

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE

PUBLIC SERVICE MANAGEMENT

TANZANIA PUBLIC SERVICE COLLEGE



**GENDER POLICY AND OPERATIONAL
GUIDELINES**

March, 2014

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ABBREVIATIONS AND ACRONYMS

AU	African Union
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
DGP	Democratic Governance Programme
GAD	Gender and Development
GBV	Gender Based Violence
GPIC	Gender Policy Implementation Committee
GRB	Gender Responsive Budgeting
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ILO	International Labor Organization
MAB	Ministerial Advisory Board
M&E	Monitoring and Evaluation
MCDGC	Ministry of Community Development, Gender and Children
MCDW&C	Ministry of Community Development, Women Affairs and Children
MDGs	Millennium Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania
NICHE	Netherlands Initiative for Capacity Development in Higher Education
NSGRP	National Strategy for Growth and Reduction of Poverty
SADC	Southern Africa Development Community
SPT	Strategic Plan Team
TPSCSP	TPSC Corporate Strategic Plan
TPSC	Tanzania Public Service College
TAPSSO	Tanzania Public Service Students Organization
UNDP	United Nations Development Programme
URT	United Republic of Tanzania

FOREWORD

The Tanzania Public Service College (TPSC) is semi-autonomous Executive Agency established by the government in 2000 aiming at improving knowledge, skills and attitude of the public service through training, applied research and provision of consultancy interventions for effective and efficient public service delivery. Currently, the TPSC does not have a comprehensive institutional gender policy that would guide the gender mainstreaming in all its activities and actions. The TPSC gender policy has thus been developed to address those needs.

At the national level, there is the National Gender Policy. In addition, a number of development policies and strategies have been formulated. These include the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA II, 1999), Vision 2025, Millennium Development Goals and Public Service Reforms Phase I, 2000- 2007 and II, 2008-2012 which have come up with new targets on gender.

Similarly in Tanzania, the Ministry responsible for Community Development, Gender and Children (MCDGC) has the mandate to oversee the development and implementation of public policies on issues related to gender and to coordinate programs pertaining to gender. However, TPSC is developing its own gender policy which will fit the context of the College and will guide the actions of the institution on gender issues.

The formulation of the Gender Policy was initiated by the study on Gender Audit carried out in 9th- 20th May, 2011, with the financial and technical support from the Government of Netherlands, through Netherlands Initiative for Capacity development in Higher Education (NICHE) project agreement. The initiative aimed at institutionalizing efforts to address gender issues that were evident at TPSC. Also, the TOT on gender mainstreaming at work-places was organized for TPSC staff in Tanga on 21st- 25th November, 2011. Then, a Gender Policy Development Workshop in March and May, 2012, which drew participants from all relevant sections of the college. The workshop report was subsequently developed into a Gender Policy in 2012, after approval by relevant TPSC organs.

The gender policy aims at strengthening the TPSC capacity to effectively fulfill its vision and mission in training, research and provision of consulting services with a gender perspective. The success in achieving the objectives of this policy is the responsibility of all actors at the college. However, decision-making bodies at various levels had a vital role in policy implementation. It is our expectation that, with full support and participation of all actors at TPSC, the implementation of this policy will be a success and bear the desired fruits.

H. S. Nassor

Principal and Chief Executive Officer

Tanzania Public Service College

March, 2014

EXECUTIVE SUMMARY

Gender remains to be an issue in Tanzania, and concerted efforts have been undertaken by the government at international, regional and national levels to address gender, both theoretically and practically.

As a public service institution, the Tanzania Public Service College has the role and mandate to develop and implement her own gender policy for promoting gender equity and equality; and guiding gender mainstreaming and integration at the college.

In May, 2011, TPSC carried out a gender audit. The findings revealed a number of observations, which necessitated the need for developing a gender policy for the College. In terms of staff profile, gender inequity was evidenced in number, qualifications, and positions which they hold in their respective areas of specialization. The policy therefore, provides a framework and guidelines pertaining to the observed anomalies and gender imbalances in different areas of the training delivery at the college; and recommends gender responsive capacity building to address the m.

In terms of students on the other hand, the analysis reflects low female student representation in courses which require mathematics and very high representation in secretarial studies. Additionally, the overall proportion of female students is low in courses which offer better pay, while very few male students are in courses with lower remuneration.

In this sense, transforming the *modus operandi* for gender-responsiveness requires a deep understanding – for removal of the underlying factors that inhibit gender equity in all structures, systems and processes for promoting social justice and appropriation of human rights in all campuses.

This policy is based on the assumption that both staff and students are willing to carry out changes first by themselves, and that management will invest resources to achieve the changes. From the foregoing, the policy shall contribute to TPSC's institutional strengthening and capacity development.

CHAPTER ONE

1.0 BACKGROUND

Gender addresses socio-cultural dimensions of differences between men and women as well as boys and girls, providing a dynamic picture of society in which both genders interact in the development process. However, due to inequality between men and women as manifested in education, labour markets, decision-making bodies, political structures and households globally, it has become necessary to develop conventions and other forums that address these imbalances.

At the international front, the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) was ratified in 1979. CEDAW is the basis for many other efforts to foster equality between men and women by promoting and supporting gender mainstreaming. Other international efforts include:

- The Nairobi Forward Looking Strategies (1985);
- The Beijing Declaration and the Platform of Action (1995);
- Gender Development Declaration of the Southern African Development Community (1997). This declaration was adopted by heads of state and called for bridging the gender gap in top decision making positions by increasing the percentage of women to 30 percent by the year 2005.

In Tanzania, the existing institutional framework offers a good foundation upon which to build strong gender management policies. Government policies, legislations and regulations generally provide for equal opportunity of every citizen to actively participate in any national activity, including serving and being served in the public service. Such frameworks are protected in various policies, laws and regulations and in the constitution of 1977, as amended in 2000; no one should be discriminated based on his/her gender, ethnicity, religion or any other parameter. The Father of the Nation once insisted that, *“Tanzania could not talk of development and be proud of achievements attained in socio-economic field without a mention of women because they are a major force in the country’s economic development efforts”* (Nyerere, 1981).

Furthermore, Honorable Benjamin Mkapa the 3rd President of the United Republic of Tanzania on the climax of the celebration of 10 years of Beijing Platform for Action on 8th March, 2005,

stated that; *“the primary objective of improving the status of women in all spheres is fundamental for national development because women are stimulants of development”*

In view of the above, the government has made many efforts, endorsed and adopted the implementation of various strategies and plans of actions related to gender. Efforts to promote gender equity and equality in Tanzania include the following:-

- Tanzania being a signatory of various international conventions on gender related aspects
- The Arusha Declaration (1967) emphasized the elimination of exploitation of one person by another and advocated democracy and equality between the sexes.
- The *“Villagization”* Policy (1975) attempted to give equal say and access by men and women, to resources and decision making institutions within villages and other bodies in local communities.
- The Musoma Resolution (1975) which exempted girls graduating from high school from attending two years of National Service before joining the university, to give them a head start compared to their male counterparts, in order to compensate for many years of being disadvantaged.
- Universal Primary Education (1977) required parents to send all school-age children.

In order to address gender issues adequately, Tanzania has mandated the Ministry of Community Development, Gender and Children (MCDGC) to take lead in coordinating issues and programs that involve gender. Consistent with this, the Women and Development Policy was formulated in 1992. This has since, been replaced by the National Gender Policy (2000). The policy directs formation of Gender Focal Points within the government structure at all levels (central and local government and other institutions). It sets out guidelines on women and gender development and integration of gender equality in policies, plans and in strategies. This is the basis for establishing the TPSC Gender Policy.

1.1 AN OVERVIEW OF TANZANIA PUBLIC SERVICE COLLEGE

1.1.1 Establishment of the College

The Tanzania Public Service College (TPSC) was established under the ambit of the Executive Agencies Act (Act No 30 of 1997), the college was established to fill an extant void in terms of a comprehensive training facility for Public Service, the changing needs of Public Services resulting from instituted reforms, and the need for an autonomous financially sustainable public service college.

1.1.2 Vision, Mission and Objectives of TPSC

The Vision of the College is:-

“To Be a Centre of Excellence in Learning and Support for Effective Public Service”

The Mission of the College is:-

“To Improve the Quality, Efficiency and Effectiveness of the Public Service of Tanzania by Providing Comprehensive Training, Consultancy and Applied Research Interventions”

The general objectives of the college shall be to advance knowledge, wisdom and understanding through teaching, research, and consultancy and by the example and influence of its corporate life.

1.1.3 Gender Situational Analysis

As a public service institution, TPSC has always endeavored to promote gender equity and equality through its various programs. TPSC has taken a number of initiatives/measures aimed at improving gender balance at the college and the public service at large. These include but not limited to:

- Gender capacity development for TPSC staff through Netherlands Initiative for Capacity development in Higher Education(NICHE) and Democratic Governance Program (DGP) Projects;
- Establishment of a Gender Desk in every campus which is vested under the Human Resources Management Offices; and
- Gender sensitization workshops/seminars attended by TPSC staff;

While such efforts are commendable, gender equity has not been fully attained at TPSC. There are several gender issues to be addressed with respect to human resource development (academic and administrative) and in students' enrollment, performance as well as retention.

(a) Academic Staff/Facilitators

There are 25 female facilitators and 33 male facilitators at Dar Campus; 6 female and 24 male facilitators at Tabora, campus and 2 female and 10 male facilitators at Mtwara campus.

In Dar-es-Salaam Campus, there are 16% more male than female facilitators; at the campuses of Tabora and Mtwara the disequilibrium is even higher: 80% and 83% men respectively. The fact that a female dominated learners' population is taught by a team of facilitators where men are in the majority is striking. This situation could be perpetuated by the following factor:

- The pool of qualified female in the country is small. This is due to poor academic performance and retention of girls at all educational levels.

In Dar campus, 36% of male facilitators has a higher degree of Education (PhD and MSC) whilst only 9% of the female facilitators have these degrees. For BSc. it is almost equal 12 and 10% for men and women respectively. Mtwara has a staff that is relatively low qualified women and men alike. In Dar, slightly more than half of the facilitators have a M.Sc. and PhD, in Mtwara only a quarter of the total number of facilitators has MSc. None of the female facilitators in Mtwara has a Masters degree or PhD. Tabora is somewhere in between these two campuses with around one third of the total number of facilitators holding a Masters degree; again, it is only men that have this degree, all female facilitators are lower qualified.

In a nutshell, regarding educational level and background of facilitators majorities in the three campuses are at lower and middle levels, and have not been adequately developed. As a result of this, much of their potential has not been tapped and their contribution to organizational performance could be enhanced through appropriate competence based training.

In addition, staff carries out research and consultancy activities at a limited scale. The main reason is that there is still an absence of the required qualifications and relevant experience.

Staffing Policy

TPSC is guided by a National Employment Policy in Public Service, issued by President's Office Public Service Management. While the policy has articulated ethical issues well, it is silent on men and women as having different practical and strategic needs. Gender is not mentioned in the policy on matters related to workmanship at work place. Affirmative action exists in the policy in the sense that when a female candidate and a male candidate have the same score, the woman candidate will get appointed to the post. One of the contents of the policy is addressing cross-cutting issues. Although gender is treated as one of the cross cutting issues, in actual fact it was only HIV and environment which have been highlighted. Thus it would seem important to have a policy which will guide the college on gender issues.

Curriculum

TPSC Dar offers eight courses while the Tabora and Mtwara campuses offer seven and five courses respectively during the period understudy. The course on Secretarial studies is frequently attended by only four male learners out of a total of 336 learners for that particular course and out of a total of 1341 learners for all Secretarial Studies courses in all campuses. In Financial Management and IT courses, male student population ranges from 54% to 75% and 65% to 78% respectively. These courses have an over representation of male learners when compared to total student population. It is said that female learners shy away from IT or Financial courses due to the fact that they have a mathematics requirement, a qualification which many female learners don't have.

(c) Students' enrollment

Learner's at the TPSC come from all socio-economic strata of the society. Coincidentally, the percentage representation of female and male learners is similar in all the three campuses at 79% and 21% respectively. The high number of female students is a reflection of the past and present perspective whereby the college used to train secretaries, which is considered a feminine profession.

Only four male learners out of a total of 336 learners are enrolled in Secretarial Studies during the past ten years. There are a total of 1341 learners taking that course in all three campuses. Male students pursuing a course in financial management, ranges from 54% to 75%; for IT the percentage ranges from 65% to 78%. These courses have an over representation of male learners

when compared to the total student population. In order to attract more male students in Secretarial Studies, the college is in a process of changing description of the course to attract male students. Affirmative action is needed to attract female students to courses which are dominated by male students. There is near parity in the Human Resources management and Certificate in Public Administration at the Tabora campus, (58% and 9%). The situation in Mtwara is not very different from that of Tabora and Dar-es-Salaam. While there was gender parity in the subject of Human Resource Management, there were no male in secretarial courses and fewer male learners in Records Management.

The overall proportion of female students is undesirably low in those courses which would normally offer better pay and privileges. Likewise there are very few male students in those courses which are lowly paid and which perpetuate gender disparity in many ways. This is attributed to several factors, including:-

- Majority of boys shy away from female related subjects. Some courses offered at TPSC are seen as being feminine, like secretarial courses.
- A career in secretarial and related fields is not attractive to many men.
- There is inadequate number of role models in female representation in decision making positions in both the college and the student government, whose accomplishments can be admired by girls and young women, and attract them to emulate.
- Stereotyping within some curricula as well as teaching materials at all levels in the educational systems has also been identified as a limit to the participation of men.

CHAPTER TWO

2.0 RATIONALE FOR GENDER POLICY

Despite the impression by the management that opinions of women and men are given an equal weight at TPSC, gender remains an issue. The gender audit report, revealed areas where gender is not adequately addressed.

Suffice it to say that gender issues are not only a concern of the TPSC, but of national and international institutions. Articles 9, 21, and 22 of the Constitution of the United Republic of Tanzania (URT), provide respectively, respect of human rights, the right to participate in governance and equal opportunities for both men and women. The Constitution establishes affirmative principle as a temporary measure to rectify the historical gender imbalances. In addition to the Constitution, the Tanzania's National Vision 2025 (1999) aims at attaining human development in order to reduce poverty, inequality and all forms of socio-political exclusion.

Similarly, NSGRP/MKUKUTA (2005) considers gender as a cross-cutting issue. This is well addressed in Cluster No II, "Improving the Quality of Life and Social Well-being" of men and women in the society. The National Gender Policy (2000) calls for public institutions to rectify the historical gender imbalance as well as mainstreaming gender issues in all development plans. The Higher Education Policy (1999) underscores the need for gender equity and equality for both men and women.

Tanzania is a signatory to various international human rights instruments. These adhere to equity policies and non-discriminatory practices. International labor Organization's (ILO) instruments, of which the country is a part to, demand protection of women against discrimination in employment. The ILO 111 Convention (1958) calls upon member states to pursue policies designed to promote equal opportunity and treatment in respect to employment and occupation in order to eliminate any kind of discrimination. The (1979) Universal Declaration of Human Rights and the Bill of Rights bind Tanzania morally to ban discrimination of all forms. The Convention on the Elimination of all forms of Discrimination against Women (CEDAW) binds the Tanzanian Government legally to ban discrimination and promote as well as empower

women in all spheres. The Beijing Platform of Action (1995) identified 12 critical areas of concern of which Tanzania prioritized four main areas as a commitment. These include enhancement of women's legal capacity, economic empowerment of women, political empowerment of women and improvement of women's access to education and training. Goal No. 3 Target 4 of the MDGs (2001); calls for elimination of gender disparity in all levels of education no later than 2015. Furthermore, regional instruments such as Gender Development Declarations of SADC (1997) bind Tanzania to have an affirmative action to promote females' participation in politics. While the Declaration set a 33% benchmark as a minimum percentage for females' participation in decision-making process, the African Union (AU) set a benchmark of 50%.

Therefore, TPSC has the role and mandate to develop and implement a gender policy that would be consonant with the international, regional and national instruments. Generally, such a policy will promote gender equity, equality and empowerment within the college in particular and Tanzanian society in general.

Specifically, the policy will be based on analysis of needs and interests of women and men (staff and learners). It means looking at power inequalities, gender based violence and other gender related issues. It will address undesirable gender gaps, gender-blindness in the programmes and imbalances at TPSC. The policy will ensure that different bodies, (MAB Members) and other governing bodies are aware and supportive in mainstreaming gender. The policy will include an action plan that shows time and resources (human, time, financial and physical resources), to address gender issues. The policy will ensure that objectives and action plans related to gender issues are monitored and evaluated regularly and adjusted when need arises. The College Gender Policy will therefore, serve as a guide to the College on all matters pertaining to gender and form a basis for the strategies to achieve gender balance.

CHAPTER THREE

3.0 VISION, MISSION, GOAL AND OBJECTIVES

3.1. VISION

The Vision of the Gender Policy is to enable TPSC become a gender responsive community with equal opportunity to all men, women, boys and girls based on their ability and merit, so that the college utilizes its human resources potentials optimally and in harmony. Need to sharpen it

3.2. MISSION

The Mission of the Gender Policy is to mainstream and integrate gender in the TPSC core functions which are: training, research, provision of consultancy services and other related services for sustainable development.

3.3. GOAL

The goal of the Gender Policy is to strengthen TPSC's capacity to effectively undertake its roles in mainstreaming gender in its activities and structures; mainly in training/curricular, research, and consultancy and in addressing needs of its core customers who are members of the public service.

3.4. OBJECTIVES

In order to achieve the goal, which embodies the vision and mission of the policy, TPSC will pursue the following objectives:-

3.4.1. Training

- a) To increase enrollment of male/female students by 5% annually in all training programs where disparity is evidenced.
- b) To provide two gender awareness programs annually, each to both students and staff
- c) To identify and develop performance-related capacities of both female and male academic and administrative staff.
- d) To mainstream and integrate gender into TPSC's Curricula in its entirety;
- e) To expand networking with pertinent gender-related professional groups in Tanzania.
- f) To design and implement gender mainstreaming short courses for the public service of Tanzania.

- g) To identify gaps and recruit more female staff where disparity is evidenced.

3.4.2. Research

- a) To mainstream gender in the research and related activities.
- b) To establish easily retrievable gender disaggregated data.
- c) To design and disseminate gender sensitive research technologies.

3.4.3. Consultancy

- a) To mainstream gender in consultancies' inputs, processes, and outputs.
- b) To identify values and attitudes that hinder gender equity and equality in the public service of Tanzania.

3.4.4. Institutional Development and Supporting Infrastructure

- a) To mainstream gender in planning at all levels.
- b) To increase the representation of females in decision-making bodies to at least 30% in 5 years.
- c) To institute Gender Responsive Budgeting (GRB) and resource allocation
- d) To promote gender equity, equality practices at all levels.
- e) To prevent all forms of harassment in general, and Gender Based Violence (GBV) in particular at all levels.
- f) To institutionalize M & E system across the entire policy

CHAPTER FOUR

4.0 POLICY STATEMENTS AND STRATEGIES

This chapter provides policy statements and strategies earmarked for effective implementation of policy objectives.

4.1 TRAINING

The issue here is to create awareness on gender issues to staff and students, to mainstream gender into TPSC's curriculum; as well as to build capacity for female staff in order for them to acquire management positions.

4.1.1 Policy Statements

TPSC shall endeavor to:

- i. Increase the enrollment of male students in all training programmes.
- ii. Provide Gender awareness Programs to students and staff
- iii. Develop the capacity of female academic and administrative staff.
- iv. Mainstream gender into TPSC's curricula and Strategic Plan.
- v. Promote networking to gender-related professional groups among staff and students.
- vi. Introduction of long and short course programs on diversity/gender management.

4.1.2 Strategies

- a) Encourage female students to enroll in Financial and IT related subjects in line with the government emphasis on science subjects and mathematics at the secondary school level.
- b) Convince males to believe in and partake Secretarial/related skills' training.
- c) Promote capacity development for female academic and administrative staff.
- d) Promote gender mainstreaming into TPSC curricula.
- e) Encourage staff and students to network to gender-related professional groups.

4.2 RESEARCH

In this area it is important to carry out specific activities which will bring about gender change. It is of no use if gender cannot be translated into action. Thus by use of different modules gender will be mainstreamed in research.

4.2.1 Policy Statements

TPSC shall strive to:

- i. Mainstream gender in research.
- ii. Establish easily retrievable gender disaggregated data.
- iii. Design and disseminate gender sensitive technologies and training materials.

4.2.2 Strategies

- a) Promote gender mainstreaming in research.
- b) Encourage TPSC staff to participate in multi-disciplinary research.
- c) Promote generation and dissemination of user-friendly gender disaggregated data.

4.3 CONSULTANCY

In consultancy staff should endeavor to carry out consultancies which will bring into the limelight gender issues. There should be a feedback of such consultancies into management, staff, students and different college bodies so that they can be used to bring desired change.

4.3.1 Policy Statements

TPSC shall endeavor to:

- i. Mainstream gender in appropriating its consulting services
- ii. Promote gender-responsive equity and equality.
- iii. Conduct gender- responsive consultancy interventions.

4.3.2 Strategies

- a) Promote gender mainstreaming in consulting interventions
- b) Promote gender-responsive equity and equality.
- c) Promote gender sensitive public service interventions.

4.4 INSTITUTIONAL DEVELOPMENT AND SUPPORTING INFRASTRUCTURE

Gender equality is a complex and multifaceted process. It includes, but is not limited to: equal rights for women and men to pursue career and personal development, right to economic independence, right to personal safety and free from a violent environment and discrimination. The issue here is for the policy to be able to promote human rights and gender equality and integrate them into practical work.

4.4.1 Policy Statements

TPSC shall endeavor to:

- i. Mainstream gender in planning at all levels.
- ii. Mobilize resources for gender equity and equality.
- iii. Promote gender equity, equality and empowerment at all levels.
- iv. Discourage all forms of harassment and discrimination at all levels.
- v. Increase the representation of women in decision-making bodies.
- vi. Institutionalize M & E system across the entire policy

4.4.2 Strategies

- a) Encourage mainstreaming of gender issues in planning at all levels.
- b) Encourage female staff to apply for all positions that are advertised by TPSC.
- c) Encourage design and use of gender sensitive infrastructure.
- d) Formulate mechanisms that discourage all forms of harassment/discrimination
- e) Encourage mobilization of resources to address gender equity and equality
- f) Create awareness and develop capacity for gender equity, equality and empowerment at all levels.
- g) Encourage participation of women in decision-making.
- h) Institutionalize M & E system across the entire policy

CHAPTER FIVE

5.0. IMPLEMENTATION FRAMEWORK

5.1 Organization and Mandate

The implementation of this Gender Policy will be institutionalized within the TPSC structure. The Appointment of Disciplinary Committee shall be re-instituted and the Gender Focal Person of every campus shall be a member of the Strategic Planning Team (STP) in the respective Campus. The policy will be coordinated by the Gender focal person of every campus. The SPT shall be headed by the Chief Executive Officer, who is also the Chairperson.

5.1.1 The Role of the CEO/Principal is to:

- a). Recommend the Gender Policy to the Ministerial Advisory Board.
- b). Approve short, medium and long term implementation programmes.
- c) Advise on Gender Policy revision.
- d) Ensure gender balance in decision making bodies.
- e). Approve financial resources for the implementation of the policy

5.1.2 The Role of the Deputy Principal, Academic Research and Consultancy is to;

- a) Lead in gender-responsive coordination of the policy implementation through core functions of the college, training (long and short term), Research and Consultancy;
- b) Evaluate with gender perspectives the current progress of academics and recommending future programmes;
- c) Recommend appropriate gender responsive budgets for the Academic directorate ;
- d) Ensure and oversee gender-responsive research and consultancy activities at the institute;
- e) Coordinate and establish gender-responsive academic programmes and management of academic resources;
- f) Oversee admission and examination regulations that are gender responsive;
- g) Plan and prepare gender responsive and related activities for sensitization in government departments;
- h) Translate the Gender Policy into implementable programmes;

5.1.3 The Directorate of Planning, Finance and Administration is to;

- a) Mobilize and allocate resources for the implementation of the Gender Policy, in line with the Gender Responsive Budgeting principles
- b) Prepare gender responsive work plans and budgets for the implementation of the policy
- c) Coordinate implementation
- d) Ensure implementation of the Gender Policy through the existing college machinery.
- e) Design and ensure construction of gender responsive infrastructure/ superstructure.
- f) Translate the Gender Policy into implementable programmes.
- g) Review the Gender Policy from time to time when necessary.
- h) Coordinate, monitor and evaluate all gender related activities within the College.
- i) Establish and maintain a Gender Resource Centre at TPSC in future.

5.1.4 The Role of SPT

The SPT will have the following mandate:

- a) To take an active role in addressing gender issues affecting the TPSC community.
- b) To mobilize resources for the implementation of the Gender Policy.
- c) To formulate mechanisms for transforming values and attitudes that hinder gender equity

5.1.5 The Roles of Other Actors

Success of this Gender Policy depends on resolute commitment of every member of the College. However, there are key players whose support is critical to facilitate the process of gender mainstreaming into all aspects of the Colleges. These include the:

- i. Workers Council
- ii. Ministerial Advisory Board
- iii. Management Team
- iv. Discipline Committee
- v. Heads of Departments
- vii. TPSC Academic Board
- Viii. Tanzania Public Service Students Association (TAPSSO)
- ix. Trade Union for Government and Health Employees (TUGHE).

5.1.1.1 Workers Council

- a) To advise MAB on effective strategies for Gender Policy implementation.

- b) To advise the TPSC on short, medium and long term gender implementation programs.
- c) To recommend to the TPSC on Gender Policy revision.

5.1.1.2 The Role of Ministerial Advisory Board (MAB) is to;

- a). Approve the Gender Policy and related amendments as appropriate
- b).Ensure that gender is mainstreamed at all levels within the College’s academic programs.
- c) Approve structures/ mechanisms/strategies that promote all forms of gender equality and equity discrimination.

5.1.1.3 Disciplinary Committees and Academic Board

- a) To ensure the application of gender-responsive work regulations/rules to all staff
- b) To ensure gender- responsiveness in remuneration and fringe benefits as per other policies
- c) To promote the welfare of staff with special needs.
- d) To manage all forms of discrimination at all levels.

5.1.1.4 Heads of Departments

- a) Ensure gender mainstreaming into TPSC curricula
- b) Ensure gender- responsiveness in staff recruitment, retention, training and promotion as per qualifications/profession
- c) Safeguard gender balance in students’ enrollment through affirmative actions for female, male and students with special needs
- d) Prevent all forms of harassment/ discrimination at the departmental level.

5.1.1.5. Students Associations

- a) To ensure commitment and support implementation of the Gender Policy.
- c) To discourage all forms of harassment/discrimination at all levels.
- d) To participate in changing values and attitudes that hinder gender equity and equality.
- e) To ensure gender- responsiveness in their associations.

CHAPTER SIX

6.0 COORDINATION, MONITORING AND EVALUATION

6.1 Coordination

The implementation of this Gender Policy and the attainment of the vision, mission, goals, objectives and strategies stipulated in it will depend greatly on a well-defined and effective coordination mechanism. At the institutional level, the Ministerial Advisory Board will be responsible for overseeing the implementation of the policy. At the campus level, the Human Resources Management offices will be responsible for overseeing and the coordination of gender issues. The offices shall work in close collaboration with the Academic Research and Consultancy Directorate to ensure appropriate gender mainstreaming. Similarly, the coordinating offices should also provide quarterly implementation reports of their activities to the Management

6.2 Monitoring and Evaluation (M & E)

Successful implementation of this Gender Policy will largely depend upon an effective gender-responsive Monitoring and Evaluation (M & E) mechanism. This mechanism is a necessary means for assessing the implementation of strategies and achievements of policy goals and objectives. It will focus on the analysis of the policy progress in the attainment of qualitative and quantitative objectives.

The College, through HRM offices will support M & E exercises. The SPT will work together with other actors in the M & E of policy activities in their respective areas. In addition, all actors involved in the implementation of the policy will be responsible for M&E of policy activities falling within their jurisdictions.

In consultation with the implementing actors, SPT will develop guidelines and indicators to be used for M & E of the policy and related programmes. M & E reports will be produced and disseminated in order to allow stakeholders at all levels to share views on the progress of the policy. In addition, M & E results will be used to review strategies and programmes and where necessary to make adjustments for the purpose of improving performance and achieving the intended results.

APPENDIX: DEFINITIONS OF GENDER KEY CONCEPTS

Access: Opportunity to get hold of or utilize resources and services such as land, cash, capital, technology, training, health care and the like more often women have use but do not own and/or control such resources and services.

Affirmative action: Actions that are engaged to give preference in order to enable disadvantaged groups' get better access to recruitment, promotions, contracts or employment positions. It is a positive discrimination, a deliberate action to redress past and present inequalities on the basis of sex and disability in order to provide equal opportunities to everybody.

Basic needs: The term used largely in community development to refer to basic health services, education, housing, i.e. those that are necessary for a person to live.

Benefits: Outcome of one's activities, which normally improve the quality of life of the individual. Common types of benefits include improved services, better economic opportunities, personal gains, cleaner environment, and good social relations.

Control: Control over resources refers to the right to distribute resources one needs to carry out one's activities.

Convention: Formal written agreement between parties, usually requiring the performance of some action, in the human rights context, "covenant" usually refers to either the International Covenant on Economic, Social and Cultural Rights or the International Covenant on Civil and Political Rights.

Capacity development: The process by which individuals, organizations, institutions and societies develop their abilities individually and collectively to perform functions, solve problems and set and achieve objectives.

Disaggregated data: Data that are presented in terms of sex, age, or other variables which emphasize the differences on needs, activities, priorities and interests of the community

Discrimination: Differential treatment of individuals based on such factors as age, sex, religion, ethnicity, or other individual distinctions.

Empowerment: A process of gaining power and control over decisions and resources that determines the quality of one's life. It is based on developing an awareness of the causes of inequality and comprises actions that may help overcome obstacles to equality.

Engender: To be a cause of some situation or condition, Example: some people believe that poverty engenders crime, which means crime is a result of poverty.

Female: Refers to the biologically determined characteristics based to women.

Feminism: A social movement that questions gender inequalities and seeks to redress these at the personal, relational and societal level.

Gender: Gender refers to the comparative or differential roles, responsibilities and opportunities for men and women in a given society. Gender is related to how we are perceived and expected to think and act as men and women because of the way society is organized, not because of our biological differences. Roles and responsibilities refers to the different work that men and women do, their different needs, their different access to resources and different areas in which they can make decisions and exercise control over resources and benefits. These roles and responsibilities are socially and culturally determined and differ from country to country.

Gender Analysis: Gender analysis is the practice of examining special process, which determines the division of labor and roles between men and women, as well as their differentiated access to or control of factors of production, services and resources.

Gender analysis and planning: Research that aims to reveal inequalities between men and women and how these express themselves in personal and social relations. Planning for change to achieve more equality in development

Gender Approach: Distinct focusing on men and women and not on women in isolation. A gender approach highlights the; Differences between women's and men's interest even within the same household and how these interact are and expressed; The conventions and hierarchies which determine women's and men's position in the family, community and society at large, whereby women are usually dominated by men; Differences among women and among men, based on age, wealth, ethnic background and other factors; The way gender roles and relations change, often quite rapidly, as a result of social, economic and technological trends.

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.

Gender Balance: The goal of acquiring equal number or 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 indecision making structures.

Gender based violence: All forms of violence that happen to women, girls, men and boys because of the unequal power relations between them and the perpetrators of such violence.

Gender based division of labor: The socially or cultural determined division of labor in a community or society whereby it is normally determined what tasks will be done by female members and what tasks by male members of that community.

Gender bias: Gender bias occurs when there are gender disparities and differential treatments given to people on the basis of sex such as resources and opportunities for better life.

Gender blind: This is a conscious way of doing or saying things without recognizing or considering differences in position, needs and feelings based on gender.

Gender Blind: The lack of recognition of gender differentials that includes a bias in favor of existing gender relations.

Gender Budgets: Gender budgets, 'gender-sensitive budgets refers to a variety of processes and tools, which attempt to assess the impact of budgets, on different groups of men and women, through recognizing the ways in which gender relations underpin society and the economy. Gender or women's budget initiatives are not separate budgets for women. They include analysis of gender-targeted allocations (e.g. Special programmes targeting women or men); they are disaggregated by gender. They also include, impact of mainstreaming expenditures across all sectors and services; and they review equal opportunities policies and allocation within government service.

Gender Concern: Needs that arise from the gender division of roles and labor.

Gender and Development (GAD): GAD looks at the larger inequities of unequal relations between the rich and the poor, the advantage and the disadvantaged and within that, the additional inequities that women face.

Gender disaggregated data: Differentiation in analysis, planning and monitoring and assessment of women and men, and in relation to gender related issues such as access and control over resources, division of labor, violence, mobility, decision-making, etc.

Gender Division of labor: A focus on the gender balance in productive, reproductive and community based activities: who does what when, how and with what.

Gender efficiency: Identified men and women are the most important under-utilized resources, which programmes and projects must incorporate for more effective and efficient development.

That is men and women are key factors in the various development sectors throughout the developing world.

Gender empowerment: Gender empowerment is a process of integrating gender equality and empowerment of men and women. It involves framework wherein gender equality and empowerment can be assessed through working whether men and women have proportional access to factors of production, economic and political decision -making, professional opportunities, welfare provisions and conscioutization.

Gender Equality: Women and men having equal rights, responsibilities, duties and status. This does not mean women and men are the same, but rather equality between women and men at various levels:

- Equal material welfare;
- Equal access to resources and opportunities;
- A value system based on the belief in equality;
- Equal participation in decision making , and;
- Equal control over resources and benefits.

Gender Equity: Is fairness and justice in women's and men's access to socio-economic resources, benefits and responsibilities in all spheres of life. The emphasis on gender equity and women's empowerment does not presume a particular model of gender equality for all societies and cultures, but reflects a concern that men and women have equal opportunities to make choices about what gender equity means and work in partnership to achieve it. Achieving equity could be one way of achieving equality.

Gender framework: A set of analytical tools and systematic steps to assess the various categories on determinants that characterize the observed situation. Frameworks assist in unpacking and understanding how women and men's gender relations are structured.

Gender gap: Differences (whether qualitatively or quantitative) of treatment between men and women, boys and girls in regards to accessing resources, services, opportunities, needs and other individual requirements.

Gender mainstreaming: Is a means, process, or strategy for achieving gender equity or equality. It is the incorporation of gender perspectives/dimension into all activities, processes,

policies, and laws, regulations etc. In this way gender becomes an integral partaker of action than add-on.

Gender needs: These are the individual requirements or priorities of men and women basing on their differentiated roles, access to or control over factors of production and services.

Gender neutral: Interventions targeted at the actors – be they women or men, who are appropriate to the realization of predetermined – goals, which leave the existing division of resources and responsibilities intact.

Gender perspective: A view or focus on how men and women affect or they are affected by the intended/or implemented activities, policies, projects or interventions.

Gender policy: A framework which lays out what needs to be done in order to address gender imbalances in a given setting. It entails broad guidelines providing a framework for ensuring gender equality.

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.

Gender role: Socially determined tasks, activities, responsibilities for men and women that are based on socialization and socially perceived expectations on how men and women should act or perform.

Gender sensitive indicator: Gender sensitive indicator, is a signal that help t o measure gender related change disaggregated differently between female and male.

Gender sensitivity: Gender sensitivity is a situation of being knowledgeable that sex based discrimination is determined by social cultural factors such as attitudes and behaviors that limit or promote boys and girls towards various tasks. It is also recognition of the differences and inequities between women's and men's needs roles, responsibilities and identities.

Indicator: Indicator is a signal that helps to measure change in terms of quality, quantity and timelines of the community. Signal that reveals progress (or lack thereof) towards objectives; means of measuring what actually happens against what has been planned in terms of quantity, quality and timelines.

Man: Biologically based references to sex based to men

Male: Socio-cultural based references to male adult.

Monitoring: Term used to mean an investigation intended to track of/or gathering information on government practice, project/programme, or any routine activities in implementation related to a particular action undertaken.

Participation: Participation is a process to partake or engage in an activity or have a share in an endeavor of objective with others.

Practical Gender Needs: Those needs which are related to satisfying both men's and women's, girls and boys basic material needs for their day to day survival such as food, water, clothing and shelter. They arise out of gender division of labor as well as differences in access to and control over resources and benefits.

Resources: This term is often used in a budgetary sense to mean the amount of funds available to the government to spend. Resources generally will come either from revenues or borrowing. Resources can also be in other forms such as human resources i.e. labor or in a form of materials.

Sex-roles: The concept used to explain, the biologically determined reproductive roles such as child bearing and women, fertilization of men and breast-feeding.

Sex: It is a genetically determined by characteristics of being either female or male. Sex is the biological differences between men and women, which are universal, obvious and generally permanent. Sex describes the biological, physical and generic composition with which we are born.

Sexual harassment: 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 imposes deprivations on the other. It is the abuse of power and an assault on one's right to dignity, respect and freedom.

Strategic Gender Needs: Needs that are related to changing the situation of marginalized people, especially women and girls to reach social equality. These arise out of the analysis of women's position relative to that of men.

Woman: Socio-culturally based reference to female adult.