

SOKOINE UNIVERSITY OF AGRICULTURE



Gender Policy



June 2012

2nd Edition

FOREWORD

The formulation of the Gender Policy for Sokoine University of Agriculture (SUA) was initiated by the Women Development Support Project (WDSP) under the SUA-NORAD Frame Agreement. The initiative aimed at institutionalizing efforts to address gender issues that were evident at SUA and the country at large. Consequently, the Women Development Support Committee (WDSC), which was responsible for coordinating implementation of the WDSP, organized a Gender Policy Formulation Workshop in May 1999. The workshop drew participants from all relevant sections of the University, including academic and administrative staff as well as undergraduate and postgraduate students. The workshop report was subsequently developed into a Gender Policy in 2002 after approval by relevant University organs. The policy was officially inaugurated in 2003 by the then Minister of Community Development, Women and Children, Dr. Asha-Rose Migiro.

Since its inauguration, the policy has enabled SUA to make several achievements in terms of raising gender awareness; increasing enrollment of female students; increasing gender balance in employment; and mainstreaming gender into university activities, to mention a few. However, from that time new developments and structural changes that have impact on gender have occurred within SUA, nationally and internationally. The SUA Corporate Strategic Plan (Phase II) 2011 - 2020 (SCSP) and the University Charter (2007) are among the new key developments that have emerged at SUA. Nationally, a number of development policies and strategies have been formulated. These include the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA) (2005 – 2010; 2010 -2015), Universities Act (2005) and the National Population Policy (2006). Internationally, the Millennium Development Goals (MDGs) (2001) came up with new targets on gender. In addition, some gaps have been noted in the course of implementing the Gender Policy. The previous version of the policy missed harassment issues, the rationale as well as monitoring and evaluation (M&E). The policy also had incomplete definitions of key concepts and its implementation framework was inadequate. In view of this, the previous policy has been revised in order to capture the new issues at all levels and fill the identified gaps.

The revised gender policy aims at strengthening SUA's institutional capacity to effectively fulfill its vision and mission in training, research, extension, outreach, consultancy and community service with a gender perspective. Achieving the objectives of this policy is the responsibility of all actors at various levels in our institution. It is therefore my expectation that, with full support and participation of all actors at SUA, the implementation of this policy will be a success.

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ABBREVIATIONS

AU	African Union
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
CoD	Committee of Deans and Directors
FPDC	Finance, Planning and Development Committee
GAD	Gender and Development
GPIC	Gender Policy Implementation Committee
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ILO	International Labour Organization
M&E	Monitoring and Evaluation
MCDGC	Ministry of Community Development, Gender and Children
MCDW&C	Ministry of Community Development, Women Affairs and Children
MDGs	Millennium Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini
MUCCoBS	Moshi University College of Cooperatives and Business Studies
NORAD	Norwegian Agency for Development Co-operation
NSGRP	National Strategy for Growth and Reduction of Poverty
SADC	Southern Africa Development Community
SCSP	SUA Corporate Strategic Plan
SNAL	Sokoine National Agricultural Library
SUA	Sokoine University of Agriculture
SUASA	Sokoine University of Agriculture Academic Staff Association
SUASO	Sokoine University of Agriculture Student Organization
UNDP	United Nations Development Programme
URT	United Republic of Tanzania
WDSC	Women Development Support Committee
WDSP	Women Development Support Project

CHAPTER ONE

1.0 BACKGROUND

Gender addresses socio-cultural dimensions of differences between men and women in all categories, providing a dynamic picture of society in which men and women interact in the development process. Gender categories include children, youth, people with special needs, elderly, vulnerable and disadvantage groups. Often, masculine and feminine qualities have been connected to roles, tasks, positions and professions in individuals. While there are significant particularities across societies, generally women are disadvantaged in many life aspects. This has profound implications on how men and women participate in development activities. Due to inequality between men and women as manifested in education, labour markets, decision-making bodies, political structures and households; it has become necessary to develop conventions and other forums that address these imbalances.

At the international front, the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) was ratified in 1979. CEDAW is the basis for many other efforts to foster equality between men and women by promoting and supporting gender mainstreaming. Other international efforts include:

- The Nairobi Forward Looking Strategies (1985).
- The Beijing Declaration and the Platform of Action (1995).
- Gender Development Declaration of the Southern African Development Community (1997).

Tanzania has since independence been in the forefront to promote equity and equality for its citizens, both men and women. These rights are enshrined in the constitution of 1977 as amended in 1984 and 2000, which assures equality, respect, justice and freedom for all people irrespective of sex, color or race. The Father of the Nation, *Mwalimu* J. K. Nyerere once said:

Tanzania could not talk of development and be proud of achievements attained in socio-economic field without a mention of women because they are a major force in the country's economic development effort (Nyerere, 1981).

Tanzania is a signatory of various international conventions. In view of this, the government has made many efforts, endorsed and adopted the implementation of

various strategies and plans of actions related to gender. Efforts to promote gender equity and equality in Tanzania include the following:

- The Arusha Declaration (1967) emphasized the elimination of exploitation of one person by another and advocated democracy and equality between the sexes.
- The Villagization Policy (1975) attempted to give equal say and access, for men and women, to resources and decision making institutions within villages and other bodies in local communities.
- The Musoma Resolution (1975) exempted girls graduating from high school from attending two years of community service before joining the university, to give them a head start compared to their male colleagues, in order to compensate for many years of being disadvantaged.
- Universal Primary Education (1977) required parents to send all school-aged children to school.

In order to address gender issues properly, Tanzania has set a specific ministry, the Ministry of Community Development, Gender and Children (MCDGC). The ministry takes the lead to coordinate issues and programmes that involve gender. Consistent with this, the Women and Development Policy was formulated in 1992. This has since, been replaced by National Gender Policy (2000). The policy directs formation of Gender Focal Points within the government structure at all levels (central and local government and institutions). This is the basis for establishing the SUA Gender Policy.

1.1 AN OVERVIEW OF SOKOINE UNIVERSITY OF AGRICULTURE

1.1.1 Establishment of the University

Sokoine University of Agriculture (SUA) was initially established by Act No.6 of 1984 (later amended by Act No. 14 of 1984) by elevating the former Faculty of Agriculture, Forestry and Veterinary Science, of the University of Dar es Salaam to a fully fledged University of Agriculture. Following the enactment of the Universities Act in 2005, SUA was granted its Charter on 5th March 2007 although this came into force retrospectively from 31st December 2006.

Currently, the University has four campuses and one constituent college. The campuses are the Main Campus and Solomon Mahlangu Campus, both in Morogoro Region while Mazumbai and Olmotonyi are in Tanga and Arusha Regions respectively. The latter two are mainly used for practical training. The Moshi University College of Cooperatives and

Business Studies (MUCCoBS) is located in Kilimanjaro Region. The University has four faculties, two institutes, three centers, two directorates and a library. The library is also a National Agricultural Library as well as a Legal Depository¹.

1.1.2 Vision and Mission of the University

The Vision of the University is to become a centre of excellence in agriculture and allied sciences.

The Mission of the University is to promote development through training, research, and delivery of services.

1.1.3 Gender situational analysis

As an institution of higher learning, SUA has always endeavored to promote gender equity and equality through its various programmes. SUA has taken a number of initiatives and measures aimed at improving gender balance at the university and the country at large. These include:

- Establishment of SUA Women Development Support Project
- Gender capacity development for SUA staff
- Introduction of Pre-entry Science Programme for female students
- Sensitizing girls to join SUA degree programmes
- Sensitizing secondary school girls to opt for natural science subjects
- Sensitization workshop on gender issues to secondary school teachers
- Mainstreaming gender in training, research, extension and outreach activities
- Gender sensitization workshops/seminars for SUA community
- Introduction of undergraduate and postgraduate full courses on gender
- Gender considerations in terms of students' welfare e.g. accommodation

While such efforts are commendable, gender balance has not been fully attained at SUA. There are several gender issues to be addressed with respect to human resource development (academic and administrative) and students' enrollment.

¹ A library to which there is a legal requirement for depositing a copy of every book printed in the United Republic of Tanzania.

(a) Academic Staff

The target set under the Beijing Platform of Action was to attain at least 30% women at various levels by the year 2005. The proportion of female staff at SUA has been slowly improving. For example the proportion of female academic staff increased from 16% in 2005 to 19.6% in 2010. The low proportion of female academic staff at SUA has been perpetuated by three main factors:

- Initially, recruitment of female academic staff was very slow. While the first batch of female academic staff was recruited in 1975, the next joined five years later. It took more than 25 years (1975 – 2001) for the proportion to double from 5% to 10%.
- The pool of qualified females in the country is small. This is due to low levels of enrollment and retention of girls at all educational levels.
- Generally, there has been a tendency for girls to shy away from natural sciences at secondary and tertiary levels.

In terms of participation in the university decision-making bodies, female academic staff have been underrepresented. For example by 2010/11, only about 22% of female academic staff were members of faculty/institutes boards/Senate/Council.

(b) Administrative Staff

At SUA, very few women occupy senior positions in accountancy, administration or technical fields. By 2010, SUA had a total of 865 administrative staff, of which 35.5% were females. This is an increase of about 4.5% since 2005. However, most females are concentrated in low cadre jobs. Majority of them are either certificate holders or primary school leavers. In terms of participation in their decision-making bodies, female administrative staff appears to be relatively better represented. Females formed one third of all administrative staff yet they are underrepresented in the university wide decision making bodies.

(c) Students' enrollment

The proportion of female students who are registered at institutions of higher learning in Tanzania is still low, being only 28% in 2009/10 for all institutions on average. Nevertheless, the enrollment of female students at SUA has been increasing steadily even though it is lower than that of male students. Female enrollment in undergraduate programmes increased from 24% in 2001/02 to 31% in 2011/12 academic year.

Female postgraduate students constituted 28.8% of all postgraduate students in 2011/12 academic year.

Although there has been a gradual increase in female students' enrolment at SUA, the overall proportion is still undesirably low. This is attributed to several factors, including:

- Majority of female students in secondary schools shy away from natural science subjects. At the same time, most programmes offered at SUA are natural science-based.
- A career in agricultural sciences and related fields has been regarded as not attractive to women.
- The pool of females from secondary schools with relevant qualifications is very small.
- There is inadequate number of role models in the field of agricultural sciences whose accomplishments can be admired by girls and young women, and entice them to emulate.
- Stereotyping within some curricula as well as teaching materials at all levels in the educational systems has also been identified as a limit to the participation of women.
- Limited publicity of programmes offered at SUA.

CHAPTER TWO

2.0 RATIONALE

While the progress that has been made towards increasing the proportion of female and male within the staff and student body at SUA is commendable, gender issues are still prevalent as previously noted. Furthermore, gender issues are not only a concern of SUA, but also at national and international levels.

Articles 9, 21, and 22 of the United Republic of Tanzania (URT) constitution provide respectively, respect of human rights, the right to participate in governance and equal opportunities for both men and women. The constitution establishes affirmative principle as a temporary measure to rectify the historical gender imbalances. In addition to the constitution, the Tanzania's National Development Vision 2025 (1999) aims at attaining human development in order to reduce poverty, inequality and all forms of socio-political exclusion. Similarly, NSGRP/MKUKUTA (2005) considers gender as a crosscutting issue. This is well addressed in Cluster No II "Improving the Quality of Life and Social Well-being" of men and women in the society. The National Gender Policy (2000) calls for public institutions to rectify the historical gender imbalance as well as mainstreaming gender issues in all development plans. The Higher Education Policy (1999) underscores the need for gender equity and equality for both men and women. Furthermore, the Universities Act (2005) provides for gender balance, equity and equality, as one of the functions of the universities.

Internationally, Tanzania is a signatory to various human rights instruments, which adhere to equity policies and non-discriminatory practices. Various International Labor Organization (ILO) instruments, which the country is a part to, demand protection of women against discrimination in employment. The ILO 111 Convention (1958) calls upon member states to pursue policies designed to promote equal opportunity and treatment in respect to employment and occupation in order to eliminate any kind of discrimination. The Universal Declaration of Human Rights and the Bill of Rights bind Tanzania morally to ban discrimination of all forms. The CEDAW (1979) binds the Tanzanian government legally to ban discrimination and promote as well as empower women in all spheres. The Beijing Platform of Action (1995) identified 12 critical areas of concern of which Tanzania prioritized four main areas as a commitment. These include enhancement of women's legal capacity, economic empowerment of women, political empowerment of women and improvement of women's access to education

and training. Goal No. 3 Target 4 of the MDGs (2001) calls for elimination of gender disparity in all levels of education no later than 2015. Furthermore, regional instruments such as Gender Development Declarations of SADC (1997) bind Tanzania to have an affirmative action to promote females' participation in politics. The Declaration set a 33% benchmark as a minimum percentage for females' participation in decision-making process while, the AU set a benchmark of 50%.

Therefore, SUA has the role and mandate to establish and implement a gender policy that would be consonant with the international, regional and national instruments. Such a policy would promote gender equity, equality and empowerment within the University in particular and Tanzania in general. The SUA Gender Policy therefore, serves as a guide to the University on all matters pertaining to gender and form the basis for the strategies to achieve gender balance.

CHAPTER THREE

3.0 VISION, MISSION, GOAL AND OBJECTIVES

3.1 VISION

SUA become a gender balanced community

3.2 MISSION

To promote gender balance in training, research and delivery of community services

3.3 GOAL

To strengthen SUA's institutional capacity to effectively undertake its role in training, research, extension, outreach and community services with a gender perspective.

3.4 OBJECTIVES

In order to achieve the goal, which embodies the vision and mission of the Gender Policy, SUA will pursue the following objectives.

3.4.1 Training

- i. To increase the enrollment of female students in all training programmes.
- ii. To develop the capacity of female academic and administrative staff.
- iii. To mainstream gender into the University curricula.
- iv. To expand networking with gender-related professional groups.

3.4.2 Research, Extension and Outreach

- i. To mainstream gender in research, extension and outreach activities.
- ii. To establish easily retrievable gender disaggregated data.
- iii. To design and disseminate gender sensitive technologies and extension materials.
- iv. To design and conduct gender sensitive outreach programmes.

3.4.3 Community Services

- i. To mainstream gender in consultancy, public and private sector services.
- ii. To transform values and attitudes that hinder gender equity and equality in the community.

3.4.4 Institutional Development and Supporting Infrastructure

- i. To mainstream gender in planning and infrastructure development.
- ii. To increase the representation of females in decision-making bodies.

- iii. To mobilize resources for gender equity and equality.
- iv. To promote gender equity, equality and empowerment at all levels.
- v. To prevent all forms of harassment at all levels.
- vi. To institutionalize M & E system across the entire policy

CHAPTER FOUR

4.0 POLICY STATEMENTS AND STRATEGIES

This chapter provides policy statements and strategies earmarked for effective implementation of policy objectives.

4.1 Training

4.1.1 Policy Statements

SUA shall endeavour to:

- i. Increase the enrollment of female students in all training programmes.
- ii. Develop the capacity of female academic and administrative staff.
- iii. Mainstream gender into SUA's curricula.
- iv. Promote networking to gender-related professional groups among staff and students.

4.1.2 Strategies

- i. Encourage female students in secondary schools to opt for natural science subjects.
- ii. Promote and enhance the enrollment of female students at SUA.
- iii. Promote capacity development for female academic and administrative staff.
- iv. Promote gender mainstreaming into SUA curricula.
- v. Encourage staff and students to network to gender-related professional groups.
- vi. Establish training programmes on gender issues

4.2 Research and Extension/Outreach

4.2.1 Policy Statements

SUA shall endeavour to:

- i. Mainstream gender in research, extension and outreach activities
- ii. Establish easily retrievable gender disaggregated data.
- iii. Design and disseminate gender sensitive technologies and extension materials.
- iv. Design and conduct gender sensitive outreach programmes.

4.2.2 Strategies

- i. Promote gender mainstreaming in research, extension and outreach activities
- ii. Encourage men and women to participate in multidisciplinary research and extension.
- iii. Promote generation and dissemination of gender disaggregated data.
- iv. Promote gender sensitive outreach programmes.

4.3 Community Services

4.3.1 Policy Statements

SUA shall endeavour to:

- i. Mainstream gender in consultancy and outreach activities.
- ii. Transform values and attitudes that hinder gender equity and equality.

4.3.2 Strategies

- i. Promote gender mainstreaming in consultancy
- ii. Promote change in values and attitudes that hinder gender equity and equality.

4.4 Institutional Development and Supporting Infrastructure

4.4.1 Policy Statements

SUA shall endeavour to:

- i. Mainstream gender in planning and infrastructure development.
- ii. Mobilize resources for gender equity and equality.
- iii. Promote gender equity, equality and empowerment at all levels.
- iv. Discourage all forms of harassment at all levels.
- v. Increase the representation of women in decision-making bodies.
- vi. Institutionalize M & E system across the entire policy

4.4.2 Strategies

- i. Encourage mainstreaming of gender issues in planning and infrastructure development
- ii. Promote recruitment and retention of female staff at SUA.
- iii. Encourage re-design and use of gender sensitive infrastructure.
- iv. Formulate mechanisms that discourage all forms of harassment.

- v. Encourage mobilization of resources to address gender equity and equality
- vi. Create awareness and develop capacity for gender equity, equality and empowerment.
- vii. Increase participation of women in decision-making.
- viii. Institutionalize M & E system across the entire policy

CHAPTER FIVE

5.0 IMPLEMENTATION FRAMEWORK

5.1 Organization and Mandate

The implementation of this Gender Policy shall be institutionalized within the organization structure of SUA. The policy shall be coordinated by the Gender Policy Implementation Committee (GPIC). GPIC shall be chaired by the Deputy Vice Chancellor (Administration and Finance) who shall be assisted by the GPIC Coordinator. The Coordinator shall be appointed by the Chairperson amongst members representing Faculties, Institutes, Centres, Directorates, and SUASO. GPIC shall report administrative matters to the University Finance, Planning and Development Committee and Academic matters to the Senate through the Committee of Deans and Directors (CoD) for onward transmission to the University Council.

5.1.1 Roles of GPIC

The GPIC will have the following mandate:

- i. To take a lead in coordination and implementation of the Gender Policy.
- ii. To coordinate, monitor and evaluate all gender related activities within the University.
- iii. To advice and assist relevant departments/units within SUA on gender related issues.
- iv. To take an active role in addressing gender issues affecting the SUA community.
- v. To review the Gender Policy from time to time when necessary.
- vi. To translate the Gender Policy into implementable programmes.
- vii. To establish networks with other organizations working on gender related issues.
- viii. To mobilize resources for the implementation of the Gender Policy.
- ix. To establish and maintain a Gender Resource Centre at SUA.
- x. To plan and prepare gender related activities for community sensitization.

5.1.2 Roles of Committee of Deans and Directors

- i. To receive, discuss and endorse revised Gender Policy
- ii. To receive and advice GPIC work plans

5.1.3 Roles of Finance, Planning and Development Committee

- i. To receive and approve work plans and budgets of the GPIC
- ii. To allocate financial resources for the implementation of the Gender Policy
- iii. To receive and approve financial progress reports

5.1.4 Roles of the University Senate

- i. To ensure that gender issues are mainstreamed at all levels within the University's academic programmes.
- ii. To ensure that the Policy continues to be articulate and dynamic.
- iii. To approve mechanisms that prevents all forms of harassment.

5.1.5 Roles of the University Council

- i. To approve revised SUA Gender Policy.
- ii. To approve short, medium and long term implementation programmes.

CHAPTER SIX

6.0 COORDINATION, MONITORING AND EVALUATION

6.1 Coordination

The implementation of this Gender Policy and the attainment of the vision, mission, goal, objectives and strategies stipulated in it will depend greatly on a well-defined and effective coordination mechanism. At the institutional level, the CoD and University Finance, Planning and Development Committee (FPDC) will be responsible for overseeing the efficient implementation of the policy. GPIC, which is the coordinating body, will play a major role in the implementation of the Policy and the coordination of gender issues at SUA. To ensure effective coordination of policy activities, GPIC shall provide quarterly implementation reports of their activities to FPDC through CoD.

6.2 Monitoring and Evaluation (M & E)

Successful implementation of the Policy will largely depend upon effective Monitoring and Evaluation (M&E) mechanism. These tools are necessary means for assessing the implementation of strategies and achievements of policy goals and objectives. The University through GPIC will support M & E exercises. The GPIC will work together with other actors in the M & E of policy activities in their respective areas. In consultation with the implementing actors, GPIC will develop guidelines and indicators to be used for M & E of the policy and related programmes. In addition, all actors involved in the implementation of the policy will be responsible for M&E of policy activities falling within their jurisdiction.

The M & E mechanisms will focus on the analysis of the policy progress in the attainment of qualitative and quantitative objectives. M & E reports will be produced and disseminated in order to allow stakeholders at all levels to share views on the progress of the policy. In addition, M & E results will be used to review strategies and programmes and where necessary to make adjustments for the purpose of improving performance and achieving the intended results.

DEFINITIONS OF KEY CONCEPTS

Affirmative action: Actions that are engaged to give preference in order to enable disadvantaged groups get better access to recruitment, promotions, contracts or employment positions. It is a positive discrimination, a deliberate action to redress past and present inequalities on the basis of sex and disability in order to provide equal opportunities to everybody.

Disaggregated data: Data that are 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 such factors 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 inequality and comprises actions that may help overcome obstacles to equality.

Gender: Gender refers to the comparative or differential roles, responsibilities and opportunities for men and women in all social groups in a given society. Social groups (gender categories) include youth, elderly, people living with disabilities/special needs, children and other disadvantaged groups.

Gender mainstreaming: Is a means, process, or strategy for achieving gender equity or equality. It is the incorporation of gender perspectives/dimension into all activities, processes, policies, and laws, regulations etc. In this way gender becomes an integral partaker of action than add-on.

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 analysis: Gender analysis is the practice of examining special process, which determines the division of labour and roles between men and women, as well as their differentiated access to or control of factors of production, services and resources.

Gender awareness: The knowledge and appreciation of social and cultural differences between men and women and that men's and women's need, expectations and their overall situation of inequality is determined by their gender relations and is changeable.

Gender equity: Refers to fairness and justice in women's and men's access to socio-economic resources, benefits and responsibilities in all spheres of life. Achieving equity could be one way of achieving equality.

Gender equality: It is an equal sharing of power between female and male members of a community/society in regard to their access to factors of production, access to services and or control over the same. It refers to norms, values, attitudes and perceptions required in attaining equal status between men and women without neutralizing the biological differences between men and women.

Gender balance: The goal of acquiring equal number or proportions of female or male staff, students or other actors in a place of work, learning or other social engagement. It is the equal and active participation of men and women within an activity or an organization.

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

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 equality.

Gender stereotyping: It is the act of assigning roles, tasks and responsibilities to a particular sex on the bias of preconceived prejudices.

Harassment: Refers to unwelcome advances, requests for favours, or other conduct by way of words, acts, or comments that would embarrass, humiliate, intimidate, demean or compromise a reasonable person at whom such advances requests or conduct were directed.

Sex: It is a genetically determined by characteristics of being either female or male. Sex is the biological differences between men and women, which are universal, obvious and generally permanent. Sex describes the biological, physical and generic composition with which we are born.

Sexual harassment: The imposition of sexual advances in the context of a relationship of unequal power.