation in university life.
- viii. Conduct thorough assessments of existing infrastructure to identify and address accessibility barriers for individuals with disabilities, prioritizing modifications to ensure universal access across campus.
- ix. Provide specialized support services and resources, including assistive technologies and individualized accommodations, to facilitate the full participation of students and staff with disabilities in academic and professional activities.
- x. Collaborate with disability advocacy organizations and stakeholders to raise awareness and promote inclusion and respect for individuals at the intersection of gender and disability within the university community.
- xi. Offer training programs on disability awareness and inclusive teaching practices for faculty, staff, and students to create supportive learning environments.
- xii. Establish a dedicated support center for students and staff with disabilities, offering centralized resources and assistance for their transition to university life and ongoing access to necessary accommodations.
- xiii. Implement inclusive curriculum design and teaching methods that embrace diverse perspectives and learning styles, recognizing the contributions of individuals with disabilities to academic and professional fields.
- xiv. Advocate for policy changes and institutional reforms supporting equal opportunities and access to education and employment for individuals at the intersection of gender and disability.
- xv. Foster partnerships with external organizations and stakeholders to share best practices and resources, collaborating on initiatives to advance the inclusion and empowerment of individuals with disabilities.
- xvi. Conduct regular evaluations of initiatives promoting gender and special needs responsiveness, soliciting feedback to address emerging challenges and opportunities for promoting inclusive education and support services for all community members.

CHAPTER THREE: IMPLEMENTATION OF THE GUIDELINE

3.1 Administrative Structure and Implementation

The effective implementation of this guideline necessitates a well-coordinated and structured framework to ensure the attainment of all outlined goals, objectives, and strategies. This implementation structure will be overseen by key stakeholders including the University Council, the Vice Chancellor, the Deputy Vice Chancellor for Planning, Finance, and Administration (DVC-PFA), the Gender Program Unit Coordinator, and the Gender Program Committee (GPC).

Central to the implementation efforts will be the Gender Program Unit (GPU), which will serve as the primary coordinator for executing this guideline. Comprising the Gender Program Unit Coordinator and the Gender Program Committee, this unit will be responsible for driving the implementation process. The Gender Program Coordinator, appointed by the Vice Chancellor for a three-year term, will report to the Deputy Vice Chancellor for Planning, Finance, and Administration (DVC-PFA). Additionally, the GPC representative, appointed by the DVC-PFA, will serve a three-year term to contribute to the unit's initiatives.

The GPC will serve in an advisory capacity and offer technical assistance in the implementation of this policy. Comprising a total of 19 members, it will include the Head of the Gender Program Unit (GPU) and 17 representatives from various SUA units responsible for core areas addressed in this policy. These representatives will be drawn from:

- GPU Coordinator - the chairperson
- Gender desk coordinator,
- Eight (8) academic unit representative from:
 - College of Agriculture,
 - College of Economics and Business Studies,
 - College of Forestry Wildlife and Tourism,
 - College of Natural and Applied Sciences,
 - College of Social Sciences and Humanities,
 - College of Veterinary Medicine and Biomedical Sciences,
 - School of Education, and
 - School of Engineering and Technology.
- Five (5) administrative unit members from:

- Directorate of Undergraduate Education (*Admission and Enrolment of Students*),
 - Directorate of Quality Assurance (*Curriculum design and implementation, assessment system*),
 - Students' Welfare and Administration (*Learning and social welfare*),
 - Directorate of Postgraduate Studies, Research, Technology Transfer and Consultancy (*Research, Innovation and Consultancy*),
 - Directorate for Information and Communication Technology (DICT),
 - Directorate of Planning and Development and
 - Directorate of Human Resource Management and Administration (*Working Environment, Staff Recruitment, Development and Promotion, HIV and AIDS*).
- Two (2) students' representatives from SUASO.

3.2 Reporting System

The GPU shall submit reports of guideline implementation quarterly to the DVC-PFA who will review and give directives for improvement of gender responsiveness and present a summary of achievements and challenges to the University Council.

3.3 Roles and Responsibilities

3.3.1. University Council

The University Council will deliberate on, approve, and issue directives regarding the submitted quarterly reports concerning the implementation of this guideline.

3.3.2. The Deputy Vice Chancellor - Planning, Finance, and Administration (DVC-PFA)

The DVC-PFA shall:

- i. Oversee the implementation of this guideline,
- ii. Authorize budgets for implementation of gender-related activities, and
- iii. Report Gender Mainstreaming matters to the University Council.

3.3.3. Gender Program Unit

The Gender Program Unit (GPU) shall:

- i. Raise awareness among staff and students about the importance of gender

responsiveness across all SUA core functions.

- ii. Design and conduct outreach programs aimed at addressing gender disparities.
- iii. Gather data and disseminate information regarding the gender responsiveness of the nine core areas to ensure effective guideline implementation.
- iv. Develop standard operating procedures (SOPs) to guide the implementation of affirmative action initiatives aimed at bridging gender gaps within the 11 core areas covered by this guideline.
- v. Facilitate connections and partnerships between SUA and other stakeholders involved in promoting gender equity within higher education institutions.
- vi. Mobilize resources, both internal and external, to support the implementation of this guideline.

3.3.4. Gender Program Committee (GPC)

The Gender Program Committee shall:

- i. Review the quarterly progress reports prepared by the GPU before submission to the DVC-PFA, offering guidance and recommendations as necessary.
- ii. Discuss and propose standard operating procedures (SOPs) to guide the implementation of affirmative action measures aimed at bridging gender gaps within the nine core areas addressed by this policy.
- iii. Provide guidance to the GPU on effective strategies for promoting gender responsiveness within the nine core areas outlined in this guideline.

CHAPTER FOUR: MONITORING AND EVALUATION FRAMEWORK

4.1 Monitoring and Evaluation

Effective monitoring is crucial for the successful implementation of this guideline. The GPU will provide quarterly progress reports, summarizing the progress in the 11 core areas of gender responsiveness outlined in this guideline. These reports will be distributed to all SUA units involved in promoting gender responsiveness, facilitating data collection, analysis, and utilization for policy implementation.

Periodic evaluations of policy implementation will be conducted to enhance planning, improve strategies, and assess impact. Gender-responsive monitoring and evaluation mechanisms will be established, including the identification of relevant indicators and targets. At the end of the three-year implementation period, a comprehensive outcome assessment will be conducted to gauge the achievement of policy objectives.

4.2 Monitoring and Evaluation Mechanisms

SUA Gender Program Unit (GPU) shall be responsible for the following:

- i). Develop the key performance indicators (KPIs) to measure progress towards achieving the goals of the guidelines.
- ii). Prepare tools for data collection and analysis to monitor the implementation of the guidelines.
- iii). Review the guidelines to assess their effectiveness and identify gaps or areas that need improvement.
- iv). Establish feedback mechanisms on the implementation of the guidelines.
- v). Prepare and submit quarterly and annual progress reports to SUA authorities.
- vi). Manage the budget for gender mainstreaming activities.

4.3 Review and Amendments

The guideline shall be reviewed after every five years to take into account lessons learnt and new developments.

4.4 Guideline Status

This document represents a new guideline for the University.

4.5 Key Stakeholders

Key stakeholders for this guideline include the following:

- i. University Management
- ii. Teaching, research, and support staff (temporary and permanent) are involved in the core functions of the University.
- iii. Students registered at Sokoine University of Agriculture
- iv. Researchers focus on agriculture and allied sciences.
- v. Government ministries and departments
- vi. Partners and collaborators of Sokoine University of Agriculture
- vii. Tanzanian community

4.6 Approval and Endorsement

This guideline will be approved and endorsed by the University Council.

4.7 Next Review

Should any statement within the guideline become outdated or necessitate modification due to changes in the University environment or other reasons, such adjustments may be made and approved by the SUA Council. Additionally, the entire document will undergo review every three years.

4.8 Guideline Custodian

The Gender Program Unit will serve as the custodian of this guideline.

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SUA Gender Policy (2012).

APPENDICES

Appendix 1a: Approved SUA Organization Structure.



