MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

GUIDELINES FOR GENDER MAINSTREAMING IN RESEARCH AND PUBLICATION

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 about gender issues.

The Gender Policy together with Guidelines aims at strengthening MUST 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 these Guidelines is the responsibility of all actors at the University. However, decision-making bodies at various levels have a vital role in policy implementation.

The development of these 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 Guideline for the MUST community.

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

Prof. Aloys N. Mvuma

Vice-Chancellor
Mbeya University of Science and Technology
April, 2023

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LIST OF ABBREVIATIONS AND ACRONYMS

CGS   Centre for Gender Studies

DVC-ARC   Deputy Vice Chancellor-Academic Research and Consultancy

DVC-PFA   Deputy Vice Chancellor-Planning Finance and Administration

DAHRM   Director of Administration and Human Resources Management

HoD   Head of Department

HoU   Head of Unit

M&E   Monitoring and Evaluation

MIST   Mbeya Institute of Science and Technology

MUST   Mbeya University of Science and Technology

MUSTSO   Mbeya University of Science and Technology Students Organization

PSRPC   Postgraduate Studies, Research and Publications Committee

STEM   Science, Technology Engineering and Mathematics

VC   Vice Chancellor

DEFINITION OF KEY TERMS AND CONCEPTS

In this Guidelines, unless the context otherwise requires-

"**Academic Staff"** means the professors, lecturers, tutorial assistants, 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-sensitive research" means a gender is consistently taken into account throughout the research cycle;

"Gender-specific research" means a research focuses on gender itself as a subject matter;

"**Gender bias in research"** means a bias often unintentional and implicit differentiation between men and women by placing one gender in a hierarchical position relative to the other in a certain context, as a result of stereotypical images of masculinity and femininity. An example of gender bias in research is research that focuses on the experience and point of view of either men or women while presenting the results as universally valid;

"**Gender and Sex"** means 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 a 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 Gaps" means a gap 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 male and female members of an organization or community are given an equal opportunity to enjoy the resources, and responsibilities as well as participate in planning and decision-making;**"Gender Blind"** means ignoring or failing to address the gender dimension;

"Gender-sensitive language/images" means a language and or images that avoid bias towards a particular sex or social gender and are therefore less likely to convey gender stereotypes;

"MUST community" means the staff, students, service providers, and MUST residents;

"Peer educator" means the staff or students who provide education to the MUST community on GBV issues; and

"Sex-Disaggregated Data" means the collected, analyzed, and presented quantitative data, based on male and female criteria.

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) through the Universities Act No. 7 (2005) and Charter of Mbeya University of Science and Technology (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. Directorate of Gender Studies

The Directorate which started in 2021 has the function of advising and cross-checking the gender of all University subsystems including academic programmes, student's 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 of integrating Gender into Research Matters

Researches in various fields are not free from gender stereotypes and segregation; for example, women are still under-represented in some areas of research, particularly in STEM. Gender can be integrated into research by including gender equality in research teams, gender-sensitive research (gender being considered at every stage of the research project), and gender-specific research, (gender as the field of study itself).

Promoting gender balance in university research teams, for example, contributes to closing the gaps in the participation of women and to improving their careers. It also improves the quality of the research output by providing a more diverse outlook and by considering all the potential

talent available in a particular university research field. Working in a research mixed environment between men and women improves the quality of collaboration and therefore team performance.

A gender-sensitive approach needs to take into consideration the differences that exist between men and women, whether they be biological or gender-based. Being aware of the gender dimension in research content improves the scientific research quality in line with the relevance of the results. In health sciences at university, for example, the male body is often used as the norm, which can lead to misdiagnosis of an illness, hence neglecting health problems in one sex because they are generally associated with the other. Failing to consider the gender dimension of research means that the majority of risks, for example, will be linked into one sex, either men or women. This will be true for other researches in various fields such as engineering, social sciences, political science, etc.

Therefore, in research that requires quantitative or qualitative analysis, a researcher must consider gender at every stage of the process, where it is appropriate or be clear the way questions are formulated, gathering the team, organizing the work, deciding upon the research methods used, data collection and analysis, presentation/reporting of the findings, funding, etc. Otherwise, may not be perceived in the same way by respondents of other genders.

1.8. Benchmarking

This Guidelines document has benchmarked from the best practices of various research guidelines. Benchmarking was done in terms of format and contents from TCU guidelines and checklist of academic audit for University Education in Tanzania, the Tanzania Public Service College, 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 Research in all organs and activities of the University.

2.0. MONITORING SYSTEM AND TOOLS OF GENDER IN UNIVERSITY RESEARCH ACTIVITIES

A good structured monitoring system to collect information about mainstreaming gender in research.

2.1. Monitoring Systems

   (i)   Research calls and proposals;
   (ii) Research evaluation system;
   (iii) Editorial board composition system;
   (iv) Students' Information Management System (SIMS);
   (v)   Quality assurance system;
   (vi) Students' affairs systems and
   (vii) Legal service unit.

2.2. Monitoring Tools

The following forms will be used in monitoring gender in the research and publications process:

   (i)   GS-RPU 01: Monitoring a check-list of gender-sensitive actions before submitting a research proposal or an article. The Form to be filled by editorial board members;
   (ii) GS-RPU-02: Monitoring and gathering information on gender-sensitivity in the research phase. The Form to be filled by a researcher or PSRPC member;
   (iii) GS-RPU-03: Monitoring and gathering information on Reporting and disseminating of research results. The Form to be filled by CGS;
   (iv) GS-RPU-04: Monitoring information on gender within submitted research document that involves human participants. The Form to be filled by a researcher or PSRPC member;
   (v)   GS-RPU-05: Authors' checklist for gender-sensitive reporting. The Form to be filled by Author or Co-author;
   (vi) GS-RPU-06: Monitoring and Audit Research reports on gender equality to strengthen the gender dimension and increase the

visibility of research at the University. Evaluation Form to be evaluated by CGS.

(vii) GS-RPU-07: Flowchart guiding editors' initial screening of submitted manuscripts. The Form to be filled by CGS; and

(viii) GS-RPU-GF-1: General Logic model for awareness-raising measures (Research seminars, workshops) for university staff. To be filled by CGS as a post-follow-up outcome.

3.0. MONITORING AND EVALUATION OF GENDER-SENSITIVITY IN RESEARCH

To adopt gender sensitivity in research, we need to monitor gender/sex in all phases of scientific discovery. To help researchers monitor this process, we here outline the statements that need to be looked at upon in each phase. The following are phases and key elements in the Monitoring and Evaluation of gender sensitivity in research.

3.1. Gender-sensitive Call for Papers and Journal Editorial Board

The following parameters will be monitored and evaluated:

(i) Use of language adopted and the contents of contribution in call for papers adverts to foster a gender perspective and equality both through the language;

(ii) Effective use of gender-neutral language or gender-inclusive language in the call, that avoids bias towards a particular sex or gender;

(iii) Effective clarification in call papers to state on one gender/sex to be included in the study or to state if gender/sex is integrated into the research design, process and in presenting or discussing the effects and results of the study;

(iv) Evaluation on the proportion of women and men that are part of the university's top editorial board using a gender/sex perspective in the field among the top positions of the journal and the editorial board members;

(v) Assessment on the university editorial board to encourage authors to integrate and apply sex/gender or to justify the lack of it before accepting the paper for publication; and

(vi) Assessment on deciding the composition of the top editorial board with a gender/sex perspective in identifying peer reviewers and in the financial decisional process of the   University journal.

3.2. Research Ideas Phase

The following parameters will be monitored and evaluated:

(i) For research that involves humans as research objects, an assessment of the relevance of gender to the research topic has been analysed;

(ii) For research that does not directly involve humans, assessment of the possibly differentiated relations of men and women to the research subject is sufficiently clear;

(iii) Use of reviewed literature and other sources relating to gender differences in the research field and

(iv) Possible application of the research regarding the different gender and how should different solutions be devised based on these applications.

3.3. Proposal Phase

The following parameters will be monitored and evaluated:

(i) Effective use of a methodology that ensures gender differences be investigated and gender-differentiated data be collected and analysed throughout the research cycle and where possible be part of the final publication;

(ii) Analysis of the proposal explicitly and comprehensively explanation of how gender issues will be handled and

(iii) Evaluation of possibly differentiated outcomes and impacts of the research on women and men been considered.

3.4. Research Phase

The following parameters will be monitored and evaluated:

(i)   Evaluation of surveys, questionnaires, focus groups etc. that are designed to unravel potentially relevant sex and/or gender differences in data;

(ii) Effective involvement of the groups in the project (e.g., samples, testing groups) which are gender balanced and

(iii) Evaluation of data and variables to see analysis based on or with respect to sex/gender.

3.5. Dissemination and Research Findings Phase

(i)   Effective presentation of statistics, tables, figures, and descriptions that focus on the relevant gender differences that came up in the course of the project;

(ii) Evaluation of institutions, departments, and journals inclusion in the project that focuses on gender for dissemination, along with mainstream research journals; and

(iii) Effective consideration of a specific publication or event on gender-related findings.

3.6. Evaluation Phase

(i)   Evaluation present statistics, tables, figures and descriptions that focus on the relevant gender differences that came up in the course of the project;

(ii) Gendering list of individuals and organisations useful for evaluation aims;

(iii) Assessment of a specific publication or event gendered evaluation and

(iv) Effective use of language that has gender just.

4.0. RESPONSIBILITIES IN MONITORING AND EVALUATION

4.1. Top Management Team

The top Management team consists of Vice Chancellor, Deputy Vice Chancellor Academic, Research, and Consultancy (DVC-ARC) as well as Deputy Vice Chancellor Planning, Finance, and Administration (DVC-PFA). They have a big role to play in monitoring and evaluation of quality of research through close follow-up and decision-making on reported gender issues at the University, to report to the Senate and Council on issues related to gender in the research arena as well as support services.

4.1.1. Vice Chancellor

(i) As the Chief Executive Officer of the University, he/she 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 University needs to be a place where discriminatory gender roles are challenged and revisited.

4.1.2. Deputy Vice Chancellor-Academic Research and Consultancy

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

(ii) Appoint a task force to accomplish various gender tasks related to the programme, curriculum, and others;

(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., enrollment, 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 the preparation gender responsive and related activities for sensitization in other education settings like secondary schools;

(x) Ensure and oversee gender-responsive research and consultancy activities at the University;

(xi) Translate the Gender Policy and guidelines 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 and Guidelines;

(ii) Handles all financial matters for required activities, materials, and facilities;

(iii) Recommend gender-responsive budgets for the implementation of the Gender Policy and Guidelines and

(iv) Ensure the design of construction of gender-responsive infrastructures.

4.1.4. Centre for Gender Studies

(i) Check research processes, research materials, related activities such as sports, cultural activities, choice of subjects, and access to infrastructure are gender just;

(ii) Audit, report, and advise 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 identify the differences between genders;

(v) Check on capacity building, coordinate, prepare, and facilitate seminars and training related to gender issues;

(vi) Provide gender services, pre-advocacy services and recommend measures;

(vii) To promote the concept of gender equality and look at all the University activities from a gender lens;

(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 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.

4.1.5. Principals and Directors

The roles of Principals and Directors in making college and directorate gender-sensitive are:

(i) Act as a central role in the 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.

4.1.6. Head of Departments

(i) Take a lead in promoting gender equality within the department;

(ii) Discusses with staff the importance of making curricula gender responsive;

(iii) Where possible, embedding gender equality in the research activities within the department and

(iv) Observe lecturers as a way of helping to improve gender practice.

4.1.7. Course Facilitators

This includes module masters, lecturers, instructors, or tutors who are the experts responsible for facilitating research, preparation of teaching research materials, and evaluation of research projects. 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 research 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 outline or study guide, assessment plan, and teaching materials such as notes/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 women students and those with disabilities are given equal opportunities to participate in the research learning process;

(v) Guide students with or without disabilities in their area of specialisation and projects;

(vi) Where possible, sensitise all issues related to the research on gender in the right perspective way and

(vii) Be a good example and act as role model for gender equality in university and in the community.

4.2. Review of Guidelines

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

5.0. PARAMETERS TO BE MONITORED

In order for the monitoring of gender in research to take place, it requires GS-RP Forms to be filled out to facilitate evaluation and data analysis in relation to the following:

(i)   Curricula on gender issues;
(ii)   GBV responses;
(iii)   Awareness raising to staff/students;
(iv)   CGS caseworkers;
(v)   Fundraising and donations and
(vi)   Extra curricula activities on gender issues.

5.1. Indicators for Monitoring

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

(i)   Assessors report and evaluation tools from the research editorial board;
(ii)   Report on adhering to gender equality in research proposal, research work, publishing articles and journals;
(iii)   Report on student/staff ratio and teaching load each semester;
(iv)   Report on performance in Examination results as displayed in SIMS and
(v)   Students' Course Evaluation Form results/comments.

5.2. Monitoring Tools

Gender in research will be monitored and evaluated through the use of a checklist and other tools as indicated in Appendices 1- 8 by filling out the Forms (GS-RPC-1-8). The collected data, will be analyzed and a written report will be presented as findings to the Committee or Management as feedback. Committee recommendations will be presented to the Management for action.

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APPENDIX 1

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

DIRECTORATE FOR GENDER STUDIES

FORM NO. GS-RPU-01: Monitoring checklist of gender-sensitive actions before submitting a research proposal or an article. Form to be filled by editorial board members.

Date: ……………………………
Location: ………………………..
Name of the author: ………………………………
- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help us estimate the effectiveness of the gender programme.

Section 1: Evaluation of the team			
STATEMENTS	**YES,**	**NO**	For CGS, Facilitator Use Only
Is the team experienced and aware of gender-related issues? If not, might they benefit from some training?			
Is there a gender balance in the team and among the leaders?			
Is the gender balance in your team also reflected in the number of working hours?			
Is there a balanced number of young scientists, both women and men?			
Is the research and project management team trained to monitor the project from a gender perspective?			
For CGS and Facilitator Use Only			
Sub-Total			
Section 2: Design			
STATEMENTS	**YES, G-R**	**NO, G-R**	For CGS, Facilitator Use Only
Is the research topic relevant to sex/gender?			
Are men and women and or male and female subjects differently related to the research problem?			
In the review, are literature and other sources relating to sex and gender differences in the research field?			

STATEMENTS			
Does the proposal explicitly and comprehensively explain how gender issues will be handled?			
If gender issues will not be included, is there a statement included in the research explaining why not?			
Does the methodology ensure that (possible) sex/gender differences will be investigated? e.g., sex/gender-differentiated data will be collected, analyzed, and part of the final publication?			
Is there any possibility that there will be different outcomes and impacts of the research on women and men?			
For CGS and Facilitator Use Only			
Sub-Total			

Section 3: Research			
STATEMENTS	**YES, G-R**	**NO, G-R**	For CGS, Facilitator Use Only
Do you disaggregate and analyse data by gender/sex?			
Are the research tools (questionnaires, surveys, focus groups, etc.) designed to disclose potentially relevant sex and/or gender differences in the data?			
Are the groups involved in the project (e.g., samples, testing groups) sex/gender balanced?			
If you use interviews, do you include questions aimed at gathering information on how a particular situation may affect women and men differently? Remember that the gender dimension often remains invisible.			
Do you consider the gender of the interviewee, focus group leader, etc.? Some people may feel more comfortable with a researcher of the same gender, depending on the sensitivity of the subject to be discussed.			
For CGS and Facilitator Use Only			
Sub-Total			

Section 4 – Results			
	YES	**NO**	FALSE For CGS, Facilitator Use Only
Will the project results benefit the lives of both women and men? Do you explain that in the final publication?			
Do analyses present statistics, tables, figures, and descriptions that focus on sex/gender differences?			
Are you using gender-sensitive language? (E.g. avoid overusing masculine pronouns).			
If the final publication contains images, are these representatives of the reality of women and men? Did you avoid stereotypical images?			
Is there a specific need to address your outcomes to women or men?			
Have you included stakeholders that focus on gender among the target groups for dissemination, along with mainstream research conferences or journals?			
TOTAL			

APPENDIX 2

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

DIRECTORATE FOR GENDER STUDIES

FORM NO. GS-RPU-02: Monitoring and gathering information on gender-sensitive in the research phase. Form to be filled by a researcher or PSRPC member.

Date: ....
Location: ....
Sex: ....
- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help us estimate the effectiveness of the gender programme.

Statements	*Yes*	*No*
Research Ideas Phase		
If the respective research involves humans as research objects, has the relevance of gender to the research topic been analyzed?		
If the research does not directly involve humans, are the possibly differentiated relations of men and women to the research subject sufficiently clear?		
Have you reviewed literature and other sources relating to gender differences in the research fields?		
What is the possible application of this research regarding the different gender? Should different solutions be devised based on these applications?		
TOTAL SCORE		

APPENDIX 3

DIRECTORATE FOR GENDER STUDIES

FORM NO. GS-RPU 01- 03: Monitoring and gathering information on Reporting and disseminating of research results. Form to be filled by CGS

Date: ……………………………
Location: ……………………….
Sex: ………………………………
- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help us estimate the effectiveness of the gender programme.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
Inclusion of relevant gender differences that came up in the course of the project in presented statistics, tables, figures, and descriptions.					
Fair statement or declaration that reports sex differences not detected in their analyses.					
Disseminate through institutions, departments, and journals that focus on gender, along with mainstream research journals.					
Publishing of articles, chapters in books, etc. on gender-related findings.					
Language used that is inclusive to gender.					
TOTAL SCORE					

APPENDIX 4

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

DIRECTORATE FOR GENDER STUDIES

FORM NO. GS-RPU-04: Monitoring information on gender within submitted research document that involves human participants. Form to be filled by a researcher or PSRPC member.

Date: ……………………………
Location: ………………………..
Name: …………………………..
Sex: ……………………………
❖ Your participation is voluntary.
❖ Your answers will not be shared.
❖ This information will help us estimate the effectiveness of the gender programme.

Section/Topic	Checklist item	Reported on page number
General	The terms sex/gender are used appropriately	
Title	Title specifies the sex/gender of participants if only one included	
Abstract	Abstract specifies the sex/gender of participants if only one included	
Abstract	Study population described with gender/sex breakdown	
Introduction	If relevant, previous studies that show the presence or lack of sex/gender differences or similarities are cited	
Introduction	Mention of whether sex/gender might be an important variant and if differences might be expected	
Introduction	The demographics of the study population about sex/gender (e.g., disease prevalence among male/female study participants) are outlined	
Me	Method of definition of sex/gender (e.g., self-report, genetic testing)	

	Description of how sex/gender was considered in the design, whether authors ensured adequate representation of male and female study participants, justification of the reasons for any exclusion of male or female participants, or explanation if not considered.	
Results	Study population description with complete gender/sex breakdown for all categories considered.	
	Where appropriate, data presented disaggregated by sex/gender, and sex/gender differences and similarities are described.	
	Sex and gender-based analyses are reported regardless of outcome (in the main paper if pre-specified; otherwise in the appendix.	
	Table 1 includes separate rows for male sex/gender, female sex/gender, and other categories if collected.	
Discussion	Potential implications of sex/gender on the study results and analyses, including the extent to which the findings can be generalized to all sexes/genders in a population.	
	If a sex/gender analysis is not done, a rationale is given and implications of the lack of such analysis on the interpretation of the results are discussed	

APPENDIX 5

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

DIRECTORATE FOR GENDER STUDIES

FORM NO. GS-RPU-05: Authors' checklist for gender-sensitive reporting. Form to be filled by Author or Co-author

Date: ……………………………..
Location: ……………………….
Name: …………………………..
Sex: ………………………………
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help us estimate the effectiveness of the gender programme.

A: Research approaches
   i) Are the concepts of gender and/or sex used in your research project? _____.
   ii) If yes, have you explicitly defined the concepts of gender and/or sex? _____
   iii) Is it clear what aspects of gender and/or sex are being examined in your study? _____
   iv) If no, do you consider this to be a significant limitation? _____ Given existing knowledge in the relevant literature, are there plausible gender and/or sex factors that should have been considered?_____ (If you consider sex and/or gender to be highly relevant to your proposed research, the research design should reflect this)

B: Research questions and hypotheses
   i) Does your research question(s) or hypothesis/es refer to gender and/or sex, or relevant groups or phenomena? _____ (e.g., differences between males and females, differences among women, seeking to understand a gendered phenomenon such as masculinity)

C: Literature review
   i) Does your literature review cite prior studies that support the existence (or lack) of significant differences between women and men, boys and girls, or males and females?_____
   j) Does your literature review point to the extent to which past research has taken gender or sex into account? _____

D: Research methods
   i) Is your sample appropriate to capture gender and/or sex-based factors?_____
   j) Is it possible to collect data that are disaggregated by sex and/or gender? _____

k) Are the inclusion and exclusion criteria well justified with respect to sex and/or gender? _____ (Note: this pertains to human and animal subjects and biological systems that are not whole organisms).

l) Is the data collection method proposed in your study appropriate for the investigation of sex and/or gender? _____

m) Is your analytic approach appropriate and rigorous enough to capture gender and/or sex-based factors? _____

E: Ethics

i) Does your study design account for the relevant ethical issues that might have particular significance with respect to gender and/or sex? _____ (e.g., the inclusion of pregnant women in clinical trials).

APPENDIX 6

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

DIRECTORATE FOR GENDER STUDIES

FORM NO. GS-RPU-06: Monitoring and Audit Research reports on gender equality to strengthen the gender dimension and increase the visibility of research at the University. Form to be evaluated by CGS.

Date: _____

Academic Year: _____

	STATEMENTS	EVALUATION
A	**Status**	
	Description of research projects focusing on gender issues.	
	List of university publications focusing on gender issues.	
	List of gender researchers at the university.	
	Description and list of curricula, modules, or seminars focusing on gender issues.	
B	**Context Indicators**	
	Number of research projects in academic year X that focus on gender issues in relation to all research projects (share of gender projects).	
	Number of new research projects in academic year X with a gender expert in the team in relation to all research projects (share of research projects with gender expertise).	
	A number of curricula, modules, and seminars focusing on gender issues, number of ECTS assigned to them, probably in relation to all ECTS provided in the respective curricula.	
	Number of publications in academic year X with a gender focus in relation to all publications.	
C	**Implementation Indicators**	
	Number of training courses for teaching staff which focus on the gender dimension in teaching (e.g., gender-sensitive didactics).	
	Number of training courses for researchers which focus on the gender dimension in research content.	
	Number of male and female participants in specific training courses.	
	Number of participants in networks (e.g., registered members, participants in networking events).	

APPENDIX 7

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MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

DIRECTORATE FOR GENDER STUDIES

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FORM NO. GS-RPU-07: Flowchart guiding editors' initial screening of submitted manuscripts. Form to be filled by CGS

Date: ....

❖   This flowchart information will help us estimate the effectiveness of the gender programme in research activities.
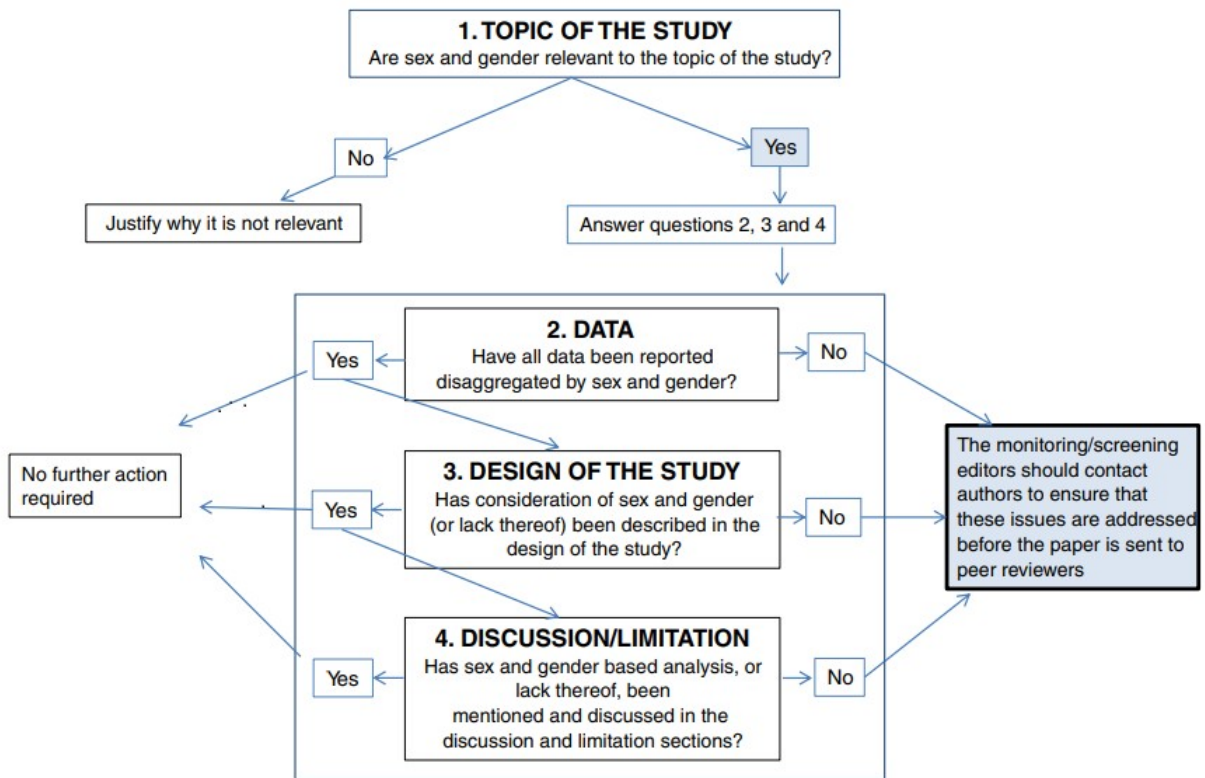

Fig. 1: Flowchart for Guiding Editors on Screening of Manuscripts

APPENDIX 8

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

DIRECTORATE FOR GENDER STUDIES

FORM NO. GS-RPU-GF-1: General Logic model for awareness-raising measures (Research 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, target group is invited		Seminars/ workshops are held according to 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**	