

COLLEGE OF BUSINESS EDUCATION



PROPOSED CBE GENDER POLICY

JANUARY, 2022

EXECUTIVE SUMMARY

The College of Business Education is committed to the promotion of gender equity and equality where all staff and students enjoy equal opportunities in all spheres of College life. This Gender Policy reflects CBE's belief that gender equality is central to sustainable development where every member of society is treated with respect and dignity, affording them equal opportunity to realize their full potential. The preparation of the Gender Policy has taken into consideration the fact that Tanzania is a signatory to various human rights instruments which bind it morally, and legally to adhere to equity policies and non-discriminatory practices.

The Gender Policy has five chapters. Chapter one highlights CBE background information, including vision, mission, College core values, and functions. It also presents objectives and rationale of the Policy. Chapter two provides situational analysis related to gender issues in the context of CBE environment. It also highlights the Strengths, Weaknesses, Opportunities and Challenges confronted by the College.

Chapter three presents the major areas addressed by this Policy. Alongside the major areas, this chapter specifies the policy issues and statements as well as strategies and operational procedures for each major area identified. The major areas presented are: Underrepresentation of female staff in CBE governance; Strengthening Gender Unit; Low proportion of female academic staff; Gender Mainstreaming in College Operations; Low proportion of female students in CBESO leadership; and Increase enrolment of female students in all programmes.

Chapter four presents the governance of this Policy as well as key players in implementation the Policy. Finally, chapter five addresses monitoring and evaluation activities in the implementation of Gender Policy.

LIST OF ABBREVIATIONS

CAB	College Academic Board
CBE	College of Business Education
CBESO	College of Business Education Students' Organization
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CGU	College of Business Education Gender Unit
DHRMA	Directorate of Human Resources Management and Administration
DR-ARC	Deputy Rector - Academic, Research and Consultancy
DR-PFA	Deputy Rector - Planning, Finance and Administration
CSP	College Students' Parliament
GB	Governing Body
JKUAT	Jomo Kenyatta University of Agriculture and Technology
M & E	Monitoring and Evaluation
MU	Mzumbe University
UDSM	University of Dar es Salaam
UPE	Universal Primary Education
URT	United Republic of Tanzania

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CHAPTER ONE

INTRODUCTION

1.1 Background

The origin of the College of Business Education (CBE) is closely linked to the history of the Nation itself. It was soon after Independence on 9th December 1961, that the newly independent state found itself in need of trained personnel to Commercial and Industrial activities. At that time there were very few nationals with commercial education and expertise. The need to train nationals for the commercial sector therefore gave birth to a business training institution in the country.

With such realization, in 1965, the College was established by the College of Business Education Act, Cap. 315 R.E 2002 (CBE Act). The College operates under the Ministry responsible for Industry and Trade, and supervised by the Governing Body (GB) as its overall authority. The GB is the highest decision-making organ of the College, while the Rector manages the day-to-day activities of the College. Under the current Organization Structure, the Rector is closely assisted by two Deputy Rectors; the Deputy Rector - Academic, Research and Consultancy (DR-ARC); and, the Deputy Rector - Planning, Finance and Administration (DR-PFA).

The College has substantially extended its academic portfolio to meet the increased demand for business studies and related disciplines. Programmes offered include Certificate, Diploma, Bachelor, Postgraduate Diploma and Masters in the areas of Business Administration, Procurement and Supplies Management, Accountancy, Marketing, Information and Communications Technology and Metrology and Standardization. Currently, the College has four Campuses located in four regions:

Dar es Salaam (main Campus) which started in 1965; Dodoma Campus which commenced in 1983; Mwanza Campus - established in 2007; and Mbeya Campus which was established in 2013. Except the main Campus, each of the rest of the Campuses is headed by Campus Director appointed by the Governing Body.

Mutual respect and equity are among the core values of CBE and these require an atmosphere of security, peace and academic freedom. Through Gender Policy, CBE affirms its noble intention to create and sustain a fair academic environment where men and women have equal opportunities, voice, rights and access to resources, so that all staff, students and other stakeholders (irrespective of their genders) can realise their full potential.

1.2 Functions of the College

The main functions of the College are stipulated in the CBE Act are as follows:

- i. Provide facilities for the study of and for training in the principles, procedures and techniques of Business Administration.
- ii. To conduct training programmes leading to recognized professional and sub-professional qualifications in Business Administration relevant to middle level managerial positions in trade and industry.
- iii. To advance learning and knowledge through teaching and research,
- iv. To provide technical and professional services,
- v. To promote, facilitate and sponsor research into technological, social, economic and cultural spheres for the welfare and development of mankind within and outside the United Republic;

- vi. To conduct and administer examinations and confer degrees, diplomas, certificates and other awards; and
- vii. Engage in any other educational activity which in the opinion of the Governing Body is necessary, expedient or conducive for the promotion of the business education in the United Republic.

1.3 Fundamental Statements

This Policy is aligned with the following College fundamental statements;

1.3.1 Vision

To be a leading College in transforming and developing business education capabilities.

1.3.2 Mission

To provide demand-driven and competence-based education, and to offer quality public services through applied research and consultancies.

1.3.3 Core Values

The Core Values of the College includes;

(a) Academic Freedom

The College is independent and defends free inquiry and scholarly responsibility.

(b) Advancing and Sharing Knowledge and Skills

The College supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seeks every opportunity to share them broadly.

(c) Excellence

The College, through its students, staff, and alumni, strives for excellence and trains students to the highest standards.

(d) Integrity

The College acts with integrity, fulfilling promises and ensuring open, respectful relationships among its stakeholders. The College abides with ethical code of conduct and rule of law.

(e) Mutual Respect and Equity

The College values and respects all members of its communities, each of whom individually and collectively makes contribution to create, strengthen, and enrich teaching and learning environment.

(f) Public Interest/ Customer Care

The College embodies the highest standards of service and stewardship of resources and works within the wider community to enhance societal good satisfaction.

1.4 Definitions of Key Terms**1.4.1 Gender and Sex**

Gender is used to describe those characteristics of women and men, which are socially constructed, while sex refers to those which are biologically determined. People are born female or male but learn to be girls and boys who grow into women and men. This learned behaviour makes up gender identity and determines gender roles.

1.4.2 Gender Awareness

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

1.4.3 Gender Balance

The goal of acquiring equal number of proportions of female or male staff, employees or other actors in a place of work, learning or other social engagement. It is a participation of an equal number of men and women within an activity or an

organization. Examples are representation in committees or in decision making structures.

1.4.4 Gender Disaggregated Data

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

1.4.5 Gender Equality

Gender equality is the absence of discrimination on the basis of a person's sex in opportunities, in the allocation of resources and benefits or in access to services. With gender equality, people of all genders have equal rights, responsibilities and opportunities.

1.4.6 Gender Equity

Gender equity refers to fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognises that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalance between the sexes.

1.4.7 Gender Mainstreaming

Gender Mainstreaming is the process or strategy for achieving gender equity or equality. It is the incorporation of gender perspectives/dimension into all activities, processes, policies, and laws or regulations.

1.4.8 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.

1.4.9 Sexual Harrassment

The imposition of sexual requirements in the context of a relationship of unequal power. It refers to the unwelcome behavior 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.

1.5 Rationale for Gender Policy

Gender concerns constitute one of the most formidable challenges to development and social progress all over the world. Thus, gender issues are not only a concern of the College of Business Education, but also a cross-cutting issue at national and international levels. Tanzania has for many years made significant efforts to fight gender disparities. The efforts are vividly echoed in its Constitution. Articles 21 and 22 of the Constitution of the United Republic of Tanzania of 1977 as amended in 2008 call for respect of human rights, the right to participate in governance and equal opportunities for both men and women. Implicitly, it safeguards gender freedom, security of life, right to ownership of property and productive resources, right to work and right to education to one's desired level.

Other initiatives by the Government of Tanzania to promote gender equity and equality in the country include the Arusha Declaration (1967) which emphasized the elimination of exploitation of one person by another and advocated democracy and equality between the sexes, and the Universal Primary Education (UPE) in 1977 which required parents to send all school- aged (seven years) children to school. The Ministry of Community Development, Gender and Children was established in 1990 as the national machinery for spearheading gender development in the country. Similarly, the Women and Gender Development Policy was formulated in 2000.

Tanzania is also a signatory to various international conventions as an effort to promote equity and equality of its citizens. Some international commitments that bind the Tanzania government to ban discrimination and promote gender equity in all spheres include: the United Nations Charter on the Human Right Declaration (1984), the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) (1979), the Convention on the Rights of the Child (1989) and the Beijing Declaration Platform of Action (1989).

The College of Business Education, like other governmental institutions and agencies, has has always endeavored to end gender imbalances in its operations. The

establishment of the CBE Gender Unit (CGU); the existence of the Students' By-Laws, 2015; and the amendment of CBESO Constitution, 2015 in January 2021 are some of the strategies by the CBE Management to curb gender disparities. These efforts, however, have not made significant impact to guide gender mainstreaming in all spheres and operations of the College. It has been observed that the number of female academic staff has remained low compared to their male counterpart. Female staff in CBE governance and Management team are also underrepresented. With regard to students' leadership, female students are poorly represented in all campuses.

With such realization, CBE has the obligation to amend and implement a Gender Policy that would guide its operations and promote gender equity and equality. Through this Policy, CBE commits itself to ensure that gender equality is fully incorporated in all its day to day operations.

1.6 Objectives of Gender Policy

The overall objective of the Gender Policy is to strengthen CBE's institutional capacity to effectively undertake its role in training, research and consultancy with a gender perspective. The Gender policy aims to achieve the following specific objectives:-

- i) To provide an institutional framework for addressing gender issues at the College;
- ii) To adopt values and attitudes that promote gender equity and equality in College operations;
- iii) To increase the representation of female staff and students in decision-making bodies;
- iv) To strengthen the CBE Gender Unit (CGU);
- v) To mobilize resources for gender equity, equality and empowerment activities at the College;
- vi) To promote gender balance in student enrollment, staff recruitment and retention;
- vii) To mainstream gender in research and consultancy;

- viii) To promote gender equity and equality to become part and parcel of CBE Organizational Culture;
- ix) To monitor and evaluate of gender promotion activities at the College;
and
- x) To provide education, information and training on gender issues.

CHAPTER TWO

SWOC ANALYSIS

The College has a number of strengths and also is subject to a number of opportunities regarding gender issues. It also faces a number of challenges, and has observed some weaknesses, as described in the subsequent sections.

2.1 Strengths

- a) Increased gender awareness among CBE staff and students.
- b) Existence of CBE Gender Unit that has endeavoured to address gender issues.
- c) Existence of the Ministry of Women Affairs in the Students' Organization (CBESO).
- d) Existence of the Students' By-Laws, 2015 and the CBESO Constitution, 2015.
- e) Willingness of the CBE management to support and promote gender equity and equality in College operations.

2.2 Weaknesses

- a) Insufficient gender intervention activities at the College.
- b) Ineffective Gender Unit.
- c) Underrepresentation of female staff and students in CBE governance and Management.
- d) Gender imbalance in students' enrolment in some programmes.
- e) Insufficient research, publications and consultancy work on gender issues.
- f) Lack of sexual harassment Policy

2.3 Opportunities

- a) Availability of partners in the fight against gender disparities.

- b) Availability of government and other stakeholders to support College initiatives to reduce gender imbalances.
- c) Availability of peer institutions of higher learning which have endeavoured to address gender disparity.
- d) The growth of private sector which offers a challenging new business, political and economic environment with a gender perspective.
- e) Availability of national gender strategic framework and guidelines in dealing with gender issues.
- f) The high priority accorded to gender issues in development agenda nationally, regionally and internationally.

2.4 Challenges

- a) Deep rooted beliefs and misconception about gender equity and equality.
- b) Prevailing male dominated culture in most Tanzania societies.
- c) Gender sensitive organizational culture is still low at the College of Business Education.

CHAPTER THREE

MAJOR AREAS, ISSUES, POLICY STATEMENTS, STRATEGIES AND OPERATIONAL PROCEDURES

3.1 Introduction

Despite the fact that the College of Business Education has endeavored to promote gender equity, equality and mainstreaming, there are still gender imbalances and gender issues that need to be addressed. Within the context of Tanzania's gender strategic framework and guidelines, CBE shall focus on the implementation of the following five major issues:

- i) Representation of female staff in CBE management
- ii) Strengthening CBE Gender Unit
- iii) Proportion of female academic staff
- iv) Gender imbalance in enrolment of students in some programmes
- v) Proportion of female students in CBESO leadership
- vi) Gender mainstreaming in College operations

3.2 Representation of Female Staff in CBE Management

3.2.1 Situational Analysis

Effective and sustainable institutional governance calls for gender equality and equity. A gender sensitive approach to institutional governance entails ensuring equal participation of both men and women in leadership and management of an institution. Despite several efforts done by CBE Management to have gender equality and equity, the female representation in CBE governance and management is far lower than male counterparts as illustrated in Tables 3.1 and 3.2.

Table 3.1: Female Staff Representation in Higher Organs

Organ	Male	Female	Total
Governing Body	4	3	7
College Academic Board (CAB)	18	4	22
Executive Committee	14	1	15

Source: Third Quarter Progress Report of the Directorate of Human Resources, January– March, 2021

Table 3.2: Heads of Academic Departments

Campus	Male		Female		Total
	N	%	N	%	N
Dar es Salaam	16	100	-	0	16
Dodoma	8	80	2	20	10
Mbeya	2	100	-	0	2
Mwanza	4	75	0	0	4
Grand Total	30	93.8	2	6.2	32

Source: Third Quarter Progress Report of the Directorate of Human Resources, January– March, 2021

3.2.2 Policy Issues

Limited participation of female staff in leadership and management of CBE.

3.2.3 Policy Statement

The College shall strive towards instituting gender responsive structures and processes by putting in place a mechanism for increased female staff participation in governance and management processes.

3.2.4 Strategies

- i) To set targets for attaining gender balance in top Management.

- ii) To sensitize appointing authorities consider gender balance in appointing staff to hold administrative and senior positions.
- iii) To design and implement positive segregation in the selection of qualified applicants to fill vacant posts dominated by one gender.
- iv) To adopt succession planning for women to take up senior Management positions at the College.

3.2.5 Operational Procedures

- i) The College shall prepare guidelines to enable it attain the targets set in attaining gender balance.
- ii) The College shall support female staff attain desirable qualifications for holding senior administrative positions.
- iii) The College shall encourage potential eligible female candidates from inside and outside the College to apply for advertised senior administrative posts.
- iv) The College shall expertly mentor young female staff and groom them to take senior management positions.

3.3 Strengthening Gender Unit

3.3.1 Situational Analysis

Gender equality has become one of the most important areas by which the quality and effectiveness of an academic institution is judged. With such realization, CBE established Gender Unit which was meant to spearhead the strategic integration of the gender mainstreaming perspective in all College functions. The CBE Gender Unit (CGU), however, has not been effective in its operations as anticipated.

It has been observed that CGU has not been able to respond appropriately to gender issues because of several factors, including; lack of clear plans, objectives and guidelines in its operations, poor coordination, and its inability to solicit adequate funds for its activities. In view of the above, it is imperative that the CBE Gender Unit be reorganized and transformed into an effective and efficient organ to be able to spearhead gender mainstreaming in College operations.

3.3.2 Policy Issue

Ineffective CBE Gender Unit

3.3.3 Policy Statement

The College shall endeavour to transform the Gender Unit to enable it perform its duties in a substantive manner.

3.3.4 Strategies

- i) To reorganize the CGU.
- ii) To develop and implement CGU strategic plans in an attempt to institutionalize gender issues.
- iii) To institute accountability mechanism for implementation of CGU plans and activities.
- iv) To develop and operationalize effective mechanisms for supporting CGU staff in training and research in gender issues.

3.3.5 Operational Procedures

- i) The College shall solicit adequate funds to meet expenses of the CGU.
- ii) The College shall transform the CGU with the view of making it more functional and accountable in its operations.
- iii) The College shall oversee that CGU operate in an optimal manner to achieve its plans and objectives.
- iv) The CGU shall expand its networking with gender professional groups.
- v) The Gender CGU shall facilitate gender sensitization programmes for College employees to ensure that they have the capacity to identify and address gender issues within the College.
- vi) The College shall empower all staff working in the CGU to be able to perform their duties as required.

3.4 Proportion of female academic staff

3.4.1 Situational Analysis

Integrating gender perspectives in higher education entails having responsive mechanism for achieving gender balanced staff recruitment and retention. It has been observed that the proportion of female academic staff at CBE has remained low (23.6%) compared to male academic staff (76.4%) as indicated in Table 3.3. It is evident that much need to be done to bring about gender parity among academic staff at CBE.

Table 3.3: Academic Staff by Gender

Designation	Male		Female		Total
	N	%	N	%	N
Professors	1	50	1	50	2
Senior Lecturers	4	100	-	0	4
Lecturers	17	81	4	19	21
Assistant Lecturers	112	75.7	36	24.3	148
Tutorial Assistant	21	75	7	25	28
Grand Total	155	76.4	48	23.6	203

Source: Third Quarter Progress Report of the Directorate of Human Resources, January– March, 2021

3.4.2 Policy Issue

Low proportion of female academic staff at CBE.

3.4.3 Policy Statement

The College shall endeavour to institute and pursue policies that will create equal opportunities for both male and female staff in recruitment, development and retention.

3.4.4 Strategies

- i) To design and implement positive segregation in the selection of qualified applicants to fill vacant posts dominated by one gender.

- ii) To design and implement retention plans in professions that is skewed towards one gender representation.
- iii) To put in place affirmative action in recruitment processes to support an increased number of female academic staff positions by defining female and male target percent levels.
- iv) To improve gender disaggregated data showing the actual number of employees at all levels in order to provide equal opportunity in staff recruitment, development and training.

3.4.5 Operational Procedures

- i) The College shall advertise extensively for open posts, and advertisements for posts should specify CBE is an Equal Opportunity Employer and Women are strongly encouraged to apply for the posts.
- ii) The College shall introduce incentives to attract qualifying female graduates to take up employment at the College.
- iii) The College shall develop and maintain gender disaggregated statistics for both students and employees.
- v) The College shall develop and operationalize effective mechanisms for supporting female employees in training, research and promotion.

3.5 Gender Imbalance in Enrollment of Students

3.5.1 Situational Analysis

For many years the percentage of female students in some programmes has relatively remained low. The percentage of female students in programmes like Accountancy, Metrology and Standardization, and Information Technology is low compared to their male counterpart. Tables 3.4 and 3.5 show student enrolment (by sex) in the Department of Metrology and Standardization and Department of ICT and Mathematics for academic year 2020/2021. This calls for deliberate efforts to increase the enrolment of female students to 50% in all CBE training programmes.

Table 3.4: Student Enrolment by Gender in the Department of Metrology and Standardization (Dar es Salaam Campus) 2020/2021

Programme	Male		Female		Total
	N	%	N	%	N
Certificate	64	62.7	38	37.3	102
Diploma	90	60.8	58	39.2	148
Bachelor	238	77.5	69	22.5	307
Grand Total	392	70.3	165	29.7	557

Source: Directorate of Undergraduate Studies Reports, January – March, 2021

Table 3.5: Student Enrolment by Gender in the Department of ICT and Mathematics (Dar es Salaam Campus) 2020/2021

Programme	Male		Female		Total
	N	%	N	%	N
Certificate	153	81.3	35	18.7	188
Diploma	81	75	27	25	108
Bachelor	127	82.5	27	17.5	154
Postgraduate	7	77.8	2	22.2	9
Grand Total	368	80.1	91	19.9	459

Source: Directorate of Undergraduate Studies Reports, January – March, 2021

3.5.2 Policy Issue

Gender inequality in the enrolment of female and male students.

3.5.3 Policy Statement

CBE shall endeavour to increase the enrolment and retention of female students in all training programmes until the desired goal of 1:1 ratio between female and male is attained.

3.5.4 Strategies

- i) To intensify marketing activities aimed at increasing enrolment of female students in all programmes.
- ii) To introduce empowerment programmes targeting female students to enhance their self-esteem and confidence to enroll in male dominated programmes.

3.5.5 Operational Procedures

- i) The College shall initiate outreach programmes in secondary schools that will support girls readiness to enroll in programmes dominated by male.
- ii) The College shall diversify students catchment areas.
- iii) The College shall strengthen and support gender sensitive guidance and counseling services at the College.

3.6 Proportion of female students in CBESO leadership

3.6.1 Situational Analysis

The number of female students in the College of Business Education Students' Organization (CBESO) leadership has relatively remained low compared to that of male students. The College Management has attempted to reduce the gender imbalance in CBESO leadership by facilitating the amendments of CBESO Constitution. One of such amendments dictated that leadership of CBESO principal organs must observe gender balance.

Despite these commendable efforts, the proportion of female students in CBESO leadership remains low. For example, female students are underrepresented in the College Students' Parliament (CSP) compared to male students. Male students constitute a higher proportion of CSP members (70.5%), whereas female students constitute 29.5% of all CSP members as shown in Table 3.6. This calls for formidable efforts to reduce the gender parity in CBESO leadership.

Table 3.6: Members of College Students' Parliament 2020/2021

Campus	Male		Female		Total
	N	%	N	%	N
Dodoma	39	60	26	40	65
Mbeya	16	69.5	7	30.5	23
Mwanza	9	60	6	40	15
Dar es Salaam	53	84.1	10	15.9	63
Grand Total	117	70.5	49	29.5	166

Source: Third Quarter Progress Report of the Students' Affairs and Services, January– March, 2021

3.6.2 Policy Issues

Underrepresentation of female students in CBESO leadership.

3.6.3 Policy Statement

The College of Business Education shall strive to create conducive and friendly environment to enable gender balance in CBESO leadership.

3.6.4 Strategies

- i) To set targets for attaining gender balance in CBESO leadership.
- ii) To make further CBESO Constitution amendments.
- iii) To develop institutional measures that will identify and remove values, norms and practices which hinder promotion of gender equity and equality in CBESO leadership.

3.6.5 Operational Procedures

- i) The College shall prepare draft of proposed CBESO Constitution amendments that would cater for further gender balance in CBESO leadership.
- ii) The College shall organize and conduct gender sensitive programmes to eradicate norms and practices which hinder female students to contest for CBESO leadership posts.
- iii) The College shall encourage female students to contest for CBESO leadership posts.

- iv) The College shall introduce incentives to attract qualifying female students to vie for CBESO leadership posts.

3.7 Gender mainstreaming in College operations

3.7.1 Situational Analysis

The College of Business Education has endeavoured to promote a gender sensitive, friendly, inclusive and secure environment for its staff and students. However, there are notable aspects of marginalisation of female staff and students, and gaps still exist in terms of institutionalizing gender mainstreaming in a substantive manner. This calls for coordinated efforts from all stakeholders to attain gender mainstreaming into all College operations, and promote a gender sensitive organizational culture.

3.7.2 Policy Issue

Gender mainstreaming in all College operations.

3.7.3 Policy Statement

The College of Business Education shall endeavour to mainstream gender issues in its operations.

3.7.4 Strategies

- i) To put in place a College Anti-Sexual Harassment Policy.
- ii) To empower the CGU to be able to coordinate and implement gender related activities.
- iii) To review curricula for gender sensitivity where possible.
- iv) To develop and adopt effective strategies for advocacy processes, campaigns and break silence on social relations and practices that are not gender sensitive.
- v) To instill values and attitudes that promote gender equity and equality among staff and students.

3.7.5 Operational Procedures

- i) The College shall prepare Anti-sexual harassment policy.
- ii) The College shall solicit adequate funds to enable CGU coordinate and implement gender related activities.
- iii) The College shall review its curricula from time to time to make sure they are gender sensitive.
- iv) The College shall promote gender sensitive social relations within College of Business Education community.
- v) The College shall abolish unwelcome gender practices in formal and informal public communication and interpersonal relations.
- vi) The College shall promote a gender sensitive organizational culture by eliminating all forms of gender oppression, discrimination and encourage gender sensitive culture and social relations.
- vii) The College shall sensitize its staff to consider gender equality, equity and balance in the formation of teams for research, consultancy, and other activities.
- viii) The College shall conduct gender sensitization programmes for the entire university community and make it a continuous process.

CHAPTER FOUR

GOVERNANCE OF THE POLICY

4.1 Organization and Mandate

The provisions of this Policy shall become operational upon being approved by the CBE Governing Body, and shall remain valid until repealed by the same authority. The Directorate of Human Resources Management and Administration (DHRMA) and the CBE Gender Unit under the Office of the Deputy Rector (Planning, Finance and Administration) will be the major actor in the implementation of the Gender policy. Successful realization of this policy will require consistent and active participation by all stakeholders. Responsibilities and actions will require collaboration and effective linkages at all levels.

4.2 The Role of Different Stakeholders

Success of the Gender Policy depends on resolute commitment of every member of the CBE community. Some key stakeholders with their responsibilities to spearhead the process of gender mainstreaming into all aspects of the College are shown in Table 4.2.

Table 4.2: The Role of Different Stakeholders in Implementation of the Gender Policy

Responsibilities	Responsible Organ(s)
Strengthening the CBE Gender Unit, and appoint the Coordinator.	<ul style="list-style-type: none">• Office of the Deputy Rector (Planning, Finance and Administration).
Mobilization of adequate financial resources for the implementation of the policy.	<ul style="list-style-type: none">• Directorate of Human Resources and Administration.• Directorate of Finance.• Directorate of Planning and Development.• Workers' Council• Gender Unit
To take the lead in coordination and implementation of the policy.	<ul style="list-style-type: none">• Office of the Deputy Rector (Planning, Finance and Administration).• Directorate of Human Resources and Administration.• Directorate of Planning and Development.• CBE Gender Unit.

Translating the Gender Policy into implementable programmes.	<ul style="list-style-type: none"> • CBE Gender Unit.
To coordinate, monitor and evaluate all gender related activities within the College.	<ul style="list-style-type: none"> • CBE Gender Unit. • Directorate of Human Resources and Administration. • Quality Assurance and Control Unit. • Departments/Sections/Units.
Defining the role and position of major stakeholders within the CBE community in relation to the Gender Policy.	<ul style="list-style-type: none"> • CBE Gender Unit • Directorate of Human Resources and Administration.
Establishing a framework for coordinating, monitoring and evaluating the implementation of the policy.	<ul style="list-style-type: none"> • CBE Gender Unit. • Directorate of Human Resources and Administration.
To establish networks with other institutions/organizations working in gender related issues.	<ul style="list-style-type: none"> • CBE Gender Unit.
To review the Gender Policy upon directives from higher organs.	<ul style="list-style-type: none"> • CBE Gender Unit. • Directorate of Human Resources and Administration.
To increase enrolment of female students in all training programmes	<ul style="list-style-type: none"> • Directorate of Undergraduate Studies.
To mainstream gender in all academic programmes, research and consultancy	<ul style="list-style-type: none"> • Directorate of Undergraduate Studies. • Directorate of Postgraduate Studies, Research and Consultancy. • Gender Unit
To increase female students in College of Business Education Students' Organization (CBESO) leadership.	<ul style="list-style-type: none"> • Office of the Dean of Students. • College of Business Education Students' Organization (CBESO).
To ensure gender equality in appointments such as Heads of Units, Sections, Departments, and Campus Directors at the College	<ul style="list-style-type: none"> • Governing Body • Rector

4.3 Policy Amendments and Revisions

The promotion of gender equity and equality among all staff and students is an ongoing process and involve both internal and external stakeholders. With the changing external and internal environment, the Gender Policy is subject to reviews and alterations, as conditions and circumstances may dictate. In such circumstances,

the Governing Body shall have power to amend the Gender Policy at any time it may deem necessary.

CHAPTER FIVE

MONITORING AND EVALUATION

5.1 Monitoring and Evaluation

Monitoring and evaluation of the implementation of the Gender Policy will involve different stakeholders playing their roles in the realization of desired policy objectives. With the understanding that gender is a cross-cutting issue, the Policy is expected to be implemented by all academic and non-academic employees of the College including units of students government. Each Campus shall have a Gender Unit with a Coordinator to spearhead gender related activities.

The policy implementation will be managed by the office of the Deputy Rector (Planning, Finance and Administration) and, shall establish mechanism accountability for monitoring and evaluating College stakeholders for the implementation of the policy. In this case an elaborate framework for monitoring and evaluation will be put in place within which monitoring and evaluation shall be carried out at all levels of the College.

In consultation with the implementing actors, the CBE-Gender Unit will develop guidelines and indicators to be used for monitoring and evaluation of the policy and related programmes. All actors in the implementation of the policy will be responsible for monitoring and evaluation of policy activities falling within their jurisdiction. In addition, monitoring and evaluation results will be used to review programmes and strategies, and where necessary to make adjustments for the purpose of improving performance and yield desired objectives.

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