

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



**GUIDELINES FOR MAINSTREAMING GENDER IN TEACHING
AND LEARNING PROCESS AT UNIVERSITY**

April 2023

FOREWORD

Mbeya University of Science and Technology (MUST) is a Public Institution established through the Universities Act No.7 of 2005 and the Charter of Mbeya University of Science and Technology of 2013 aiming at becoming the leading Centre of excellence for knowledge, skills, and applied education in science and technology through training, research and consultancy.

Currently, MUST has a revised Gender Policy (2023) that guides gender mainstreaming in all core functions of the University on academic, research, consultancy, and community outreach services for sustainable development.

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, Sustainable Development Goals 2015 – 2030, and Public Service Reforms Phase I, 2000- 2007 and II, 2008-2012 which have come up with new targets on gender.

The Ministry responsible for Community Development, Gender Women and Special Groups (MCDGWSG) has the mandate to oversee the development and implementation of public policies on issues related to gender and to coordinate programmes pertaining to gender issues.

The development of the Guidelines could not have been a success without the contribution of different stakeholders within the MUST community. Staff, students, and other MUST community members have all played a great role by providing information, advice, and opinions to help create a comprehensive Gender Policy implementation guideline for the MUST community.

It is hoped that the Guidelines will go a long way in addressing and providing operational guidance on all gender-related issues at MUST.

Prof. Aloys N. Mvuma

Vice Chancellor

Mbeya University of Science and Technology

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LIST OF ABBREVIATIONS AND ACRONYMS

CGS	Centre for Gender Studies
DAHRM	Director of Administration and Human Resources Management
DVC-ARC	Deputy Vice Chancellor Academic Research and Consultancy
DVC-PFA	Deputy Vice Chancellor Planning Finance and Administration
GRP	Gender Responsive Pedagogy
DGS-TLP	Directorate of Gender Studies-Teaching and Learning Process
HoD	Head of Department
HoU	Head of Unit
M&E	Monitoring and Evaluation
MIST	Mbeya Institute of Science and Technology
MTL	Teaching and Learning Process
MUST	Mbeya University of Science and Technology
MUSTSO	Mbeya University of Science and Technology Students Organization
SIMS	Students' Information Management System
STEM	Science, Technology Engineering and Mathematics
TLP	Teaching and Learning Process
VC	Vice Chancellor

DEFINITION OF KEY TERMS AND CONCEPTS

In this Guidelines, unless the context otherwise requires-

“Academic staff” means the a professor, lecturer, tutorial assistant, and research fellows who are employed by the University, whether on a full-time or part-time, permanent or temporary;

“Administrative staff” means the persons who are employed by the University and are determined by the University Council to be members of Administrative Staff;

“Gender and sex” Gender connotes the social and cultural relations, and interaction between men and women in development. It is different from sex, which is a biological difference between men and women;

“Gender mainstreaming” means a process that recognizes and addresses gender gaps in an organization and ensures that gender needs are incorporated into the organization’s operations, processes, and systems. The process requires strategies that integrate gender concerns into the organization’s objectives;

“Gender awareness” means the situation whereby an individual or a society becomes conscious that individuals or societies are not homogeneous units; they relate to gender, and that benefits from the interventions are distributed equally between men and women. It also refers to gender-sensitive attitudes and commitment in effecting changes to uplift the disadvantaged sex;

“Gender equity” means a quantitative measure referring to a process in which both men and women access an organization’s resources, opportunities, benefits, and obligations with a view to gender equality;

“Gender equality” means a situation in which men and women enjoy equal rights, opportunities, privileges, and resources in an organization/community;

“Gender gaps” means the gap that occurs when there is a discriminative action in resource, roles, activities allocation, and decision-making between male and female gender;

“Gender balance” means a situation whereby a male and female member of an organization or community is given an equal opportunity to enjoy the resources, and responsibilities as well as participate in planning and decision-making;

“Gender blind” means to ignoring or failing to address the gender dimension.

“Gender sensitization” means a process of making individuals, society/organization to recognize that socio-cultural relationships between men and women in society are socially constructed for the benefit of the dominating groups;

“Gender-based violence” means an umbrella term for any harmful act that is perpetrated against a person’s will, and that is based on socially ascribed (gender) differences between males and females;

“GBV response” means the reaction and support of stakeholders in initiating strategies and activities toward GBV survivors;

“MUST community” means staff, students, service providers, and MUST residents;

“Peer educator” means the staff/student who provides education to the University community on GBV issues;

“Sex-disaggregated data” means the collected, analyzed, and presented quantitative data, based on male and female criteria.

“Sexual harassment” means any unwelcome, usually repeated, and unreciprocated sexual advance; unsolicited sexual attention; demand for sexual access or favors; sexual innuendo or other verbal or physical conduct of a sexual nature; and display of pornographic material when it interferes with work is made a condition of employment or creates an intimidating, hostile, or offensive work environment; and

“Sexual harassment” means unwelcome conduct of a sexual nature that makes someone feel offended, humiliated, and/or intimidated.

1.0 INTRODUCTION

1.1 Background

Mbeya University of Science and Technology (MUST) is a result of the transformation of the Mbeya Institute of Science and Technology (MIST) by the Universities Act NO.7 (2005) and Mbeya University of Science and Technology Charter, 2013. The Universities Act requires Universities to draft Charters and have them approved as a condition for providing University Education. In compliance with the requirements of the Universities Act, Mbeya University of Science and Technology has been established through part II, Section 3(1) of the Mbeya University of Science and Technology Charter, 2013.

1.2 Vision

The Vision of Mbeya University of Science and Technology is to become the leading Centre of excellence for knowledge, skills, and applied education in science and technology.

1.3 Mission

The Mission of Mbeya University of Science and Technology is to develop academically, technologically, and socially competent students, staff, and other stakeholders who will be responsive to the broader needs and challenges of the society specified through the following objectives;

- (i) Facilitating appropriate tuition, practical training, and support according to the needs of students and other customers.
- (ii) Encouraging staff commitment to quality education and services including research, consultancy, and innovation;
- (iii) Fostering lifelong learning, honesty, and responsibility;
- (iv) Promoting an environment conducive to human development; and
- (v) Promoting effective entrepreneurship and usage of appropriate technology that meets national and international needs and standards through skills and practical-oriented training, research, and consultancy.

1.4 Strategic Mandate

Strategic mandate of the University is derived from the phrase “Science and Technology” in its name. This mandate is to provide tertiary and higher education, promote technology development, undertake research and consultancy, disseminate knowledge, and foster relationships with other agencies for the development of the nation.

1.5 MUST Motto

Endeavouring to lead in science and technology.

1.6 Gender Policy

The Gender Policy was formulated in 2018 and reviewed in 2023. This Policy, which started in 2021, has the function of advising and cross-checking gender issues in all University subsystems, including academic programmes, students’ admission, examination and assessments, academic staff, community outreach activities, research, and consultancy, students’ evaluation of lecturers and students support services. The advising and cross-checking is done to ensure gender compliance with national and international standards.

1.7 Justification for Establishment of the Guidelines

The University teaching and learning process through the use of respective curricula determine the content to be taught and learned. Good quality teaching materials and curriculum documents outline objectives, teaching content, desired learning outcomes, and suggested means of delivery, and they guide lecturers on how to deliver the curriculum to achieve the desired outcomes. The teaching materials together with curricula are therefore an ideal opportunity to promote a greater focus on gender equality within university education. They can reinforce the status quo in terms of gender inequality, or be used to support transformations in gender relations and promote gender equality in teaching and learning process. Developing gender-focused guidelines for the existing teaching process in University is an important starting point in understanding how the current curricula promote or hinder gender equality in education. However, not all teaching

and learning process are controlled directly by the curriculum. Lecturers are meant to interpret and adapt the teaching contents both to match the local context and to suit the needs of their learners. Nevertheless, it is vital that every University effort is made to develop a teaching contents and process that is gender responsive.

1.8 Benchmarking

This Guideline document has benchmarked from the best practices of various guidelines. Benchmarking was done in terms of format and contents from TCU Guidelines and a checklist of academic audits for University Education in Tanzania, the University of Dar es Salaam and the Sokoine University of Agriculture. Therefore, there is a need of establishing a guideline that will simplify the implementation of reviewed MUST Gender Policy 2023 on the issues of gender in all organs and activities of the University.

2.0 MONITORING SYSTEM AND TOOLS OF GENDER IN UNIVERSITY TEACHING AND LEARNING PROCESS

2.1 The Purpose

Gender mainstreaming in the teaching and learning process means examining lecturer behaviors, expectations, and interactions with male and female students; peer group norms; the curriculum (whether gender is explicitly addressed or not); the distribution of education resources; and university structure, organization and management through a gender-sensitive lens to ensure gender equality and inclusion. Gender equality in education is a much broader issue, but equalizing education access for men and women is a crucial first step toward realizing gender equality in education. Students and lecturers need to reflect on existing norms and traditions and be encouraged to challenge them. Interventions to achieve these can take place through lecturers, training and curricular reform, among other means.

The well structured monitoring system to collect information about gender equality in teaching and learning within university activities includes:

2.2 Systems

- (i) Curriculum reform and development process system;
- (ii) Class presentation system;
- (iii) Students' information management system (SIMS);
- (iv) Students' admission system on enrolment in each programme;
- (v) Programme self-assessment; and
- (vi) Institutional self-assessment.

2.3 Tools

The following "Gender Studies-Teaching and Learning Process (GS-TLP) forms will be used in monitoring gender in teaching and learning process:

- (i) **GS-TLP - 01:** Monitoring Tool for lecturers to be more aware of their gender bias;
- (ii) **GS-TLP - 02:** Assessing and revising teaching and learning materials to use gender-responsive teaching methodologies and activities to engage all learners;
- (iii) **GS-TLP - 03:** Monitoring teaching pedagogy with gender perspective;
- (iv) **GS-TLP - 04:** GRP assessments form;
- (v) **GS-TLP - 05:** General logic model for awareness-raising measures (teaching and learning seminars, workshops) for university staff; and
- (vi) **GS-TLP-6:** Checklist for developing and reviewing curriculum to incorporate gender issues.

3.0 MONITORING AND EVALUATION OF GENDER EQUALITY IN TEACHING AND LEARNING PROCESS

3.1 Gender-sensitive Monitoring and Evaluation

Gender-sensitive monitoring and evaluation (M&E) provide evidence that raises awareness of differential teaching and learning status, access, outcomes, and gender inequalities. It can also be used to advocate change and to address gender dimensions in teaching and learning process.

Gender-sensitive M&E considers what data are collected, how and by whom they are collected, and how data are analysed, interpreted, reported, disseminated, and used. For data collection, it is important to consider specific gender indicators and data disaggregated by sex, age. Data disaggregated by sex can provide insights into gender differentials in knowledge, behaviour, access to service, and its utilization.

The key elements and assessment tools included in this section are intended to help efficiently and effectively gather information about university attitudes, capacities, and practices related to gender, including obstacles to addressing gender issues. All of the tools will be applied according to participatory methods, essential for building University community involvement and engagement.

Below are key elements in monitoring and evaluation of quality teaching and learning.

3.1.1 Teaching and Learning Process

In order monitoring to take place it needs well-organized forms or questionnaires to be filled either during the workshop, occasionally, or during the right time to facilitate evaluation and data analysis. The following parameters will be monitored and evaluated on the existence of gender in teaching and learning process based on policies and systems, University facilities, University organizational structure, gender equality efforts by the CGS, academic attainment, lecturers and pedagogy, curriculum and textbooks, University management:

- (i) Use of academic staff who have experience on gender issues and are qualified to facilitate teaching and learning process;
- (ii) Effective use of clear words in and outside class where the instructor does not abuse or discriminate students or staff person;
- (iii) Effective use of evaluation forms in every semester which provides feedback on the instructor, course contents, and learning environment;

- (iv) Effective use of gender topics at the end of the lesson where the instructor can sensitize and mainstream gender issues;
- (v) Students' attendance in classrooms by checking the gender allocation column and its trends;
- (vi) Availability of readable facilities, notes, and hand-out that are required for programme during teaching and learning process;
- (vii) Analyse the attendance and dropout rates, as the enrolment rate itself cannot tell whether student go to class and learn in reality;
- (viii) Prepared a review whether a gender gap is manifested among adolescents according to ethnic group and presence of disability;
- (ix) Promote gender responsive teaching methods, and an understanding of students' learning with a gender perspective;
- (x) Incorporate gender contents in teacher training (definition of gender, gender issues in teaching, the significance of gender equality, gender-responsive teaching methods, GBV, and comprehensive sexuality education);
- (xi) Evaluating teacher training on gender responsive teaching methods and education guidance; and
- (xii) Effective use of images presented orally in stories, drama or visually, in photos or drawings to stimulate discussion and draw attention to problems.

3.1.2 Curriculum Development and Review

The first step is to ensure that gender equality is a high priority in the curriculum reform or development process. There needs to be a clear statement that all curriculum reform and development efforts will acknowledge and address gender equality principles to meet the needs of all learners, regardless of their sex or gender identity. This also needs to be communicated to all stakeholders in the curriculum reform and development process. The following should be taken into consideration:

- (i) Evaluate the curriculum baseline study or situation analysis of the gender-related needs of learners;

- (ii) Assessment of process conducted during curriculum planning equally reflects the voices of both male and female on these matters;
- (iii) Status of stakeholders involved in the curriculum reform or development process to have sufficient awareness of the need to make the new curriculum gender responsive; and
- (iv) Evaluation of expertise or experience of stakeholders in the area of gender equality and efforts should be done to raise their awareness and skills in this regard.

4.0 RESPONSIBILITIES IN MONITORING AND EVALUATION

4.1 Top Management Team

The top Management team consists of Vice Chancellor (VC), Deputy Vice Chancellor Academic-Research and Consultancy (DVC-ARC) as well as Deputy Vice Chancellor Planning-Finance and Administration (DVC-PFA). It has a big role to play in monitoring and evaluation of quality teaching and learning through close follow-up and decision making at the University. The team also reports to the Senate and Council on issues related to teaching and learning as well as support services.

4.1.1 Vice Chancellor

- (i) As the Chief Executive Officer of the University, the VC is responsible for day-to-day gender assurance activities;
- (ii) Ensure short-, medium- and long-term implementation of gender programmes;
- (iii) Ensure gender balance is achieved in decision-making positions;
- (iv) Approve financial and other resources for the implementation of the policy; and
- (v) Ensure that the University is a place where discriminatory gender roles are challenged and revisited.

4.1.2 Deputy Vice Chancellor Academic, Research, and Consultancy

- (i) Ensure that qualified academic staff are employed, developed and capacity building is based on gender-related programmes;

- (ii) Appoint a task force to accomplish various gender tasks related to programmes and curriculum;
- (iii) Lead coordination of the gender policy and guidelines implementation strategies;
- (iv) Evaluate with gender perspectives the current progress of academics and recommend future programmes (i.e., enrolment, retention, recruitment and completion);
- (v) Recommend approval of appropriate gender responsive budgets;
- (vi) Ensure the operationalization of the work plan;
- (vii) Coordinate and establish gender-responsive academic programmes;
- (viii) Oversee admission processes that are gender responsive;
- (ix) Plan and oversee preparation of gender-responsive and related activities for sensitization in lower-level education settings like secondary schools;
- (x) Ensure and oversee gender-responsive research and consultancy activities at the University;
- (xi) Oversee translation of the Gender Policy into implementable actions plans; and
- (xii) Coordinate, monitor, and evaluate all gender-related activities within the University.

4.1.3 Deputy Vice Chancellor Planning, Finance and Administration

- (i) Mobilize and allocate resources for the implementation of the Gender Policy Guidelines;
- (ii) Handle all financial matters for required activities, materials, and facilities;
- (iii) Recommend gender-responsive budgets for implementation of the Gender Policy Guidelines; and
- (iv) Ensure the design of construction of gender-responsive infrastructures.

4.2 Directorate of Gender Studies

- (i) Check that teaching-learning processes, learning materials, related activities such as sports, cultural activities, choice of subjects, and access to infrastructure are gender responsive;
- (ii) Audit, report, and advice top Management on gender issues related to the University activities and programmes;
- (iii) Compile various gender reports from stakeholders, stakeholders' reports, evaluation form results, and propose a way forward;
- (iv) Conduct various research and statistics on gender and make all statistics gender-sensitive with a view to identifying differences between the genders;
- (v) Coordinate, prepare, facilitate seminars and training related to gender issues;
- (vi) Provide gender services, and pre-advocacy service and recommend interventions;
- (vii) Promote the concept of gender equality and look at all the University activities from a gender perspective;
- (viii) Prepare work plan as per developed policy and guidelines;
- (ix) Provide long and short courses on gender-related issues;
- (x) Establish network linkages with other stakeholders;
- (xi) Ensure a gender-sensitive choice of images when preparing any public relations materials within the University;
- (xii) Realize the importance of developing gender responsiveness of the University towards the needs of women and men and transgender staff and students; and
- (xiii) Check gender compliance on national and international standards.

4.3. Principals and Directors

The role of Principals and Directors in making their College and Directorate gender-sensitive are to:

- (i) Act as a central role model in College and Directorate in establishing a gender-responsive environment;

- (ii) Understand what is happening in the college and take a proactive role in bringing about positive change;
- (iii) Be role models and gender champions for gender equality; and
- (iv) Promote gender equality and be seen to practise it through education.

4.4. Head of Departments

The role of Head of Departments (HoD) is to:

- (i) Take a lead in promoting gender equality within the department;
- (ii) Discuss with staff the importance of making curricula gender
- (iii) Embed gender equality in the curriculum and teaching and learning materials; and
- (iv) Observe teaching staff as a way of helping them to improve gender-sensitive practices.

4.5 Course Facilitators

Course Facilitators include module masters, lecturers, instructors, or tutors who are the experts responsible for facilitating teaching, preparation of teaching materials and marking exams. Their responsibilities are to:

- (i) Understand the number and ratio of male and female students and those with disabilities and gender-sensitive nature within a class or during project supervision;
- (ii) Ensure teaching and learning materials used in the University portray men and women of varying socio-economic, ethnic and religious backgrounds, including those with disabilities, with equal prominence, potential, and respect;
- (iii) Prepare course outlines or study guides, assessment plans, teaching materials such as notes or practicals for the module/subject and ensure materials are readable to everyone during delivery;
- (iv) Prepare, arrange, and plan lecture rooms and lessons so that male and female students and those with disabilities are given equal opportunities to participate and learn;

- (v) Guide students with or without disabilities in their area of specialisation and projects;
- (vi) Sensitise all issues related to the gender of the course in the right perspective way; and
- (vii) Be a good example and act as role model for gender equality in the University and community at large.

4.6 Review of Gender Implementation Guidelines

The Guidelines will be reviewed after three (3) years or reviewed from time to time as deemed necessary.

5.0 PARAMETERS TO BE MONITORED

In order for the monitoring of gender in teaching and learning to take place, it needs GS-TLP forms to be filled out to facilitate evaluation and data analysis in relation to the following:

- (i) Capacity building: College staff to assess trainer qualifications and skills with regard to gender;
- (ii) Individualization of college/trainer development plan to build gender expertise;
- (iii) Teaching methods: Appropriate to facilitate gender learning; and
- (iv) Gender courses: Implementation of gender courses for college/trainers appropriate to all levels;
- (v) Awareness seminars: In the dynamics of the learning environment to ensure a respectful and non-discriminatory classroom;
- (vi) Programme/course purpose, description, goals, objectives, integration of gender issues as content and exercises; and
- (vii) Gender-sensitive language, images, writings, and processes within the curriculum e.g. he/she in English language, photos of females and males, female and male speakers, male and female authors, female and male perspectives, etc.)

5.1 Indicators for Monitoring

The following will be regarded as evidence for monitoring and evaluation of gender in teaching and learning at MUST:

- (i) Assessors report from monitoring and evaluation tools;
- (ii) Report on adhering to gender equality in curriculum standards, textbook development, publishing, and test items;
- (iii) Report on performance in Examination results as displayed in SIMS;
- (iv) Report on gender-sensitive criteria included in lesson planning and classroom practice observation and assessment tools, as well as supervisor training;
- (v) Report from students on classroom methodology used and critical thinking tasks incorporate participatory, inclusive approaches through group work and pair work, peer and differentiated learning;
- (vi) A report on the percentage of classroom time spent in gender-inclusive participatory learning arrangements and the proportion of time teachers spend in monitoring learner-centred activities disaggregated by gender; and
- (vii) Students' class and lecturer attendance lists.

5.2 Monitoring Tools

Gender in teaching and learning will be monitored and evaluated through the use of a checklist and other tools as indicated in the Appendix by filling out the Forms (GS-TLP 1-6). The collected data will be analyzed and written reports will be presented as findings to the Management or relevant Committees as feedback.

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6.0 APPENDICES

FORM NO. DGS-TLP-01

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



DIRECTORATE FOR GENDER STUDIES

Monitoring tool for lecturers to be more aware of their gender bias

(To be filled by the Course Facilitator)

S/n	Items	Often	Sometimes	Never
1.	I encourage and help male students more than female students.			
2.	I am usually more critical to female than male students.			
3.	I am surprised when a female student gives the right answer			
4	I usually assign male students to be leaders in group work.			
5	I tell female students to not act like a man when she is being assertive.			
6	I tell male students to stop acting like a woman when he shows emotion			
7	I call more on male than female students.			
8	I don't expect a female student to do well in math and science.			
9	I don't expect a male student to do well in reading.			
10	I don't expect a female student to do well in class than a male student.			
11	I think that male students should do heavier chores or physical work around the workshop.			

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DIRECTORATE FOR GENDER STUDIES

Assessing and revising teaching and learning materials to use gender-responsive teaching methodologies and activities to engage all learners

(To be filled by the CGS team)

1. Pictures/Illustrations

- a) Are there an equal number of male/female represented in the picture/illustrations?
- b) Are there images depicting both male and female engaged in active doing, not just watching or assisting?
- c) Are male/female depicted doing a variety of tasks and non-traditional activities in the illustrations?
- d) Are there any incidents of gender stereotyping or discrimination?

Page Number	What types of tasks are assigned?		Is there stereotyping or discrimination?		Decisions			Notes
	Male	Female	Yes	No	Maintain	improvise	Change	

2. Text

- a) Are both pronouns of male or female mentioned in the text? What is the percentage for each gender?
- b) Does the textbook include such gender-inclusive terms e.g., “firefighter” instead of “fireman,” or “flight attendant” rather than “airline hostess”?

- c) Does the text provide empowering examples, stories, and roles that represent both male and female?
- d) Does the text provide relevant and real-life examples?
- e) Are there any elements of bias in the text that favour one gender over the other?

Page Number	Element of Bias		Relevant		Decisions			Notes
	Yes	No	Yes	No	Maintain	improvise	Change	

3. Activities

- a) Are the workshop activities suitable for both male and female?
- b) Does the activity engage the participation and diverse learning styles of learners? Below is a sample template that can be used to analyse activities.

Page Number	Activity Number	Suitability of Activity		Participatory and Learner Centered		Decisions			Notes
		Male	Female	Yes	No	Maintain	Improvise	Change	



DIRECTORATE FOR GENDER STUDIES

Monitoring teaching pedagogy from a gender perspective

(To be filled by CGS Assessment Team)

A: Teaching and pedagogy

1. Have teaching methods with a gender perspective and classroom management techniques been established and put into practice?

2. Do lecturers, regardless of gender, understand correctly what gender is? _____
3. Are teachers biased against gender? _____
4. Do teachers have opportunities to learn about gender and sexual harassment in pre-service or in-service teacher training?

5. Is there a demand for the employment of female lecturers, researchers, and other staff? _____
6. What gender-responsive measures have been taken in formal training, recruitment, and in-service training?

7. Do female teaching staff experience violence and harassment?

8. Are teaching staff both female and male gender neutral? Yes/No:

9. Is the gender gap manifested in wages, promotions, benefits packages, and the work and life environment of staff?

FORM NO. DGS-TLP-04**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY****DIRECTORATE FOR GENDER STUDIES****GRP assessment form** *(To be filled by students)*

Put a tick (✓) next to all the techniques the teacher demonstrated. Use the space to take notes to share with the teacher during the reflection questions.

GRP CATEGORY	OBSERVATION NOTES
Lesson plan <ul style="list-style-type: none"> • The lecture was well prepared. • The lesson was designed to include all students and learning styles. 	
Classroom delivery <ul style="list-style-type: none"> • The teaching staff called on males and females equally. • The teaching staff ensured that all students had a chance to participate, including encouraging students to speak. • The teaching staff used techniques to ensure all students understood the lesson. 	
Classroom set-up <ul style="list-style-type: none"> • The classroom was arranged so all students could participate or adaptations were during the lesson, e.g., small group work, pairs, etc. 	
Student-teacher interaction <ul style="list-style-type: none"> • The teaching staff respects all students (language, body language, etc.) • The teaching staff recognizes students' specific needs. 	
Student-student interaction <ul style="list-style-type: none"> • If students were not respectful to each other, the teaching staff managed it well. 	
Gender-responsive teaching and learning materials <ul style="list-style-type: none"> • Materials used were gender-responsive or if they were not, the teacher took the opportunity to make it more gender-responsive. 	
Gender-responsive language <ul style="list-style-type: none"> • The teaching staff recognized gender-biased language and avoided it. • The teaching staff used respectful language with all students. • The teaching staff did not allow students to use abusive or disrespectful language. 	
Any other issue?	

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DIRECTORATE FOR GENDER STUDIES

General Logic Model for awareness-raising measures (for teaching and learning seminars, workshops) for university staff

(To be filled by CGS as a post follow-up outcome)

	Resource/ Input		Activity	Output	Outcome	Impact				
Description	Seminar concept, target group, trainers/experts		Selection process, seminar, or workshop held	Completed seminars, participants	Participants carry out their everyday work in a more gender-competent manner	Decision-making bodies behave differently				
Target	Concept is developed, trainers are available, and the target group is invited		Seminars/workshops are held according to the schedule	Participants complete training as expected	Participants apply the content of the training in their everyday work	Decisions are made without an implicit gender bias.				
Indicator	YES	NO	Number of seminars	Number of participants by gender and other relevant criteria (e.g., target group)	Number of participants who apply the content of the training in their everyday work	Share of women at different stages of appointment procedures				
							F	M	F	M



DIRECTORATE FOR GENDER STUDIES

Checklist for developing and reviewing curriculum to incorporate gender issues

(To be filled by curriculum developers/reviewers)

A. Developing a new curriculum

1. Who are the key stakeholders involved in the curriculum reform or development process? _____
2. Do the key stakeholders have sufficient awareness of the need to make the new curriculum gender-responsive? Yes No Don't know
3. Do they have expertise or experience in the area of gender equality? Yes No Don't know. If not, what can be done to raise their awareness and skills in this regard?

B. Reviewing an existing curriculum

1. What objectives for promoting gender equality are set in the curriculum?

2. What thematic content on gender norms, values, and behaviours is explicitly included _____ in _____ the _____ curriculum?

3. What competencies are set that are relevant to the achievement of gender equality?

4. How is the learning on gender equality assessed? _____
Are there minimum competencies or benchmarks to be achieved? _____

5. Is the gender content in the curriculum, as reflected in the resulting teaching and learning materials, applicable and likely to be effective in promoting gender equality in _____ teaching _____ and _____ learning?

C: Managing a curriculum review process/steering committee

1. How many men and women are involved in the steering committee? _____ Are there equal numbers? _____. How could an imbalance be addressed?

2. Are any of them specialists in gender equality? _____

3. Have the steering committee members had any training on gender mainstreaming?

4. Do those who chair committee meetings encourage open discussion and sharing of diverse opinions from both women and men?

5. Have subject experts who contribute to or advise the committee had training in gender mainstreaming?
