

Gender Issues in higher education: The Case of the Dar es Salaam University College of Education

INTRODUCTION

Dar es salaam University College of Education as an institutions of higher learning, aspires to provide equal opportunities to both the staff in terms of recruitment, promotion knowledge and skill advancement, leadership and to students in terms of enrollment and assessment procedures. As a part of implementation of gender policy directives, The DUCE has demonstrated the will to promote gender equality and equity by first establishing gender policy in 2016. This gender policy is an outcome of commitment put by the government of Tanzania in various plans such as the National Development Vision (2025) and the constitution of the United Republic of Tanzania. Moreover, Tanzania government is committed to the principles of involving all its citizens in participating effectively in the development of the country; has signed all the international conventions aimed at eliminating discrimination against women (CEDAW). Tanzania government in response to the international conventions, established various policies and strategic plans aimed at eliminating discrimination against women in all sectors and related institutions (OUT, 2012)

The Dar es salaam University College of education is duty bound both morally and legally to adhere to the equity policies and non-discriminatory practices in all walks of life including employment, leadership, decision making, property ownership, politics and women empowerment.

DUCE vision from gender perspective aspires to be an institution that calls for elimination of barriers and discriminations preventing such goals. The policy also states the desire to facilitate gender mainstreaming in all programs and plans. (DUCE, 2016). This view is supported by research findings done at DUCE that there is positive attitudes on integration of sex education in higher learning institutions among students. (Bilinga, 2017). Similarly Guidorzi (2017) has observed the need by academic staff to be include various stakeholders in the formulation of curricula for it to be more gender sensitive.

SITUATION AT DUCE

After a critical review of literature it has been noted that DUCE is highly committed to gender equality and mainstreaming, as evidenced in its policies and gender conferences conducted. However some of the policies are silent on gender issues. Refer the table below showing the policies reviewed and how gender sensitive they are. Nevertheless, newsletters and journal articles were also reviewed.

LITERATURE REVIEW MATRIX

Source	Author and	Theme	Title	Methodol	Sampl	Theory/Model used used	Findings
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	year of publication			ogy	e/place		
News letter	Brianna Guidorzi (2017)		Stakeholders perceptions of DUCE's gender policy-exploring gendered knowledge in academia at DUCE	Descriptive survey	DUCE		<ul style="list-style-type: none"> • There is wide variation of perceptions regarding the topics of student enrollment and affirmative action, equal opportunities for staff and gender sensitive pedagogical processes. • There is need for increased awareness on gender policy
Policy	2013	Consultancy policy				There was no mechanism that indicated how junior staff can be accommodated or how gender can be mainstreamed in consultancy activities	<p>Page 5(v) To set guidelines that will ensure equitable access to consultancy assignments by all staff members including junior and female staff members</p> <p>Page 9..there was a policy issue (b)I,(d)iii</p>
	2018	National education Policy					Agrees with the importance of gender mainstreaming in

		Brief,2018					education
	2014	Guidelines for Research centres and research centres of excellence at the UDSM, 2014					Page 2; Objective iii To ensure and promote gender balance, equality and equity in its policies, programmes and regulations relating to teaching, research, consultancy and public services
	2012	Quality Assurance Policy					Page 3, functional area iii Improve gender balance and equity Objective d) provide conducive environment for the delivery of training, research .students and staff support services Pg 16 survey be done for employer, alumni, students and staff, external community, institutional audits, internal and external programme review
	2013	DUCE research policy and operational procedures					The policy is silent on gender issues

	2017	DUCE library policy and operational procedures					Page 13,vii Sexual harassment or any other form of abuse to library users or staff is prohibited
	2015	Scheme of service for DUCE					Page 3,(2.3) Gender and number only Gender is witnessed Words imposing singular include plural and vice versa, words imposing masculine gender include feminism and vice versa
	2014	Harmonised scheme of service for academic staff in public universities and constituent colleges					Page 6 5.1 Guiding principle Gender and number only Gender is witnessed Words imposing singular include plural and vice versa, words imposing masculine gender include feminism and vice versa Approved incentive scheme for DUCE staff maternity/paternity allowance
	2014	Staff					Page 2, objective 1.1.3

		development policy					<p>Enable effective implementation of gender equality and equity in all matters Page 3, 1.15 Issues tackled by SDP</p> <ul style="list-style-type: none"> i) Capacity building for gender analysis and gender accountability across all levels of training ii) Has created and adopted merit oriented and non-discriminatory policy without prejudice against race, gender etc iii) Redressing the status of training of academic staff <p>Duce has more than 182 staff</p>
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							<p>Gender distribution is skewed with 35% of women and 65% men</p> <p>This gender imbalance has tended to translate into more men being given staff training and devpt opportunity than women hence perpetuating gender imbalance. As a result more men are placed in positions of responsibility than women</p> <p>Duce is committed to achieve 50/50 balance in staff and stds</p> <p>a)</p>
		DUCE ICT policy					<p>Policy statement</p> <p>Page ix (b)The College shall ensure that ICT is accessible to entire DUCE community regardless of gender, physical disability, race and religion.</p> <p>Page xiii on human resources</p>

							<p>a) The College shall promote and support the development of qualified personnel regardless of gender, physical disability, race, and religion for efficient policy-implementation, regulation and management of information resources and services</p>
	2016	Duce strategic plan					<p>Value: Equity and social justice by ensuring equal opportunity and non-discrimination on the basis of personal, ethnic, religious, gender or other social characteristics; The College is challenged to contribute towards alleviating gender-based inequalities and promoting greater awareness of gender aspects locally, nationally, and internationally.</p>

	2018-2038	Duce master plan					Administrative block has dress room Has PMCTC in the proposed health center page 82
	Niamh O Rourke TCD/UCD (2017)	Baseline Research on Gender Perception of DUCE Staff and Students Researcher					Data has revealed that both staff and students are eager to engage with gender mainstreaming. However, it is clear that in order for mainstreaming to be fully effective it will be necessary to critically engage with the existing cultural norms, both within the university and within the wider community
							Pg 10,16 shall continue to mainstream gender
Journal article	Azala M. Al Ghamd (2016)		The empowerment of academic women leaders at Saudi universities and its relationship to their administrative	Quantitative – Survey study	Female and male leaders in 6 universities	<ul style="list-style-type: none"> • Equity theory 1970s • Feminist theory • Human development perspective • Administrative empowerment model • The Conger and Kanungo Model (1988) 	<ul style="list-style-type: none"> • moderate level of administrative creativity among academic women leaders from male Leaders'

			creativity			<ul style="list-style-type: none"> • Thomas and Velthouse Model (1990) • Dennis C. Kinlaw Model (1995) • The Spreitzer Model (1995) 	<ul style="list-style-type: none"> • perspectives
Journal article	TGNP 2007	Gender profile of Tanzania: Enhancing gender equity					Adequate gender equity and equality is not yet realized because of strong traditional customs and practices that are embedded in patriarchal ideologies

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