



SUZA GENDER POLICY

2025

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FOREWORD

Being part of the greater Zanzibar community, the State University of Zanzibar (SUZA) cannot claim immunity from gender and gender-based violence concerns. As part of its ongoing efforts to integrate gender-sensitive approaches into academic and non-academic practices, the University is establishing a dedicated gender policy to enhance best practices in gender equality. This policy is intended to serve as a roadmap for creating and maintaining a gender-sensitive working and learning environment that accommodates individual needs and respects the diversity of SUZA members.

In the past, the University operated without a consolidated Gender Policy, leaving staff members to struggle with reporting and handling gender-based violence cases. There was also a lack of clear mechanisms and procedures for reporting such cases, particularly for the University staff, students, service providers, and other stakeholders. This situation has highlighted the urgent need for a well-defined policy to address gender-related issues effectively.

The policy provides a framework for planning gender-responsive programmes in education, teaching, training, research, and consultancy services. It outlines key concerns and intervention strategies to address disparities across all University activities involving both staff and students, for improving overall performance through inclusive and gender-sensitive organizational practices. Additionally, the University is committed to promoting equity and equality in education, in line with national and international gender-related policies and instruments. This policy integrates necessary measures to prevent gender-based violence. It also emphasises the importance of training and capacity-building initiatives to enhance the competencies of the University community.

SUZA greatly appreciates the initiatives taken by the Government of the United Republic of Tanzania (URT) through the Ministry of Education, Science and Technology and the Ministry of Education and Vocational Training Zanzibar for supporting the development of this Gender Policy through the Higher Education for Economic Transformation (HEET) project. Special thanks also go to the World Bank for funding this project. Furthermore, we acknowledge the invaluable contributions of team members and other stakeholders who dedicated their time and efforts to making this initiative a success.



Prof. Moh'd Makame Haji
Vice Chancellor
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The development of the SUZA Gender Policy is the result of a collaborative and consultative process involving a wide range of stakeholders committed to advancing equity, diversity, and inclusion within higher education in Zanzibar.

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Dr. Hashim Hamza Chande

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List of Acronyms and Abbreviations

CCM:	Chama Cha Mapinduzi
CEDAW:	Convention on the Elimination of all forms of Discrimination against Women
DVC ARC:	Deputy Vice-Chancellor Academics, Research and Consultancy
DVC PFA:	Deputy Vice Chancellor, Planning, Finance and Administration
EGA:	Declaration on Gender Equality in Africa
GBV:	Gender-Based Violence
GDCs:	Gender Desk Clubs
MDGs:	Millennium Development Goals
MoEVT:	Ministry of Education and Vocational Training
SADC:	Southern Africa Development Community
SDGs:	Sustainable Development Goals
STEM:	Science, Technology, Engineering and Mathematics
SUZA:	The State University of Zanzibar
URT:	The United Republic of Tanzania
VC:	Vice Chancellor

Definition of Terms

Affirmative Action: Preferential treatment measures aimed at redressing inequalities or imbalances affecting marginalized groups in accessing resources, power, or opportunities. It is a commitment, but usually temporary in nature.

Discrimination: Unfair and differential treatment of individuals based on characteristics such as sex, race, colour, ethnic origin, tribe, birth, creed, religion, social or economic status, political opinion, or disability.

Engender: The process of ensuring that planning and programming are appropriate for and consider the differences and needs of both females and males.

Gender: Socially constructed relations between women and men, including their respective roles. It also refers to traditionally masculine and feminine characteristics, abilities, and societal expectations regarding how women and men should behave. These characteristics are time-bound and subject to change.

Gender Audit: The process of analysing and evaluating institutional mechanisms, legal frameworks, policies, strategies, and programmes to determine the extent to which they incorporate gender equality and equity norms and standards.

Gender Awareness: Recognition of the differences in interests, needs, and roles of women and men in society and how these differences result in variations in power, status, and privilege.

Gender Balance: A human resource principle advocating for equal participation of women and men in all areas of work, including international and national staffing at all levels, particularly in senior positions, and in programmes initiated or supported by agencies (e.g., food distribution programmes).

Gender-Based Violence: Violence derived from gender norms and roles, as well as from unequal power relations between women and men.

Gender Bias: A tendency to favour one gender over another.

Gender Blindness: The failure to recognize and address gender dimensions in development processes. Policies and strategies are considered gender-blind when they do not acknowledge or consider existing gender issues and concerns.

Gender Disparity: Statistical differences (often referred to as “gaps”) between men and women, or boys and girls, that reflect inequalities in various aspects of life.

Gender Equality: Not merely the absence of discrimination based on sex, but rather the provision of equal opportunities where women and men, girls and boys, have the same rights and entitlements to human, social, economic, and cultural development, as well as equal participation in civic and political life.

Gender Equity: Fairness and justice in the distribution of benefits and responsibilities between men and women, girls and boys, across all spheres of life.

Gender Gap: A difference in any aspect of the socio-economic status of women and men, arising from their socially ascribed roles.

Gender Inclusivity: The practice of ensuring that language and communication do not exclude any gender. For instance, replacing gender-specific terms like “he,” “guys,” or “sons” with more inclusive language when referring to mixed-gender groups.

Gender Inequality: A social process in which individuals are treated differently and disadvantaged under similar circumstances due to their gender.

Gender Mainstreaming: A strategy and process that ensures women’s and men’s concerns and experiences are integral to the University’s functions, so that both benefit equally, preventing the perpetuation of gender inequality.

Gender Parity: A statistical measure providing a numerical value of the female-to-male or girl-to-boy ratio for indicators such as income or education.

Gender Responsiveness: The consistent and systematic attention given to the differences between women and men in society, with the aim of addressing structural barriers to gender equality.

Gender Sensitivity: A mindset in which individuals recognize and are aware of gender-based discrimination that hinders the enjoyment of human rights. It involves understanding and routinely considering social, cultural, and economic factors underlying discrimination based on sex.

Gender Stereotype: Preconceived notions about how individuals of a certain gender should behave or what traits they should possess.

Inclusion: The practice or policy of integrating all people and groups, especially those who are disadvantaged, have experienced discrimination, or have disabilities, into activities, organisations, and political processes.

Mentoring: A symbiotic relationship aimed at advancing the careers and career satisfaction of both the mentor and the mentee. Ideally, it is a dynamic,

collaborative, and reciprocal relationship focused on the mentee's personal and professional development.

Organisational Culture: A set of values, rules, principles, and practices that dictate how members of a workplace should behave.

Sex: A biological classification distinguishing individuals as male or female.

Staff: A group of individuals who work for SUZA, having undergone recruitment procedures and received an official appointment letter.

Student: Any person who has an admission letter from SUZA, is fully registered, actively studying, and is examined by the relevant University governing authorities.

University Community: All SUZA staff, students, service providers, users, and visitors of the University.

University: Refers to the State University of Zanzibar (SUZA).

Women's Empowerment: The process of equipping women with knowledge, skills, and capacity to access power and fully participate in decision-making. It entails full participation based on equality across all institutional spheres.

Zero Tolerance: A strict policy that refuses to accept undesirable behaviour by enforcing severe penalties for first-time offenses.

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CHAPTER ONE

INTRODUCTION

1.0 Background

The State University of Zanzibar (SUZA) is a public university in Zanzibar, established by Act No. 8 of 1999 of the House of Representatives of Zanzibar. This Act was later amended by Act No. 11 of 2009 and further revised by Act No. 7 of 2016, Act No. 1 of 2019, and Act No. 13 of 2020. Since its establishment in 2002, the University has gradually expanded in terms of the number of academic programmes, student enrolment, infrastructure, and staff.

SUZA aims to become a comprehensive university, offering higher education in all areas relevant to the country's economic transformation. It is committed to providing equal opportunities for both men and women, as well as individuals with special needs.

This is the first Gender Policy developed by the University. It serves as a legitimate point of reference for addressing gender inequalities across all areas of the University and for all stakeholders. The policy is expected to guide and direct planning and resource allocation from a gender perspective while increasing awareness of gender mainstreaming among top management, who are the decision-makers and implementers in all schools, directorates, centres, departments, and units.

Despite the government's emphasis on equal opportunities for all, emerging development issues require gender mainstreaming to ensure institutions fulfil their intended role effectively. These issues include new academic programmes that enrol both male and female students, research and innovations that address challenges faced by both men and women, and projects, consultancies, and publications that require a gender-sensitive approach. Additionally, cost-centre budgeting, promotion policies, staff recruitment, procurement, scholarships,

sports, and infrastructure all require gender-sensitive perspectives. These opportunities and challenges underscore the importance of gender equality and equity, which this policy seeks to address.

1.1 Overview of National Policies, Strategies and Programmes

The Government of the United Republic of Tanzania (URT) has ratified various conventions and declarations related to gender equality and women's empowerment. These include the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) of 1979, the Beijing Platform for Action of 1995, the Southern African Development Community (SADC) Gender and Development Declaration of 1997, the Millennium Development Goals (MDGs) of 2000, the Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa (Maputo Protocol) of 2003, the Declaration on Gender Equality in Africa (EGA) of 2004, and the Sustainable Development Goals (SDGs), to be achieved by 2030.

The commitment of the government of the URT to attaining gender equality is emphasised in various national policy documents. The Tanzanian Constitution of 1977 upholds social justice and equal opportunities for education, while the Tanzania Gender Policy of 2016 provides a framework for promoting gender equality across different sectors. Furthermore, the country has introduced National Plan of Action to End Violence Against Women and Children (NPA – VAWC II 2024/25 – 2028/29). Also, there is the National Policy on Gender and Women Development of 2023 which aims to eliminate violence against women and children in Tanzania.

Similarly, the Zanzibar Constitution of 1984 explicitly prohibits gender discrimination. To realise these commitments, the Revolutionary Government of Zanzibar has implemented national strategies and plans such as the Zanzibar Development Vision 2050, the Zanzibar Development Programme (2021–2025), and the CCM Manifesto (2020–2025). Additionally, constitutional amendments

in 2010 increased the proportion of special seats for women in the House of Representatives from 30% to 40%.

The Zanzibar Gender Policy of 2016 and its Implementation Strategy provide guidelines and directives to promote gender equality and eradicate all forms of gender discrimination. Meanwhile, the Zanzibar Education Policy of 2006 emphasizes gender equity at all levels of education.

1.2 Rationale of the Gender Policy

SUZA envisions becoming the preferred higher institution of learning and research in Eastern Africa. This can be achieved by synergizing academic freedom and establishing a Gender Policy that promotes equity for all members, including staff, students, people with special needs, service providers, and users, in every area of university life.

SUZA currently lacks a formal policy to promote equal participation of males and females in university activities, and the practice on the ground is unsatisfactory. The SUZA Situational Analysis Report of 2024 reveals gender disparity among academic and non-academic staff. Additionally, the current SUZA top management is dominated by males, with about 73% of the members of the Dean and Directors Committee being male.

The analysis also found an increasing prevalence of informal reports of gender-based violence, including incidents from staff to students, staff to staff, service providers to students, and students to students. The absence of clear guidelines addressing the requirements and considerations for students with special needs further exacerbates the issue. Furthermore, the lack of an institutional gender focal point hampers proper reporting and handling of gender-related concerns.

Therefore, for the university to achieve gender balance and inclusion, the development of a Gender Policy is essential. This policy aims to mainstream gender considerations and guide SUZA towards ensuring a safe work and

learning environment that is free from any form of gender discrimination for all members of the university community.

1.3 Scope of the Policy

The provisions of the Gender Policy shall apply to all activities, including:

- i. All issues related to staff and students at the University.
- ii. All service providers and users of the University.
- iii. All visitors and surrounding communities of the University.
- iv. University curricula, facilities, environment, policies, infrastructural development, endowments, and the provision of resources to support relevant activities.

CHAPTER TWO

SITUATIONAL ANALYSIS

2.0 Introduction

This chapter describes the situation analysis conducted to examine the status of gender practices at the State University of Zanzibar (SUZA). Specifically, the analysis focused on the nature and status of knowledge, attitudes, cases, grievances, reporting, and handling procedures related to gender. Finally, the analysis presents the findings and suggests appropriate measures to address gender-related issues at the university.

2.1 Statistical Situation at SUZA

Table 2.1 shows the gender representation of students and staff. The data reveals a reverse gender gap in student enrolment, with male students being underrepresented. However, the results indicate that female students are underrepresented in some disciplines, such as computer science, natural sciences, and related courses, specifically physics and mathematics. The situation is reversed among staff, where males appear to outnumber their female counterparts.

Table 2.1: Gender Representation at SUZA

S/N	Categories	2018/19		2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
		M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)
1.	STAFF	58	42	60	40	59	41	59	41	61	39	61	39	60	40
2.	Undergraduate STUDENTS	44	56	44	56	43	57	42	58	40	60	39	61	36	64
3.	Postgraduate STUDENTS	59	41	42	58	46	54	47	53	38	62	46	54	45	55

Source: SUZA Situation Analysis Report (2024)

Currently, all top positions are dominated by males, while females remain invisible. In managerial positions, the Deans and Directors' Committee is dominated by male staff, with only 27% of its members being female.

2.2 Gender disparities in education qualification

It is observed that many male staff at the university possess higher levels of academic qualifications compared to their female counterparts (see Table 2.2).

Table2. 2: Current Staff Academic Qualifications

Category	Gender	Academic Qualifications							
		Prof. & Ass Prof.	PhD	Master's degree	Degree	Post Graduate Diploma	Advanced Diploma	Diploma	Others
Academic staff	Male	4	67	79	40	0	2	0	0
	Female	0	36	57	27	0	1	0	0
Non-Academic staff	Male	0	3	43	49	0	3	32	76
	Female	0	0	24	27	0	3	59	32

Source: SUZA Situation Analysis Report (2024)

2.3 Gender Perspective at SUZA

SUZA considers gender as a social construct, where the concerns and experiences of both males and females are treated as integral dimensions in the design, implementation, monitoring, and evaluation of all SUZA activities. It also includes addressing the concerns and needs of ensuring equity in all aspects of teaching and learning, along with creating a gender-responsive working environment for all.

CHAPTER THREE

VISION, MISSION, GOAL, OBJECTIVES AND GUIDING PRINCIPLES

3.0 Introduction

This chapter outlines the policy's vision, mission, objectives, and guiding principles that govern its development.

3.1 Policy Vision

To be a leading higher education institution in Eastern Africa that exemplifies gender-responsive governance and ensures equitable participation in all its functions.

3.2 Policy Mission

To create enabling frameworks that observe equal rights and opportunities for women and men including people with special needs in the SUZA community.

3.3 Goal and Objectives

3.3.1 Goal

Promote gender equity, social inclusion, and protect members of the SUZA community from any form of discrimination.

3.3.2 Policy Objectives

- i. Provide guidelines to enable SUZA to eliminate discriminatory practices, procedures, and rules.
- ii. Increase awareness of gender issues among SUZA community members and stakeholders.
- iii. Eliminate all forms of Gender-Based Violence and Sexual Harassment.
- iv. Institutionalise gender-responsive pedagogies.
- v. Mainstream gender in university operations, including planning, budgeting, service provision, implementation, monitoring, and evaluation.
- vi. Mainstream gender in research, consultancy, projects, and innovations.

- vii. Support gender equity in staff recruitment, development, and promotion.
- viii. Promote gender parity in student enrolment, retention, and performance in all programmes.
- ix. Promote gender parity in SUZA leadership and management.
- x. Increase access to and participation of students with special needs.
- xi. Promote a gender-responsive working, learning, and living environment.

3.4 Guiding Principles

- i. **Equality:** all community members of SUZA should be treated equally, regardless of their gender disparities. SUZA shall ensure equal access to resources and opportunities to everyone.
- ii. **Equity:** all community members of SUZA should have the same opportunities, regardless of their gender and surrounding circumstances to reach an equal needed outcome.
- iii. **Respect:** all SUZA community members should be treated with respect, regardless of their gender.
- iv. **Participation:** SUZA shall strive to create a respectful, diverse, and inclusive environment that encourages equal participation from all its members.
- v. **Accountability:** SUZA shall be accountable for its action in relation to gender equality. These principles shall be applied throughout the University, including in the classroom and the workplace, to ensure that everyone is given a fair chance to succeed.
- vi. **Empowerment:** Gender Policy aims to empower individual of all members enabling them to make informed choices, exercise control over their lives and participate fully in social, economic and political fear.
- vii. **Collaboration and partnership:** Gender Policy encourages collaboration and partnership between various stakeholders, including government bodies, civil society's organizations and individuals, to collectively work toward achieving gender equality.

CHAPTER FOUR

POLICY ISSUES, STATEMENTS AND STRATEGIES

4.0 Introduction

This chapter outlines policy issues, statements, and strategies on various matters that will serve the needs of both genders. Specifically, it focuses on addressing the disparities, discrimination, and inequalities caused by gender-based factors within the SUZA community.

4.1 Awareness of Gender Issues

4.1.1 Policy issues

- i. Limited knowledge on gender and gender-related issues
- ii. Limited reported cases on the gender issues
- iii. Limited gender-related awareness activities

4.1.2 Policy Statement

SUZA shall ensure and support the enhancement of gender awareness among the university community members.

4.1.3 Policy Strategies

- i. Develop a gender communication strategy
- ii. Sensitize the University community members on gender and gender-related issues
- iii. Launch campaigns and advocacy programmes on gender-related issues
- iv. Orient new students on gender-related issues

4.2 Student Enrolment, Performance, Achievement and Retention

4.2.1 Policy issues

- i. Low female students' enrolment in some STEM based disciplines.
- ii. Low male students' enrolment in some programmes.
- iii. Limited guidance and counselling services.
- iv. High number of female students' postponement and dropout.
- v. Limited recreation services.

4.2.2 Policy Statement

SUZA shall provide equal opportunities for both female and male students in enrolment, performance, achievement, and retention at both undergraduate and postgraduate levels to attain the desired policy goals.

4.2.3 Policy Strategies

- i. Adopt and use affirmative action to improve female enrolment in STEM-based disciplines.
- ii. Adopt affirmative action to address students' gender disparity.
- iii. Undertake gender audit to identify gaps in enrolment.
- iv. Allocate budget for students and staff visits to schools to promote gender parity.
- v. Establish a guidance and counselling services unit.
- vi. Provide gender-friendly student support services.

4.3 Curriculum Development

4.3.1 Policy Issues

- i. Limited gender-responsive approach in curriculum development.
- ii. Inadequate gender responsive resources.

4.3.2 Policy Statement

SUZA shall engender the curricula of all its programmes.

4.3.3 Policy Strategies

- i. Integrate gender-responsive curricula in all programmes.
- ii. Establish the gender focal unit to support gender-responsive curricula for the entire University.
- iii. Promote gender-responsive pedagogy.
- iv. Develop awareness of gender competencies to the University staff.

4.4 Research, Publications, Project, and Consultancy

4.4.1 Policy Issues

- i. Fewer female senior researchers
- ii. A limited number of gender-related studies
- iii. Ineffective gender-sensitive commitment in research, publication, project, and consultancy

4.4.2 Policy Statement

SUZA shall ensure equal and active participation of both genders in sourcing and execution of projects, consultancies, research and publications within the University.

4.4.3 Policy Strategies

- i. Encourage gender-sensitive research.
- ii. Institutionalise gender representation in research leadership by appointing a dedicated gender specialist to the decision-making body.
- iii. Provide equal opportunities for research and consultancy support.
- iv. Build research capacity for female staff.
- v. Conduct gender-related conferences.

4.5 Staff Recruitment, Development, Promotion and Retention

4.5.1 Policy issues

- i. Limited number of female staff in recruitment and development.
- ii. Low number of female staff in senior academic positions.
- iii. Limited recognition of gender-related needs and efforts of staff.
- iv. Inadequate tools, criteria, and standards for staff motivation, development, and promotion.

4.5.2 Policy Statement

SUZA shall mainstream gender in the human resource policy to provide equal opportunities in recruitment, development, promotion, and retention.

4.5.3 Policy Strategies

- i. Recruit competent staff considering gender balance.
- ii. Develop staff support schemes.
- iii. Ensure gender-balanced on recruitment, promotion and retention.
- iv. Undertake human resource gender audit.

4.6 University Governance and Management

4.6.1 Policy Issues

- i. Underrepresentation of female staff in management.

- ii. Absence of enforced mechanism to facilitate gender parity in management.
- iii. Gender blindness in the management structure.

4.6.2 Policy Statement

SUZA shall promote gender equity and equality in the university management structure at all levels.

4.6.3 Policy Strategies

- i. Appoint at least one qualified staff member of the opposite sex to top management positions.
- ii. Encourage female staff to apply for university management positions.
- iii. Create an operational mechanism to ensure gender equality and equity in the University activities.
- iv. Equip female staff with management skills to empower them in various university activities.

4.7 Organizational Culture

4.7.1 Policy Issues

- i. Absence of a gender-sensitive organisational culture, which results in gender-blind decisions.
- ii. Inadequate gender relations among members of the university staff and students.

4.7.2 Policy Statements

SUZA shall:

- i. Promote an institutional culture in which staff and students are well informed about gender issues.
- ii. Ensure positive gender relations and respect at the university, where males and females have equal opportunities.

4.7.3 Policy Strategies

- i. Declare a “zero tolerance” policy for gender-based violence cases in the university community.
- ii. Promote gender equality and equity in university activities.
- iii. Conduct periodic gender sensitisation programmes.
- iv. Publicise Gender Policy within the university community.

- v. Organise special gender awareness orientation programmes for new members of university governing bodies, staff, and students.
- vi. Establish gender desks at all campuses.
- vii. Establish gender boxes in strategic locations across all campuses.

4.8 Learning and Working Environment

4.8.1 Policy Issues

- i. The infrastructure is not gender-friendly, making it difficult for staff and students to meet their needs.
- ii. Inadequacy of basic services such as water, electricity, and internet.
- iii. No nursing rooms for staff and students to nurture their children on the university premises.
- iv. Some campuses do not have hostels.
- v. Absence of reliable transportation services for staff and students.

4.8.2 Policy Statement

SUZA shall provide a gender-friendly environment within and the surrounding campuses.

4.8.3 Policy Strategies

- i. Create comprehensive infrastructures that will serve gender needs.
- ii. Provide transport services to staff and students across the University campuses.
- iii. Construct hostels and staff houses around the University premises.
- iv. Install security systems in all university buildings.
- v. Provide students support services that enhance the successful completion of their programmes.

4.9 Gender-based Violence and Sexual Harassment

4.9.1 Policies Issues

- i. The presence of gender-based violence and sexual harassment in the University.
- ii. Limited guidance and counselling services to the University community members.
- iii. Inadequate reporting and handling mechanisms dealing with gender-based violence and sexual harassment.

4.9.2 Policy Statements

SUZA shall:

- i. Strengthen provision of guidance and counselling services to support University community members.
- ii. Develop a dedicated anti-sexual harassment policy to address gender-based violence and sexual harassment issues.

4.9.3 Policy Strategies

- i. Establish guidance and counselling services unit/section under Gender Centre.
- ii. Recruit professional counsellors.
- iii. Create awareness sessions on Gender-Based Violence and Sexual Harassment.
- iv. Develop reporting and handling mechanisms of GBV and Sexual Harassment cases.

4.10 Gender Responsive Services

4.10.1 Policies Issues

- i. Limited gender-responsive services.
- ii. Presence of gender bias practices that discriminate one gender from others.

4.10.2 Policy Statement

SUZA shall enhance gender-responsive services provision to its all members.

4.10.3 Policy Strategies

- i. Create awareness on gender-responsive services.
- ii. Appoint gender focal person at every SUZA campus.
- iii. Conduct periodical gender-responsive audits in the service provisions.
- iv. Develop students' gender clubs.

4.11 Inclusion and Special Needs Services

4.11.1 Policy Issues

- i. Unconducive environment for people with special needs.
- ii. Inappropriate treatment for people with special needs.
- iii. Absence of directives and guidelines to offer services for people with special needs.

4.11.2 Policy Statement

SUZA shall ensure an inclusive responsive environment to the diverse needs of the University community.

4.11.3 Policy Strategies

- i. Prepare a teaching and learning environment that is responsive to the diverse needs of learners.
- ii. Provide educational support and assistance for learners with special needs.
- iii. Develop professional capacities for inclusive education.
- iv. Establish an inclusive and special needs policy.

CHAPTER FIVE

INSTITUTIONAL ARRANGEMENT AND IMPLEMENTATION FRAMEWORK

5.0 Introduction

The implementation of this Gender Policy requires a well-coordinated and guided institutional framework to translate policy statements and strategies into action programmes at all levels of the university's functions. The implementation of the policy will, therefore, be operationalized through the existing university structures or through proposed or established structures

5.1 Implementation Structure

5.1.1 University Council

The University Council shall have overall responsibility for ensuring the university complies with the implementation of the Gender Policy.

5.1.2 Vice Chancellor

- i. The Vice Chancellor is responsible for ensuring that the policy is effectively implemented and that staff are aware of their responsibilities and accountabilities.
- ii. Ensuring that appropriate action is taken against staff, students, and service providers/users who breach or violate the policy.
- iii. Relies on the Deputy Vice Chancellors and other members of the management team to advance the gender equity and social inclusion agenda.

5.1.3 Gender Centre

SUZA shall establish a Gender Centre that will report to the Vice Chancellor. The Centre will be under the leadership of a senior member of staff who will have a broad mandate to oversee, coordinate, and monitor the implementation of gender

mainstreaming into all university functions and services. There shall be an administrative officer in the Centre and a secretary.

5.1.4 The functions of the Centre

The functions of the Gender Centre will include the following:

- i. Raise and sustain gender awareness within the university community.
- ii. Promote a gender-sensitive, inclusive, and secure environment for the university community.
- iii. Observe gender parity in student enrolment, performance, and retention across disciplines.
- iv. Promote gender equality in staff recruitment, training, and promotion.
- v. Advocate for gender equity in decision-making at all levels within the university.
- vi. Coordinate gender outreach programmes incorporating schools, institutes, media, and communities.
- vii. Provide technical guidance and advisory support to other units in their gender mainstreaming efforts.
- viii. Provide counselling services on gender-related issues.
- ix. Facilitate linkages and networking between SUZA and other stakeholders.
- x. Research gender issues within SUZA and advice accordingly for better service delivery.
- xi. Undertake gender audits within the university.
- xii. Mobilise resources to support gender activities within the university

CHAPTER SIX

MONITORING, EVALUATION AND REPORTING

6.0 Introduction

The University is required to have effective monitoring and evaluation mechanisms or systems for continuous assessment to ensure that policy implementation is timely and on track. This will enhance the monitoring of progress toward eliminating gender inequality in the university and facilitate affirmative action as necessary to achieve the desired outcomes.

6.1 Monitoring, Evaluation and Learning

The Monitoring and Evaluation (M&E) process will be conducted through the development of a University Gender Action Plan with an embedded logical framework. This process shall be supported by an annual work plan and budget prepared by the Centre, which shall be subject to approval. The plan shall set targets for delivering outputs and outcomes.

The development of indicators, as well as the collection and analysis of data, are vital functions in providing feedback to university authorities to set priorities and design strategies toward achieving gender equality.

The Gender Centre shall develop and share tools for gender mainstreaming, such as a baseline tool for collecting gender-disaggregated data to inform implementation. The Centre will establish a monitoring and evaluation framework with clear gender indicators for tracking performance.

The following are some of the gender indicators that shall be continuously monitored to promote gender mainstreaming:

- i. University community members' level of awareness
- ii. Student enrolment, retention, and completion of programmes across all academic disciplines
- iii. Staff recruitment and retention and development across all levels of employment
- iv. Gender based sexual violence among students and staff
- v. Research and innovation funding
- vi. Gender responsive budgeting
- vii. Gender Responsive Pedagogy

The annual progress report will be published and publicly shared with the SUZA community and stakeholders. In addition to formal publicity through committee discussions, outcomes and ongoing work will be disseminated through publications, the internet, and promotional materials.

6.2 Review of Policy

This Gender Policy shall be reviewed every three (3) years, with its implementation evaluated on an annual basis.

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