

# **COLLEGE OF BUSINESS EDUCATION**



## **GENDER POLICY**

**2013**

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## **Abbreviations**

AIDS	-	Acquired Immunodeficiency Syndrome
ARU	-	Ardhi University
BED	-	Board of Ethics and Discipline
CAB	-	College Academic Board
CBE	-	College of Business Education
CBEASA	-	CBE Academic Staff Assembly
CBE-GC	-	CBE Gender Committee
CBTL	-	Competence Based Teaching and Learning
CEDAW	-	Convention on the Elimination of all Forms of Discrimination Against Women
COBESO	-	College of Business Education Students' Organization
CSP	-	College Students' Parliament
HIV	-	Human Immunodeficiency Virus
HRMAC	-	Human Resources Management and Administration Committee
ICT	-	Information Communication Technology
RAAWU	-	Researchers, Academicians and Allied Workers Union
SADC	-	Southern African Development Cooperation
SUA	-	Sokoine University of Agriculture
UDSM	-	University of Dar es Salaam
UPE	-	Universal Primary Education

- URT - United Republic of Tanzania
- WHO - World Health Organization

## **FOREWORD**

Gender concerns are one of the most formidable challenges to development and social progress all over the world. There is an outcry all over the world to fight discrimination on the basis of a person's sex in opportunities, in the allocation of resources and benefits or in access to services.

The College of Business Education, just like many other working places in the country, has since observed the existence of gender imbalances. For many years, for example, the number of female academic staff has remained low compared to their male counterparts. Female staff in CBE governance and Management team are underrepresented. With regard to students' leadership, female students are poorly represented in all campuses. As an attempt to fight gender imbalances, the College of Business Education formed the Gender Committee to address gender issues at the College. However, it is worth noting that the existence of CBE Gender Committee has not had significant impacts in terms of gender mainstreaming at the College.

Recognizing the need to address the gender disparity, the College of Business Education embarked on formulating the Gender Policy to ensure that gender equality is fully attained. The formulation of the gender policy has come at the right moment when gender concerns have been recognized as crucial in development agenda at national, regional and international levels.

This Gender Policy is an affirmation of the College's commitment to fight gender disparity at the College. The Gender Policy, among other things, stipulates the major areas, policy statements and strategies deployed to achieve the desired objectives. The policy further stipulates the actors, their responsibilities as well as monitoring and evaluation.

It is my expectation that, with full support and participation of all actors within and outside the College of Business Education, the implementation of this policy will be a success.

Prof. Emanuel A. Mjema

Rector

College of Business Education

April, 2016

Dar es Salaam

### **EXECUTIVE SUMMARY**

The College of Business Education (CBE) was established in 1965 by an Act of Parliament, Act No. 31 of 1965 [Cap 315 R.E. 2002]. The Act has been amended thrice

through the amendments Acts No. 17 of 1968, No. 38 of 1974, and Miscellaneous amendment Act No.2 of 2010.

As an institution of higher learning, CBE has always endeavored to promote gender equity and equality through its various programmes. It has taken initiatives including: establishing the College of Business Education Gender Committee; the Students' By-Laws 2009 which indicate all forms of harassment as major disciplinary offences; gender sensitization workshops/seminars for the College of Business Education community; and gender considerations in terms of students' support services e.g. accommodation.

These initiatives, however, have not made significant impact to guide gender mainstreaming in all spheres and organizational structure at the College. Thus gender balance has not been fully attained at CBE. With such realization, it has become necessary to have a comprehensive gender policy that would ensure gender equality and equity at the College of Business Education. The policy articulates main issues, policy statements, strategies as well as operational procedures aimed at mainstreaming gender in the College's objectives and functions.

The Gender Policy provides guidelines and frameworks for promoting gender equality at the College. It gives a clear vision that acts as a guide for mainstreaming all processes, policies, procedures and practices so that both women and men at the College are assured of equal rights and opportunities.

The success of this policy depends on the responsibility of all stakeholders. These include management, members of academic staff, administrative staff, students and all other stakeholders.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background**

The College of Business Education (CBE) was established in 1965 by an Act of Parliament, Act No. 31 of 1965 [Cap 315 R.E. 2002]. The Act has been amended thrice through the amendments Acts No. 17 of 1968, No. 38 of 1974, and Miscellaneous amendment Act No.2 of 2010.

The College started by offering a diploma course in business administration at Dar es Salaam campus. Due to the increased demand of managers with business studies knowledge at advanced level and other areas of specialization over the years, the College decided to start offering Accountancy, Legal Industrial and Scientific Metrology, and later Procurement and Supply Management and Marketing courses.

In 1983, under the support of the Government of the Federal Republic of Germany the new CBE campus in Dodoma was established with an initial capacity of 240 students. In 2007 Mwanza Center was established so as to make the College more accessible to its customers particularly in the Lake Zone and neighboring regions. In an effort to respond to the market demand, the College started conducting professional degree programs in the above areas of specialization in 2007/08. To enhance quality assurance of graduates, again in 2007/08 the College started offering training following a Competence Based Teaching and Learning (CBTL) modularized curricula.

In the last ten years the College of Business Education has substantially expanded its activities to meet the increased demand for Business Administration and Education in Tanzania. This most substantive College expansion coincided with the beginning of implementation of the First Five year College Strategic Corporate Plan (1999/2000 – 2004/05) that was approved by the Governing Body in 1999.

## **1.2 The Objectives and Functions of the College**

According to the College of Business Education Act [Cap 315 R.E. 2002] the main objectives and functions are:-

- a) To provide facilities for the study of and for training in the principles, procedures and techniques of business administration;
- b) To conduct training programmes leading to recognised professional and sub-professional qualifications in business administration relevant to middle-level managerial positions in trade and industry;
- c) To engage in any other educational activity which is expedient or conducive for the promotion of business education in the United Republic of Tanzania.

## **1.3 Vision, Mission and Core Values of the College of Business Education**

### **1.3.1 Vision**

The College to be transformed into a dynamic, well equipped, known and respected regional centre of excellence that trains conducts research and provides advisory services in business and other related disciplines.

### **1.3.2 Mission**

To train to highly competent and practice-oriented professionals in Business Administration, Accountancy, Marketing, Procurement and Supply Management Information Communication Technology, Entrepreneurship and Legal and Industrial Metrology and other related fields at the Certificate, Diploma, Bachelor Degree, Postgraduate Diploma and Master's degree levels; and to undertake relevant Basic and Applied Research, as well as providing consultancy and advisory services to the public.

### **1.3.3 Core Values**

#### **(a) Academic Freedom**

The College is an independent institution that cherishes and defends free inquiry and scholarly responsibility.

**(b) Advancing and Sharing Knowledge and Skills**

The College supports scholarly pursuits that contribute to knowledge 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 its obligations and ensuring respectful relationships among its stakeholders. The College of Business Education abides with ethical code of conduct and respect for laws.

**(e) Mutual Respect and Equity**

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

**(f) Societal Orientation**

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

**1.3.4 Core Functions of College**

**(a) Teaching and Learning**

The College of Business Education offers affordable, innovative, relevant and quality degrees and non-degree programmes. In addition, the College provides an enabling environment for integrated continuous learning for students and its staff.

## **(b) Research and Publication**

The College of Business Education has created and will maintain a conducive environment to undertake relevant quality research and publications.

## **(c) Consultancy and Community Service**

The consultancy and community services are integrated within the College of Business Education core functions. In addition, the College participates in various community programmes, activities and services as part of its corporate social responsibility.

### **1.4 Gender: Overview**

Gender addresses the relationship between men and women, their roles, access to and control over resources, division of labour, interests and needs. Tanzania has since independence been in the forefront to promote equity and equality of its citizens. Efforts to promote gender equity and equality in Tanzania include the following:

- The Arusha Declaration (1967) emphasized the elimination of exploitation of one person by another, and advocated democracy and equality between the sexes.
- Universal Primary Education (UPE) in 1977 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. Consistent with this, the Women and Gender Development Policy was formulated in 2000. Furthermore, the Ministry of Community Development, Gender and Children developed the National Strategy for Gender Development that highlights the major issues of concern to gender equality and provides guidance on interventions to be undertaken.

Tanzania is also a signatory of 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

are: The United Nations Charter and on the Human Rights 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).

## **1.5 Definitions Key Terms**

### **1.5.1 Gender**

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 they learn to be girls and boys who grow into women and men. This learned behaviour makes up gender identity and determines gender roles.

### **1.5.2 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.

### **1.5.3 Gender Balance**

The goal is acquiring equal number of female or male staff or other actors in a place of work, learning or other social engagement. It is involving an equal number of men and women within an activity or an organization. Examples of this balance are the representation in committees or in decision making structures.

### **1.5.4 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.

### **1.5.5 Gender Equity**

Gender equity refers to fairness and justice in the distribution of benefits and responsibilities between women and men. 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.

### **1.5.6 Gender Mainstreaming**

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

### **1.5.7 Gender Relations**

These are 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.

### **1.5.8 Sexual Harrassment**

The imposition of sexual requirements in the context of a relationship of unequal power. At the core of the concept is the use of power derived from one social sphere to lever benefits or impose deprivations on the other. It is the abuse of power, and an assault on one's right to dignity, respect and freedom.

## **1.6 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 at the College of Business Education, but also 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.

The Government also amended the 1977 Constitution in 2000 and 2004 among other things, to increase women's participation in the parliament and local authorities.

Just like many countries, Tanzania is also a signatory to the United Nations Declaration on Human Rights, which states that each person is equal before the law and has equal rights in the distribution of resources and in social services. Furthermore, Tanzania ratified the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) (1979). The Southern African Development Cooperation (SADC) Gender Development Declaration prescribes an affirmative action demanding not less than 30 percent of women participation in parliament for member countries. Similarly the African Union has set the benchmark of women's participation at 50 percent.

The College of Business Education has for many years observed the existence of gender imbalances. For example, the number of female academic staff has for a long time remained low compared to their male counterpart. Female staff in CBE governance and management team are underrepresented. With regard to students' leadership, female students are poorly represented in all campuses.

The College of Business Education, however, has tried to fight gender disparities. The existence of CBE Gender Committee is one of such efforts. The existence of the Students' By-Laws 2009 is yet another attempt by the CBE Management to curb gender disparities. These efforts, however, have not made significant impact to guide gender mainstreaming in all spheres and organizational structure at the College.

With such realization CBE has the obligation to establish 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.

### **1.7 Goal**

The goal of this Gender Policy is to strengthen CBE's institutional capacity to effectively undertake its role in training, research and consultancy with a gender perspective.

### **1.8 Objectives**

In order to achieve its goal, CBE will pursue the following objectives:

- a) To increase the enrollment of female students in all training programmes.
- b) To develop the capacity of female academic and administrative staff.
- c) To mainstream gender into CBE's curricula.
- d) To mainstream gender in research and consultancy.
- e) To transform values and attitudes that hinder gender equity and equality.
- f) To mainstream gender in planning at all levels.
- g) To increase the representation of females in decision-making bodies.
- h) To mobilize resources for gender equity, equality and empowerment at all levels.
- i) To prevent all forms of harassment at all levels.

## **CHAPTER TWO**

### **SWOC ANALYSIS**

In an attempt to address gender issues, the College had to analyze its Strengths, Weaknesses, Opportunities and Challenges presented below;

## **2.1 Strengths**

- i) CBE is a well-established institution with 48 years in operation.
- ii) CBE has a good experience in offering practical oriented courses, creating professional graduates.
- iii) There is notable gender balances in enrolment of students in most of the programmes with exceptional of Legal and Industrial Metrology.
- iv) The existence of the College of Business Education Gender Committee that has endeavoured to address gender issues.
- v) A strong established reputation that attracts internal and external support for its core objectives.
- vi) The existence of the College website ([www.cbe.ac.tz](http://www.cbe.ac.tz))

## **2.2 Weaknesses**

- i) Insufficient research, publications and consultancy work on gender issues.
- ii) Insufficient number of female academic and administrative staff.
- iii) Poor representation of female staff in CBE governance and management team.
- iv) Poor representation of female students in the College of Business Education Students Organization leadership in all campuses.
- v) Insufficient financial resources to cater for various College operations.
- vi) College infrastructures are not friendly to people with special needs.

## **2.3 Opportunities**

- i) Availability of peer institutions of higher learning which have endeavoured to address gender disparity.
- ii) Sources of finance from the treasury, NUFFIC, NICHE, TEA, Tanzania private sector foundation and other financial institutions.
- iii) Training opportunities for both male and female staff in collaboration with other institutions of higher learning.
- iv) The growth of private sector offers a challenging new business, political and economic environment with a gender perspective.
- v) The high priority accorded to gender issues in development agenda nationally, regionally and internationally.

## **2.4 Challenges**

- i) An everincreasing inflation that affects the national economy and individual economy at large.
- ii) Tanzania has predominantly male dominated culture.
- iii) Gender sensitive organizational culture is still low at the College of Business Education.
- iv) Inadequate funding from the government and other sources.
- v) The growing threat of HIV and AIDS pandemic.

## **CHAPTER THREE**

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

#### **3.1 CBE GOVERNANCE**

### 3.1.1 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 the running of an institution.

For many years, the proportion of female academic staff at CBE has remained low (16.8%) as compared to male academic staff (83.2%). Female staff in CBE governance and management team are underrepresented compared to male staff as illustrated in Table 3.1:

**Table 3.1: Female Representation in CBE Governance and Management Team as at 30<sup>th</sup> September, 2012**

Position	Sex		Total
	Female	Male	
Governing Body	1	7	8
Executive Team	1	7	8
Heads of Academic Departments (DSM Campus)	0	9	9
Heads of Units/Sections (DSM Campus)	0	9	9
Heads of Academic Departments (Dodoma Campus)	0	7	7
Heads of Units/Sections (Dodoma Campus)	1	4	5
Heads of Academic Departments (Mwanza Campus)	0	5	5
Heads of Units/Sections (Mwanza Campus)	2	3	5

**Source: First Quarter Progress Report of the Directorate of Human Resources, July – September, 2012**

### 3.1.2 Policy Issues

- i) Limited participation of women in leadership and governance structures at CBE.
- ii) Lack of affirmative actions to facilitate women to take up key position.

- iii) Limited gender expertise/capacities within CBE governance and management structures.
- iv) Lack of parity in the governance positions between women and men.

### **3.1.3 Policy Statement**

CBE shall strive towards instituting gender responsive structures and processes by putting in place a mechanism for increased women participation in governance and management process, with a long-term goal of attaining the ratio of 1:1 between women and men for both staff and students.

### **3.1.4 Strategies**

- i) To set targets for attaining gender balance in top management.
- ii) To institute gender accountability and effective mechanism for office bearers.
- iii) To put in place clear gender equitable operational procedures in the appointment of individual for top management positions and decision making organs.
- iv) To adopt succession planning for women to take up senior management positions at the College.
- v) To make knowledge of gender issues and gender responsiveness a part of terms of reference to all office bearers.
- vi) To equip staff with relevant gender skills and capacity.

### **3.1.5 Operational Procedures**

- i) The College shall set rules and regulations to make it a duty for office bearers to promote gender balance.
- ii) The College shall set targets and mechanism for attaining gender balance.

- iii) The College shall empower female academic staff to take up senior positions through enabling them to acquire necessary qualifications to merit the promotion.
- iv) The College shall facilitate training of female administrative staff to enable them to qualify for promotion to senior positions.
- v) The Gender Committee shall sensitize women to take up leadership roles.
- vi) The College shall assign young female staff managerial responsibilities at lower levels so as to groom them for senior management positions.

### **3.2. Policy Level Area**

#### **3.2.1 Situational Analysis**

An institution that is gender responsive has gender concerns incorporated in all its key policy making processes including vision, mission, policies, plans, budgeting, projects and activities.

There is a limited incorporation of principles of gender equality and gender equity in the College vision, mission and other key polices such as Staff Training and Development Policy, Human Resources Policies and Operational Procedures.

#### **3.2.2 Policy Issues**

- i) Limited incorporation of gender issues in CBE policies and procedures.
- ii) Lack of accountability mechanism for the implementation of gender mainstreaming in the College policies, programmes, plans and functions.

#### **3.2.3 Policy Statement**

The College shall endeavour to mainstream gender issues in all plans, key policies and procedures with a view of making them more gender responsive.

#### **3.2.4 Strategies**

- i) To institute accountability mechanism for implementation of gender mainstreaming in key plans, policies, programmes and functions.
- ii) To promote gender equality and equity in the CBE vision, mission and all key policies.
- iii) To institute mechanism that would provide gender budgeting approach at the College.

### **3.2.5 Operational Procedures**

- i) The CBE Gender Committee shall be strengthened to facilitate the mainstreaming of gender issues in key policies, plans, programmes and functions.
- ii) The College shall oversee that gender issues are optimally implemented in key policies, plans, programmes and functions.
- iii) Gender Committee shall be represented in key participatory organs in order to ensure compliance with gender policy requirements.
- iv) Gender Committee shall assume the role of monitoring gender mainstreaming in key policies, plans, programmes and functions.

## **3.3 Staff Recruitment, Training and Retention**

### **3.3.1 Situational Analysis**

Staff recruitment, training policies and programmes that are gender responsive provide mechanism for gender balanced staff retention.

The College of Business Education has a gender imbalance in the staff recruitment, training and development for both academic and administrative positions. This can be evidenced by the current staff position of which women are only 30% of the total College staff.

### **3.3.2 Policy Issues**

- i) Limited gender responsiveness in the tools, criteria and standards used for motivation of staff e.g. promotions, training and housing.
- ii) Limited recognition of reproduction roles and responsibilities of female staff and the way these impact on their work and decisions with regard to training and retention.
- iii) Unequal opportunity for women and men in senior positions.

### **3.3.3 Policy Statement**

CBE shall strive to become an equal opportunity employer by instituting and pursuing policies and programmes that will create equal opportunities for both female and male staff in recruitment, staff training and retention.

### **3.3.4 Strategies**

- i) To put in place affirmative actions at the recruitment level to support reduction of the gender gaps in both academic and administrative staff by defining female and male target percentage levels.
- ii) To develop and operationalize effective strategies for supporting female employees, especially those in the reproductive group so that they can get opportunity for training, research and promotion.
- iii) To maintain and improve gender disaggregation data showing the actual number of employees at all levels in order to provide equal opportunity in staff recruitment and training.
- iv) To ensure equitable distribution of the College resources, benefits and opportunities.

### **3.3.5 Operational Procedures**

- i) The College shall set rules and regulations prohibiting gender based segregation with distribution of resources, benefits and opportunities.
- ii) The College shall advertise extensively for open posts, and advertisements for these posts should specify that "CBE is an Equal

Opportunity Employer and Women are strongly encouraged to apply for the posts”.

- iii) The College shall introduce incentives to attract qualifying female graduates to take up employment at the College.
- iv) The Gender Committee shall facilitate gender sensitization programmes for College employees to ensure that all employees have the capacity to identify and address gender issues within the College.
- v) The Gender Committee shall encourage mentoring among women staff.
- vi) The College shall develop and maintain gender disaggregated statistics for both students and employees.
- vii) The College shall specify gender indicators from the gender disaggregated statistics for measuring the gender gap.

### **3.4 Student Enrolment**

#### **3.4.1 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, and Legal and Industrial Metrology is low compared to their male counterpart. Table 3.4 shows student enrolment (by sex) in the department of Legal and Industrial Metrology from 2009 to 2012.

**Table 3.4: Student Enrolment in the Department of Legal and Industrial Metrology (2009/2010 to 2012/2013)**

<b>Academic year</b>	<b>Sex</b>	
	Male	Female
2009/2010	7	3

2010/2011	14	4
2011/2012	30	8
2012/2013	20	4
<b>Total</b>	<b>71(78.9%)</b>	<b>19(21.1%)</b>

**(Source: Directorate of Studies, 2012)**

### **3.4.2 Policy Issues**

- i) Inequality in the enrolment of female and male students.
- ii) Lack of affirmative actions to address gender imbalance.

### **3.4.3 Policy Statements**

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

### **3.4.4 Strategies**

- i) To introduce affirmative actions to increase the enrolment of female students in all training programmes.
- ii) To introduce empowerment programmes targeting female students to enhance their self-esteem and confidence.
- iii) To introduce more extra curriculum activities targeting female and male students in order to promote positive interactions.
- iv) To strengthen counselling services for students.

### **3.4.5 Operational Procedures**

- i) The College shall ensure that a pre-entry programme for courses with few female students is introduced.
- ii) The CBE Gender Committee shall facilitate empowerment programmes for both male and female students.
- iii) The office of the Dean of Students shall ensure that more extra curriculum activities for both male and female students are introduced.
- iv) The office of the Dean of Students shall enhance counselling services for students.

### **3.5 Curriculum Development, Research and Consultancy**

#### **3.5.1 Situational Analysis**

Curriculum development is the heart of any academic institution. Currently, most of the programmes at CBE are not gender sensitive. Gender sensitivity has also not been mainstreamed into research and consultancy as well as in teaching. Gender is just taught in one of the modules (Development studies) for bachelor degree programmes.

#### **3.5.2 Policy Issues**

- i) There are limited gender sensitive approaches in curriculum development, teaching, research and consultancy.
- ii) Absence of clear policy on gender representation in research and consultancy teams or committees.

#### **3.5.3 Policy Statement**

CBE shall strive to mainstream gender in all academic programmes, research and consultancy.

#### **3.5.4 Strategies**

- i) To review all the College curricula for gender sensitivity.
- ii) To enhance the CBE Gender Committee so that it can facilitate and support the mainstreaming of gender in all curricular.
- iii) To support and fund gender responsive researches and consultancies.

#### **3.5.5 Operational Procedures**

- i) The College to facilitate the review of curricula to be gender specific.
- ii) The College Gender Committee to facilitate capacity building for gender mainstreaming in curricula.
- iii) CBE to facilitate a review of policies on research and consultancy for gender mainstreaming.

## **3.6 Organizational Culture**

### **3.6.1 Situational Analysis**

Organizational culture refers to the collective behaviour of people in an organization and includes values, visions, norms, working language, beliefs and habits.

Organizational culture plays a big role in shaping the cultural and social relations within an organization. There are notable aspects of disempowerment and marginalisation of some groups including female staff and female students. This calls for coordinated efforts from all stakeholders to promote a gender sensitive organizational culture.

### **3.6.2 Policy Issues**

- i) A gender sensitive organizational culture is still low at College of Business Education.
- ii) Limited institutional mechanisms and indicator in promoting gender responsive organizational culture.
- iii) Silent culture in relation to sexual harassment.

### **3.6.3 Policy Statement**

The College of Business Education shall endeavour to promote a gender sensitive organizational culture by eliminating all forms of gender oppression, discrimination and encourage gender sensitive culture and social relations.

### **3.6.4 Strategies**

- i) To put in place a College Anti-Sexual Harassment Policy.
- ii) To conduct gender sensitization programmes for the entire College community.
- iii) To sensitize and adopt effective strategies for advocacy processes, campaigns and support the College of Business Education community

to break silence on an organizational culture that is not gender sensitive.

### **3.6.5 Operational Procedures**

- i) The College shall promote social relations within the College of Business Education community.
- ii) The Gender Committee shall facilitate gender sensitization programmes for the entire college community.
- iii) The College shall prepare an anti-sexual harassment policy.
- iv) Sensitizing processes shall be formulated, campaigns and support shall be initiated by the Gender Committee in order to break silence on disempowering organizational culture.

## CHAPTER FOUR

### GOVERNANCE OF THE POLICY

#### 4.1 Organization and Mandate

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. The CBE Gender Unit under the Office of the Deputy Rector (Planning, Finance and Administration) will be established. The CBE Gender Unit will be the major actor in the implementation of the Gender Policy.

#### 4.2 The Role of Different Stakeholders

Success of this Gender Policy depends on resolute commitment of every member of the CBE community. Some key stakeholders with their responsibilities to spearhead 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**

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

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

## **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 role in the realization of desired policy objectives. The College of Business Education Gender Unit under the Office of the Deputy Rector (Planning, Finance and Administration) shall establish a mechanism for monitoring and evaluating 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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