MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES

GENDER MAINSTREAMING POLICY

2023

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ABBREVIATIONS AND ACRONYMS

DVC   Deputy Vice Chancellor

GBV   Gender-Based Violence

GM   Gender Mainstreaming

GMP   Gender Mainstreaming Policy

MUHAS   Muhimbili University of Health and Allied Sciences

PI   Principal Investigators

SH   Sexual Harassment

VC   Vice Chancellor

DEFINITION OF KEY TERMS

Academic Staff

Academic Staff are professors, lecturers, tutorial assistants, and research fellows who are employed by the University, whether on full time or part time, permanent or temporary, as defined in MUHAS Charter 2007.

Administrative Staff

Administrative Staff are persons who are employed by the University and are determined by the University Council to be members of Administrative Staff as defined 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 so as to uplift the disadvantaged sex.

Gender Balance

It is a situation whereby male and female members of an organization or community are given an equal opportunity to enjoy the resources, responsibilities as well as participating in planning and decision-making.

Gender-Based Violence

It is an act of hostility that results in, or is likely to lead to, cruelty resulting in physical, sexual or psychological harm or suffering to women, girls, boys and men on the basis of one's gender.

Gender Disparities

These are differences in outcomes between different gender groups.

Gender Equality

It refers to a situation in which men and women enjoy equal rights, opportunities, privileges and resources in organization/community.

Gender Equity

It is a quantitative measure referring to a process in which both men and women access organization's resources, opportunities, benefits and obligations with a view to gender equality.

Gender Gaps

These occur when there is a discriminative action in resource, roles, activities allocation and, decision making between male and female gender.

Gender Mainstreaming

This is a process which recognizes and addresses gender gaps in an organization and ensures that gender needs are incorporated in the organization's operations, processes and systems. The process requires strategies that integrate gender concerns into organization's objectives.

Gender Needs

These are specific necessities for men and women based on their condition or position in a society. There are two types of gender needs: practical and strategic gender needs. Practical gender needs are those necessities that emanate from biological state of a human being while strategic gender needs are those related to one's position in a society derived from existing unequal relations of production and distribution.

Gender Parity

It refers to a numerical concept referring to an equal number of girls and women as well as boys and men by relating to their respective numbers in a population.

Gender Sensitization

This is a process of making individuals, society/organization to recognize that socio-cultural relationships between men and women in society are socially constructed for the benefit of the dominating groups.

Policy

It refers to a broad statement of intent by an authoritative organ or an organization for the purpose of guiding its operations towards the attainment of

predetermined objectives. It is a guiding principle designed to influence decisions and actions for the effective implementation. The principle must be supported by the appropriate structures, processes, and procedures.

Sex-Dis aggregated Data

This refers to the collected, analysed and presented quantitative data, basing on male and female criteria.

Sexual Harassment

This refers to the unwelcome behaviour and inappropriate sexual remarks or physical advances in a workplace or other professional or social situations against a person as a result of feeling sexual intimidated and offended.

CHAPTER ONE: CONTEXT AND PURPOSE

1.1. INTRODUCTION

1.1.1. Gender Mainstreaming Concept

Gender mainstreaming (GM) refers to the process of assessing the implications for women and men of any planned action, including legislation, policies, or programmes in all areas and at all levels.

Women and men in higher learning institutions have different needs and circumstances, unequal access to resources, and power – which results into gender gaps in students' enrolments, managerial positions, and attainment of higher ranks in academic, administrative and technical cadres.

Therefore, GM in this context is a strategy for making the concerns and experiences of women and men an essential part of the University planning, strategies, and fulfilment of core functions of training, research and consultancy so that both benefit equitably, and inequities are not perpetuated. Thus, GM is a public policy concept which responds to the fact that the ultimate goal of mainstreaming is to achieve gender equality and equity at the University.

1.1.2. Legal and Policy Framework

Commitment of Tanzania towards realization of gender equality is supported by National laws and policies. Tanzania has also ratified several Conventions dealing with gender issues of gender, and the overall social and economic development of the country. For instance, the Constitution of the United Republic of Tanzania (1977)-provides for equal treatment of both men and women, the Higher Education Policy (1999) and the National Gender Policy (2000)- provides for formation of Gender Focal Points within government structure at all levels and the MUHAS Charter (2007) specifically requires that equity measures be implemented to achieve gender equality in all University operations.

1.1.3. **Situational Analysis**

1.1.3.1. MUHAS Gender Policy of 2013

The First edition of MUHAS Gender Policy was developed and put into operation in the year 2013 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 in order 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 2013 MUHAS 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

Gender equity in higher education is more than placing women on equal equilibrium with men; it is eliminating barriers to participation and stereotypes that limit the opportunities and choices of both genders. Gender equity is about enriching classrooms, widening opportunities, and expanding choices for all students (Bailey 1996). Since the independence (1961), the government of

Tanzania has put in place a sector-wide approach to education and the Education Sector Development Programme to reduce gender disparity in the education sector and to improve the quality of education. The international and regional agreements related to women's rights have developed several national policies that ban discrimination on any and all grounds. On another hand the National Education and Training Policy of 2002, National Education Act of 1978 and the National Higher Education Policy of 1999 provides guidelines for achieving gender equity and equality in the various levels of education (Onsongo 2009).

Gender inequality in Tanzanian higher learning institution starts during the transition from primary to secondary schools. Although the government has achieved gender parity in primary and secondary school enrolments, girls' performance in the primary school leaving examination results remains lower than boys' and gender differentials in enrolment widen in higher secondary and in tertiary levels of education.

1.1.3.3. Students' enrolment at MUHAS

MUHAS has set intentional mechanisms to ensure it increases the proportion of female students in both undergraduate and postgraduate programs. However, for the past five years, 2018 to 2022 MUHAS female students' enrolment rate has not reached the targeted proportion set in 2013 Gender policy objective of 50%. In 2019, lowest proportion was recorded, where only 21.9% females of the 806 students were enrolled whereas the highest proportion ever reached was in 2022 at 31.3% (835) for undergraduate and 41.2% (840) for postgraduates . Activities like health sciences program sensitization seminars to secondary school female students and students' selection prioritization strategies can explain for the recent positive changes in female enrolment.

1.1.3.4. Human Resource Establishment at MUHAS

Human resource is an important aspect towards achievement of the Institutional goals. MUHAS, like other institutions, has continued bridging gender gaps in

recruitment, development, promotion, and retention various staff cadres. The University has a total of 744 staff, of whom 421 are male and 323 are female. Among female staff there are 169/429 Academic staff and 161 Administrative and 91 Technical staff. Among the academic staff the university has 02/12 Professors, 10/40 Associate Professors, 28/67 Senior Lectures, 37/? Lecturers, 34/? Assistant Lecturers and 27/? Tutorial Assistants. In the side of administrative staff there are 43/? staff in who are in the grade I level, 37/? grade II, 65/? senior staff and 16/? Principal staff.

1.1.3.5. *Gender-responsive Research and Consultancy*

At MUHAS both male and female academic staff receives equal opportunity on accessing research resources and consultancy opportunities. However, there are gender disparities in research achievement due to limited gender responsive mechanisms to secure and implement research projects. For instance, in 2021/22 the number of sponsored research projects led by female was 20(31.75%) compared to male principal investigators (PIs) 43 (68.25%). The disparities persist even with research grants managed by MUHAS. In response, in 2020 MUHAS developed guidelines for matching mentor-mentee in research and training. The guideline aimed at increasing research output among junior staff. It is not clear how well implementation of the guideline has been gender responsive and whether it has resulted into expected outcomes. Despite limited research leadership among female academicians, "Gender and Health" has not been prioritized among the set research agenda.

1.1.3.6. *Gender based violence and Sexual Harassment in higher learning institutions.*

Gender-based violence (GBV) includes any form of act of hostility that results in physical or psychological harm or suffering directed at an individual based on their gender. Any violence in the learning environment is a severe and complex safety and health matter. Sexual Harassment (SH) is a form of GBV that involves unwanted verbal, non-verbal or physical conduct of a sexual nature that occurs, with the purpose or effect of violating the dignity of a person, in

particular when creating an intimidating, hostile, degrading, humiliating or offensive environment. Although there is insufficient hard data, there is sufficient anecdotal evidence, through media reports, that female universities students in Tanzanian are sexually harassed. MUHAS, like other higher learning institutions, has GBV and SH cases reported happening among its members that affects students and staff. Both GBV and SH disrupts teaching and learning and has an impact on the entire University community.

1.1.3.7. Gender and special needs responsiveness

The intersections of gender and disability/ various forms of impairment (hearing, visual, physical, chronic health challenges) result in multiple, intersecting and aggravated forms of discrimination and human rights violations against women. Although gender responsiveness is important for equitable development of staff and students, those with disability/ impairment need a special attention through the inter-sectional approach. Adapting the University's physical and social environment to the special needs of staff and students with disability/ various forms of impairment contributes to inclusive education.

1.2. Scope of Application

This policy provision shall apply to all MUHAS structures that include central administration (offices of VC and DVCs), schools, directorates, units and departments in all its campus and university colleges.

1.3. Policy Purpose and objectives

1.3.1. *Purpose*

The purpose of this gender mainstreaming policy (GMP) is to promote gender mainstreaming in MUHAS operations by enabling gender responsiveness in all its operations.

1.3.2. *General Objective*

The general objective of the GMP is to establish and implement mechanisms for eliminating all gender disparities at MUHAS in the eleven core areas, namely: Leadership and governance, Institutional policies and development, Admission and Enrolment 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.

1.3.3. **Specific Objectives**

The specific objectives of the MUHAS GMP address the 11 core areas.
Rephrase Research, Consultancy and Innovations.

(i) **Leadership and governance**

Promote gender equity in appointments to Managerial positions at all administrative levels of the University by ensuring at least one third are women.

(ii) **Institutional policies and development processes**

a. Promote gender responsiveness of key policy documents

b. Integrate gender perspectives at all stages of budgeting and planning processes.

(iii) **Admission and Enrolment of Students**

Promote gender equity in admission and enrolment of students.

(iv) **Curriculum design and implementation**

Improve 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 students' assessment system that is free from sexual or gender-based harassment.

(vii) **Staff Recruitment, Development and Promotion**

Promote a gender-responsive staff recruitment, development and promotion System.

(viii) **HIV/AIDS and other Pandemic Diseases**

Promote gender responsiveness in the design and implementation of institutional interventions against HIV/ AIDS and COVID-19.

(ix) **Research, Innovation and Consultancy**

Promote gender-responsive research among staff members and students.

(x) **Gender based violence/sexual harassment**

Promote teaching and learning environment that is free from Gender based violence/sexual harassment.

(xi) **Gender and special needs responsiveness**

Promote inclusive education by applying inter-sectional approach to addressing challenges brought by the intersection between gender and disability/impairment.

1.4. Guiding Principles

This GMP is based on the following guiding principles:

(i) *Gender equality* - defined as equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards - does not often result in equal outcomes for men and women. Being given the same chances in life is not sufficient to bring about true equality. This is because

women and men have different needs and experiences and accommodation should be made for these differences.

(ii)   *Gender equity* – defined as fairness in the way women and men are treated – requires recognition of the fact that women and men have different life experiences and needs that should be taken into consideration in all operations at the University. That is, Women and men should not only be given equal access to resources and equal opportunities, but they should also be given the means of benefiting from this equality.

(iii)   *Gender responsiveness of the curricular* - Given the powerful impact that gender norms, roles and relations have on the health of women and men, it is imperative that curricular be designed and implemented in a manner that enables health trainees to acquire knowledge and skills to address gender-based health inequities in their work after completion of their respective degree programmes.

CHAPTER TWO: POLICY PROVISIONS

2.1. Leadership and governance

2.1.1. Policy Objective

Promote gender equity in appointments to Managerial positions by ensuring at least 50% are women at all administrative levels of the University.

2.1.2. Policy statement:

Progressively attain gender parity for managerial positions at all levels.

2.1.3. Strategies:

   (i)   Apply affirmative action to attain equitable participation in all decision-making organs;

   (ii)   Develop and implement gender-responsive guidelines for appointing leaders at all levels; from the Vice Chancellor to heads of academic/ administrative units.

   (iii) Empower women through leadership programmes to help enhance their leadership competences.

2.2. Institutional policies and development processes

2.2.1. Policy Objective :

Promote gender responsiveness in all key policy documents

2.2.2. *Policy statement 1:*

Increase gender-responsiveness of key policy documents

2.2.3. *Strategies:*

   (i) Review and integrate gender perspective in Vision and Mission statements of MUHAS

   (ii) Review and sharpen gender responsiveness of key policy documents

2.2.4. Policy statement 2:

Ensure gender responsiveness at all stages of budgeting and planning processes.

2.2.5. Strategies:

(i) Conduct a gender-based assessment to take stock of, and make visible, the gendered impacts of budgets for each cost centre.

(ii) Implement changes to advance gender equality based on the results of the gender budget analysis, including any identified gender gaps and challenges.

2.3. Admission and Enrolment of Students

2.3.1. *Policy objective*

Promote gender equity in admission and enrolment of students

2.3.2. *Policy statement*

Apply a gender responsive admission and enrolment system

2.3.3. *Strategies:*

(i) Undertake gender audit to identify gaps where one gender is underrepresented

(ii) Use affirmative action to increase the enrolment of female students into both undergraduate and postgraduate programmes to least 40% and 50% respectively.

(iii) Organize and facilitate outreach for career development programmes to secondary schools; and

(iv) Establish mentoring or role model programmes.

2.4. Curriculum design and implementation

2.4.1. *Policy objective*:

Promote gender responsive training of health professionals

2.4.2. *Policy statement:*

Strengthen gender responsiveness of curricular for both undergraduate and postgraduate programmes

2.4.3. *Strategies:*

(i)   Conduct gender responsiveness assessment of the existing undergraduate and postgraduate curricular and institute improvements accordingly.

(ii)   Integrate gender into new curricular for both undergraduate and postgraduate programmes.

(iii)   Establish a postgraduate programme in gender and health

(iv)   Mobilise resources to develop structures and implement gender programmes.

2.5.   Learning and Work Environment

2.5.1. Policy objective:

Promote gender- responsiveness of learning and work environments

2.5.2.   *Policy statement:*

Ensure gender- responsive learning and work environments

2.5.3.   *Strategies:*

(i)   Budgetary allocation and resource mobilization for the provision of quality and gender responsive learning and working environment

(ii)   Put in place gender responsive infrastructure and equipment, including appropriate toilets and sanitary materials, disposal and recreational facilities

(iii)   Conduct training among academic and technical staff on gender sensitive pedagogy

(iv)   Enforce By-Laws with a view of attaining gender-respectful social interactions among females and males within the University community.

(v)   Create awareness among academic and administrative staff that MUHAS is implementing a zero-tolerance policy against sexual or gender- based harassment with regard to students' assessment.

2.6.   Assessment System

2.6.1. Policy objective:

Promote students' assessment system that is free from sexual or gender- based harassment

2.6.2. *Policy Statement:*

Ensure students' assessment system that is free from sexual or gender- based harassment

2.6.3. *Strategies:*

(i) Create awareness among academic and administrative staff that MUHAS is implementing a zero-tolerance policy against sexual or gender- based harassment with regard to students' assessment.

(ii) Create awareness among both undergraduate and postgraduate students that every student has a right to learning and assessment environment that is free from sexual or gender- based harassment.

(iii) Assure students of protection if they report incidents of assessment-related sexual or gender- based harassment

(iv) Make students aware of various avenues for reporting sexual or gender-based harassment related to students' assessment - such as the Counsellor, Heads of Departments, Dean of Students, Deans of Schools, and Directors.

2.7. Research, Innovation and Consultancy

2.7.1. *Policy objective:*

Promote gender responsiveness of mechanisms to secure and implement research, innovation, and consultancy projects

2.7.2. *Policy statement:*

Ensure gender-responsive undertaking of research, innovation, and consultancy projects among staff and students

2.7.3. *Strategies:*

(i) Institutionalize research cluster on gender and health

(ii)   Adapt a toolkit to help researchers to gain a better understanding of how to mainstream gender into their research, innovation, and consultancy projects.

(iii)   Mobilize resources for gender-responsive research and innovation

(iv)   Implement affirmative action in awarding small research grants to Junior academic staff.

2.8.   Staff Recruitment, Development and Promotion

2.8.1. Policy objective:

Promote a gender-responsive staff recruitment, development, and promotion system

2.8.2. Policy Statement:

Implement a gender-responsive staff recruitment, development and promotion system

2.8.3. Strategies:

(i)   Combine affirmative action strategies with the existing competitive recruitment system at all levels.

(ii)   Develop and implement gender-responsive guidelines for staff recruitment, development and promotion.

(iii) Apply affirmative action to recruit competitive staff into positions where one gender is under-represented

(iv)   Provide equal opportunity for both genders to participate in training programmes

2.9.   HIV/AIDS and COVID-19

2.9.1. Policy objective:

Promote gender responsiveness in the design and implementation of institutional interventions against HIV/ AIDS and COVID-19

2.9.2. Policy statement 1:

Ensure gender responsiveness in institutional interventions against HIV/ AIDS

2.9.3. Strategies:

(i)   Advocate for review of the University HIV and AIDS policy with a view of strengthening its gender responsiveness.

(ii) Create awareness on gender dimensions of vulnerability to HIV/AIDS within the University

(iii) Encourage adoption of HIV protective `behaviours among female and male staff and students in accordance to their different experiences of vulnerability

(iv) Provide support and gender-responsive counselling for students and staff infected and affected by HIV and AIDS

(v)   Conduct gender-responsive research on HIV and AIDS and use the findings to inform policy and practice

2.9.4. Policy statement ii:

Ensure gender responsiveness in institutional interventions against COVID-19

2.9.5. Strategies:

(i)   Develop a policy for prevention and control COVID-19 and other highly infectious diseases

(ii) Create awareness on gender dimensions of vulnerability and response to COVID-19 and other highly infectious diseases within the University

(iii) Encourage adoption of COVID-19 protective `behaviours among female and male staff and students in accordance to their different experiences of vulnerability

(iv)   Conduct gender-responsive research on COVID-19 and other highly infectious diseases and use the findings to inform policy and practice at MUHAS.

2.10. Gender-Based Violence and Sexual Harassment

2.10.1. *Policy objective*

Promote teaching and learning environment that is free from Gender based violence/sexual harassment.

2.10.2. *Policy Statement*

Eradicate all forms of gender-based violence and sexual harassment at MUHAS

2.10.3. *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 of informing anti-GBV & SH interventions at the University.

1.1. Gender and special needs responsiveness

1.1.1. *Policy Objective*

Promote inclusive education by applying inter-sectional approach to addressing challenges brought by the intersection between gender and disability/ impairment.

1.1.2. *Policy Statement*

Ensure prospective and current staff and students with disabilities have facilitative environment for working and learning respectively.

1.1.3. *Strategies*

(i) Establish database of staff and students with disability or any form of impairment that is likely to affect work or learning.

(ii) Modify entrances into all buildings to suit the needs of staff and students with physical disability/ mobility challenge.

(iii) Install toilet infrastructure that is friendly to staff and students with physical disability/ mobility in the buildings that currently do not have one.

(iv) Support students with hearing, visual, and physical disability to get assistive devices.

(v) Support staff and students with chronic health challenges, e.g. Diabetes, to get appropriate medical care.

(vi) Apply affirmative actions in recruitment, job retention, and granting opportunities for advancement among the prospective and current staff.

(vii) Implement reasonable adjustments in teaching and assessment to accommodate the limitations of students with disabilities/ impairments *eg*. Allowing more time for an individual student with impairment to consult the lecturer after a session in a large class; or preparing paper-based examinations rather than power-point projections.

CHAPTER THREE: POLICY IMPLEMENTATION

3.1. Administrative structure and implementation

The implementation of this GMP requires a well-coordinated and structured framework to ensure all the set goals, objectives and strategies are achieved. The implementation structure for this policy shall be constituted by the University Council; the Vice Chancellor; the DVC-PFA; the Gender Program Unit Coordinator, and the Gender Program Committee (GPC).

Specifically, the Gender Program Unit (GPU) will be the main coordinator for implementation of this policy. The unit shall be made up of the Gender Program Unit Coordinator and the Gender Program Committee. The gender program coordinator will be appointed by the Vice Chancellor and have a tenure of three (3) years and will be reporting to the Deputy Vice Chancellor- Planning, Finance and Administrations (DVC-PFA). The GPC representative shall be appointed by the DVC-PFA and shall serve for a period of three (3) years as well.

The GPC shall play an advisory role and provide technical support in implementation of this policy. The GPC will be constituted by a total of 16 members; the head GPU and 14 representatives of MUHAS Units that handles core areas addressed in this policy. These are:

- GPU Coordinator -the chairperson
- Gender desk coordinator- ,
- Seven (7) academic unit representative from;
  - College of Medicine,
  - School of dentistry,
  - School of pharmacy,
  - School of Nursing,
  - School of Public Health and Social Sciences,
  - Institute of Traditional medicine and
  - Institute of Allied Health Sciences staff
- Five (5) administrative unit members from;
  - Directorate of Undergraduate Education (*Admission and Enrolment of Students*),

- o Directorate of Quality Assurance (*Curriculum design and implementation, assessment system*),
- o Directorate of Students Services (*Learning and social welfare*),
- o Directorate of Research and Publication (R*esearch, Innovation and Consultancy*), and
- o Directorate of Human Resource Management and Administration (*Working Environment, Staff Recruitment, Development and Promotion*, *HIV and AIDS*).
- Two (2) students' representative, one from the basic sciences years and one from the clinicals

3.2. Reporting System

The GPU shall submit reports of 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 shall deliberate, approve and provide directives in relation to the submitted quarterly reports about implementation of this policy.

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

The DVC-PFA shall:

i. Oversee the implementation of this policy;
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. Create awareness among staff and students about a need for gender responsiveness in all MUHAS core functions

ii.   Design and conduct outreach programmes with a view of filling gender gaps.

iii.   Collect data and disseminate information about gender responsiveness of the 9 core areas for effective implementation of this policy.

iv.   Develop standard operating procedure (SoPs) for implementation of affirmative action to address gender gaps in the 11 core areas addressed by this policy.

v.   Facilitate linkages and networking between MUHAS and other stakeholders of gender equity in the higher learning institutions.

vi.   Mobilize resources within and outside MUHAS to implementation of this policy

3.3.4. Gender Program Committee (GPC)

The Gender Program Committee shall:

i.   Deliberate on quarterly progress report prepared by the GPU before submission of the same to the DVC-PFA and advise accordingly.

ii.   Deliberate and recommend standard operating procedure (SOPs) for implementation of affirmative action to address gender gaps in the 9 core areas focused by this policy.

iii.   Guide the GPU on how best to facilitate gender responsiveness in the 9 core areas focused by this policy

3.4.   Monitoring and Evaluation

Monitoring will be key to the effective and efficient implementation of this Policy. The GPU shall provide quarterly progress reports whose summary will be disseminated to all MUHAS units involved in enabling gender responsiveness in the 9 core areas focused by this policy. This shall entail collection, analysis and use of data for effective policy implementation.

Moreover, there shall be periodic evaluation of policy implementation which will enable the use of findings to improve, plan, and undertake impact assessment, which will be an integral part of designing, developing and implementing the policy. In essence, gender-responsive monitoring and evaluation mechanisms

will be implemented, including identification of gender-responsive indicators and targets. Toward the end of three years of implementation of the policy, a comprehensive outcome shall be conducted to determine the extent of achievement of the set policy objectives.

3.5. POLICY STATUS

This is a new policy document for the University

3.6. KEY STAKEHOLDERS

Key stakeholders for this policy include the following:

i.   University Management
ii. Staff, temporary and permanent, who are active in teaching, research and providing any form of support service to the core functions of the University
iii. Students registered with the Muhimbili University of Health and Allied Sciences
iv. Researchers in health and health-related issues
v.   Government ministries and departments
vi. Partners and collaborators of the Muhimbili University of Health and Allied Sciences
vii. Tanzanian community

3.7. APPROVAL AND ENDORSEMENT

The University Council will approve and endorse this policy.

3.8. RELATED POLICIES AND DOCUMENTS

All University policies need to be gender responsive. In this regard, effective implementation of the gender mainstreaming policy will depend on gender responsiveness of other policies on paper and in practice.

These policies and documents include:

i.   The University charter

ii.   Gender-based violence policy

iii.   Students' social welfare policy

iv.   Staff regulations

v.   Academic staff guideline for promotion

vi.   Postgraduate guidelines

vii.   Student by-laws

viii.   Research policy

3.9.   EFFECTIVE DATE
This policy came in effect from June, 2023.

3.10.   NEXT REVIEW

In the event that any statement in the policy provision is outdated or a need to introduce new statements arises as a result of the changing University environment, or any other reason, such statements may be changed or modified and approved by the MUHAS Council. In any case the entire document will be reviewed after every 3 years.

3.11.   POLICY CUSTODIAN

The Gender Program Unit shall be the custodian of this policy.

3.12.   CONTACT PERSON

The coordinator-Gender Program Unit,

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