



**JAMHURI YA MUUNGANO WA TANZANIA  
CHUO CHA KUMBUKUMBU YA MWALIMU  
NYERERE**



---

**GENDER AND INCLUSION POLICY  
FINAL DRAFT**

**OCTOBER 2025**

## **PREFACE**

In the gathering of vibrant individuals within the Mwalimu Nyerere Memorial Academy landscape, the MNMA is committed to fostering an inclusive, diverse, and equitable community as one of the key values of the institution. As we implement MNMA's routinely administrative responsibilities, we pass, mark and adhere to the Gender and Inclusion Policy as a testament to our dedication to ensure the presence of a learning and working environment that respects and embraces the diversity of gender experiences within the institution.

As MNMA brings together individuals from diverse backgrounds, rich in diverse cultural heritages and individual experiences and practices, we recognize the importance of reflecting this diversity within our institution. Our commitment to gender inclusion is deeply rooted in the belief that education is a powerful force for positive societal change when it accommodates the countless ways in which Gender shapes individual experiences. This Policy reflects the uniqueness and richness that members of the MNMA community bring to the institution. By acknowledging the diverse gender identities, expressions and experiences, we strive to create an environment where every student, academic member, staff member and the surrounding community feel valued, respected, and empowered to contribute their unique perspectives to the discourse of higher education.

Informed by the principles of equality and justice, our Gender and inclusion Policy outlines specific strategies and initiatives tailored to the context of MNMA. The Policy sets forward support services, facilities, and practices as guides that reflect our commitment to addressing barriers and fostering a community where everyone has an equal opportunity to excel.

From the higher learning institution's perspective, we recognize the role that MNMA plays in shaping future leaders. By prioritizing gender and inclusiveness practices in decision-making, we not only ensure that our graduates are well-rounded and compassionate but also contribute to the broader goals of embarking on equality and social justice.

As we embark on implementing a Policy based on inclusiveness in the future, we encourage every member of the academic community to engage in implementation of the Policy actively.

## Contents

PREFACE .....	ii
TABLE OF CONTENTS .....	iv
LIST OF ABBREVIATIONS AND ACRONYMS.....	vi
GLOSSARY.....	vii
CHAPTER ONE.....	1
1.1. General Provisions.....	1
1.2. Vision, Mission and Core Values of MNMA.....	1
1.2.1. Vision.....	1
1.2.2. Mission.....	1
1.2.3. Core Values .....	2
1.3. Mandate and Functions as per Establishment.....	3
1.4. The Policy Motto .....	3
1.5. Scope of The Policy .....	3
CHAPTER TWO MNMA GENDER PROFILE.....	5
2.1. Existing MNMA Best Practices for Gender and Inclusion of Vulnerable Groups .....	5
2.2. Existing gaps: .....	5
2.3. The rationale for Having a Policy on Gender and Inclusion .....	6
2.4. Vision, Mission and Objectives of MNMA’s Gender and Inclusion Policy .....	6
2.4.1. Vision.....	6
2.4.2. Mission.....	6
2.4.3. Objectives .....	7
Specific Objectives.....	7
2.5. Legal Framework Guiding the Formulation of Gender and Inclusion Policy .....	7
2.6. The Scope of Policy Application.....	10
CHAPTER THREE .....	11
3.1. Gender-Sensitive Organization Culture Situation Analysis. ....	11
Policy Statement: .....	11
Strategies: .....	11
3.2. Staff Recruitment, Development Training, Retention and Promotion Situational Analysis.....	11
Policy Statement: .....	12
Strategies: .....	12
3.3. Student Enrollment, Performance and Retention Situational Analysis:.....	12
Policy Statement: .....	13
Strategy: .....	13
3.4. Curriculum Development, Research and Consultancy Programs Situational Analysis: .....	13
Policy Statements: .....	14

Strategies: .....	14
3.5. Gender Responsive Health Services Situational Analysis: .....	14
Policy Statements: .....	14
Strategies: .....	15
3.6. Supportive Learning and Work Environment Situational Analysis:.....	15
Policy Statement: .....	15
Strategies: .....	15
3.7. Institutional Governance Situational Analysis: .....	16
Policy Statement.....	16
Strategies .....	16
3.8. Gender-Based Violence and Sexual Harassments Situational Analysis .....	17
Policy Statement: .....	17
Strategies .....	17
3.9. Gender and Work Environment Situational Analysis .....	18
Policy Statement: .....	18
Strategies .....	18
3.10. Network, linkages and collaborations Situational Analysis .....	18
Policy Statement.....	18
Strategies .....	19
CHAPTER FOUR.....	20
4.1. The Implementation Structure and Human Resource Setup.....	20
4.2. The Implementation Structure.....	21
4.3. Roles and Responsibilities of Each Entity; .....	22
4.3.1. Governing Board .....	22
4.3.2. The Rector.....	22
4.3.3. Deputy Rector Planning, Finance and Administration (PFA) .....	22
4.3.4. Gender Desk.....	22
4.3.5. Academic and Administrative Staff .....	23
4.3.6. MASO .....	23
4.4. Implementation Plan .....	23
Table 4.1. Implementation Plan of Strategies of Activities of The Gender and Inclusive Policy.....	23
4.5. Monitoring and Evaluation .....	29
4.6. Funding.....	29
4.7. Review of Policy .....	29
4.8. Approving Authority.....	29
References.....	30

## **LIST OF ABBREVIATIONS AND ACRONYMS**

AIDS	Acquired Immune Deficiency syndrome
CSE	Comprehensive Sexuality Education
GD	Gender Desk
GBV	Gender-Based Violence
HIV	Human Immunodeficiency Virus Infection
HR	Human Resource
ICT	Information and Communication Technology
ILO	International Labour Organization
MNMA	Mwalimu Nyerere Memorial Academy
MASO	Mwalimu Nyerere Memorial Academy Student's Organization
MHPSS	Mental Health and Psycho-social Support
NACTVET	National Council for Technical and Vocational Education and Training
NSGD	National Strategy for Gender Development
NPA-VAWC	National Plan of Action to End Violence Against Women and Children
PFA	Planning, Finance and Administration
PLHA	People Living with HIV/AIDS
PLWDs	People Living with Disabilities
SH	Sexual Harassment
UNESCO	United Nations Educational Scientific and Cultural Organization
URT	United Republic of Tanzania
GMU	Gender Management Unit
MNMASA	Mwalimu Nyerere Memorial Academy Academic Staff Association
CEDAW	Convention on Elimination of All Forms of Discrimination Against Women

## GLOSSARY

**Affirmative Action:** These are policies and initiatives aimed at addressing historical and systemic discrimination as a guide to promote access to equal opportunities and increased representation of individuals from underrepresented groups (race, ethnicity, sex).

**Curriculum;** is a structured set of courses, instructional materials, and learning experiences designed to achieve specific goals or outcomes under the guidance of contents designed, delivery, assessment and evaluation method.

**Date Rape;** A form of sexual assault in which the perpetrator and victim are acquainted, often in a social or dating context. It occurs when sexual activity takes place without the explicit and voluntary consent of one of the individuals involved.

**Discrimination:** In the most straightforward definition, discrimination is the unequal treatment of similar individuals placed in the same situation but who differ by one or several characteristics, such as race, ethnicity, Gender, (dis)ability, sexual orientation, or other categorical statuses. The concept of discrimination remains multifaceted, featuring direct and indirect forms. Direct discrimination occurs when one shows favor, prejudice or bias for or against a person on any arbitrary grounds, for example, on the basis of race, Gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, color, sexual orientation, age, disability, religion, HIV status, conscience, belief and political grounds. However, "equal treatment may lead to unequal results," Indirect discrimination, therefore, refers to situations where seemingly neutral rules and provisions of procedures in practice produce disproportionate disadvantages for one category of individuals or groups compared to others.

**Empowerment:** An act of providing individuals, a group or a community with resources, opportunities, skills and knowledge to increase their ability, capacity, self-esteem, confidence, and sense of agency, enabling them to overcome obstacles and actively participate in societal, economic and political processes.

**Gender:** These are the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviors and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, Gender varies from society to society and can change over time.

**Gender-Based Violence:** This is violence resulting from gender norms and roles as well as from unequal power relations between women and men. Violence is specifically targeted against a person because of their gender, and it affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm (including intimidation, suffering, coercion, and/or deprivation of liberty within the family or the general community). It includes violence perpetrated by the state.

**Gender Equality:** This is the equal enjoyment of goods, opportunities, resources and rewards by women and men.

**Gender Equity:** This is the process of being fair to women and men according to their respective needs.

**Gender Mainstreaming:** This is a strategy or approach aimed at integrating a gender aspect/issue into the design, implementation and evaluation of policies, projects or programs in socio-economic spheres of life. This is done to promote gender equality and ensure that the needs, priorities and expectations of both men and women are considered and realized.

**Gender Parity:** This is the equal representation and participation of both men and women in various aspects related to work, responsibilities, representation, ownership and power over decision-making in various domains, including political, economic and social spheres of life.

**Gender Responsive:** means addressing the different situations, roles, needs, and interests of women, men, girls, and boys in the design and implementation of activities, policies, and programs.

**Gender Responsiveness:** This is the situation in which particular needs, priorities, power structures, status and relationships between men and women people with disabilities are recognized and adequately addressed in the design, implementation and evaluation of activities.

**Gender Responsive Pedagogy:** This is an approach directed at the education sector

that considers the diverse needs, experiences, participation, challenges and abilities of learners of men and women involved in training and learning aspects. The goal is to create an inclusive and equitable learning environment that recognizes and addresses gender-based differences in learning environments.

**Gender Roles:** These are traditional assignments and societal expectations, behaviors and norms associated with individuals based on their sex. These roles dictate how men or women should behave, interact, and fulfill their various responsibilities within the community based on cultural, social and historical practices.

**Gender Sensitivity:** This is the process by which people are made aware of how Gender plays a role in life through their treatment of others.

**Gender Transparency:** This is the practice of openly and clearly providing information about gender-related issues, policies, practices and outcomes within an organization, institution or society. It involves presenting gender-related data, decisions and processes visible and accessible to the public, stakeholders or employees.

**Inclusion:** At the **Mwalimu Nyerere Memorial Academy (MNMA)**, *inclusion* shall operationally refer to the deliberate and systematic practice of ensuring equal participation, access, and opportunity for all students, staff, and stakeholders regardless of gender, disability, socioeconomic background, ethnicity, religion, or other status within academic, administrative, and social processes of the institution. It involves creating a supportive learning and working environment that values diversity, promotes respect and collaboration, and removes barriers that hinder full engagement or achievement. In line with Tanzania's cultural values of *umoja* (unity), *heshima* (respect), and *ushirikiano* (cooperation), MNMA commits to fostering a sense of belonging where every individual feels recognized, valued, and empowered to contribute to institutional excellence and national development.

**Participation:** The act of being actively involved, engaged or taking part in a particular activity, event, process or decision-making. Participation takes different contexts, whether it can be based on individual, household, group or community, in aspects that

can range from political, social, economic or national with regards to decision making.

**Sex:** The biological attribute that distinguishes males from females, typically in the context of sexual reproduction.

**Sex-disaggregated data:** This is data that is collected, sorted, analyzed, and presented separately for males and females. Such data allows us to understand the experiences, needs, disparities and outcomes of individuals based on their gender.

**Sexual harassment:** This is a form of sexual discrimination that involves deliberate or repeated sexual comments, physical advances, or acts of sexual violence that create a hostile or intimidating environment in workplaces or academic settings. At MNMA, such behaviour is strictly prohibited and includes, but is not limited to: unwanted jokes, touching, gestures, or comments of a sexual nature; making promises or threats in exchange for sexual favour; displaying sexually explicit materials; spreading rumors about someone's sex life; or using one's authority to demand or coerce sexual acts. It also encompasses any online, verbal, or physical conduct that creates an offensive environment, as well as the formulation of rules or practices that directly or indirectly promote discrimination.

## **CHAPTER ONE**

### **ABOUT MWALIMU NYERERE MEMORIAL ACADEMY**

#### **1.1. General Provisions**

The Mwalimu Nyerere Memorial Academy (MNMA) was established under the Act of Parliament No. 6 of 2005. The Act became operational on 1<sup>st</sup> October 2005 by publication of Government Notice No. 433 of 23<sup>rd</sup> December 2005. The Academy took over functions, assets and liabilities of the former Kivukoni Academy of Social Sciences. The Academy has been renamed after Mwalimu Nyerere in honor and recognition of his contribution as the Father of the Nation and the Founder of Kivukoni College. The MNMA has three Campuses; main Campus, which is situated at Kigamboni Municipality in Dar es Salaam Region, Karume Campus situated at Bububu, Zanzibar and Pemba Campus located in Chake Chake, Pemba. The Academy is wholly owned by the Government of the United Republic of Tanzania under the Ministry of Education, Science and Technology.

The Academy's mandate is to improve the public's performance and management effectiveness and efficiency through appropriate training, research, consultancy and advisory services.

#### **1.2. Vision, Mission and Core Values of MNMA**

##### **1.2.1. Vision**

To become a Centre of excellence, for knowledge acquisition through providing quality education and training in Social Sciences and other related disciplines.

##### **1.2.2. Mission**

To dedicate itself to advancement of lifelong learning through excellence in teaching, research, consultancy and public service in a challenging and supportive learning

environment, where the pursuit of knowledge, creative enquiry, critical thinking and applied skills are cultivated and sustained.

### **1.2.3. Core Values**

- i. **Academic excellence:** In discharging its mandate, the MNMA will observe quality standards in all academic pursuits and ensure that quality control and assurance mechanisms are institutionalised and maintained;
- ii. **Accountability:** The MNMA employees will be accountable for their actions, exercise diligence to duty and optimum use of resources;
- iii. **Transparency:** The MNMA employees will exercise openness, impartiality, accuracy, and promptness in sharing information with all key stakeholders;
- iv. **Moral Standards and Integrity:** In discharging their duties, the MNMA employees will adhere to ethical codes of conduct including professionalism, adherence to lawful instructions, honesty, self – respect, etc.
- v. **Equity:** The MNMA is an equal opportunity institution. Thus, all members of the society including the disadvantaged group will be given equal opportunity for education and employment;
- vi. **Partnership:** The Academy will work closely with all stakeholders including students and staff, government Institutions, NGOs, Civil Society Groups, service providers, development partners and other learning Institutions both within and outside the country;
- vii. **Results oriented:** The MNMA employees will be appraised based on output and outcomes achieved for efficient and effective service delivery;
- viii. **Customer Care:** The MNMA employees will demonstrate a high level of respect, impartiality, courtesy, and timeliness while discharging their duties and serving customers; and
- ix. **Professional Excellence:** The MNMA employees will be creative and innovative to demonstrate the highest standards of work by actively improving competence and skills through training.

### **1.3. Mandate and Functions as per Establishment**

#### **The main Functions of the Academy are:**

- i. To provide facilities for study and training in Social Sciences, Leadership, Continuing Education and other related fields;
- ii. To carry out research in various fields of study
- iii. To provide consultancy services to the public and private sectors in specified fields as prescribed in Act No. 6 of 2005;
- iv. To sponsor symposia, meetings, seminars and workshops for matters related to Social Sciences, Leadership and Continuing Education.
- v. To conduct examinations and grant academic awards as approved by the National Council for Technical Education (NACTE)
- vi. To arrange for publication and general dissemination of materials produced in relation to the Academy's academic activities;
- vii. To engage in income-generating activities for effective financing and promotion of entrepreneurship; and
- viii. To establish and foster close association with universities and other institutions of higher education and promote international cooperation with similar institutions.

### **1.4. The Policy Motto**

Zero tolerance to gender violence and sexual harassment. Any community member of the MNMA engaged in such inhumane activities shall not be tolerated, and strict disciplinary measures shall be taken against such members.

### **1.5. Scope of The Policy**

While MNMA strives to be a center of excellence by implementing its core function of producing competent, skillful, and independent graduates, the day-to-day implementation of such core activities must be guided and coordinated in manners that respond to gender needs and those of people with disabilities. Hence, there are compelling reasons for the Academy to have a Gender and Inclusion Policy.

With the ever-changing nature of the interaction between members of the MNMA community, a policy guide expressing the function, administration of responsibilities, communication and the need to have a policy that narrates such responsibilities, which is inclusive of gender aspects, is a necessity. Hence, this policy statement gives narration on existing best practices for Gender and inclusiveness and existing gender gaps, the legal framework Guiding the formulation of the Gender and Inclusion Policy, Policy Issues, Situational Analysis and responsive policy statement and strategy, and Implementation Plan to the Policy.

Administration of the Policy shall be towards individuals forming the Mwalimu Nyerere Memorial Academy Community that include, but not limited to;

- i. MNMA Employees (Academic and Non-Academic Staff
- ii. Students enrolled for academic studies at MNMA
- iii. Visiting students from other institutions but enrolled as students at MNMA
- iv. Individuals visiting the MNMA for official purposes
- v. Service providers serving the MNMA community (security guards, entrepreneurs, cleaning companies)

## CHAPTER TWO

### MNMA GENDER PROFILE

#### 2.1. Existing MNMA Best Practices for Gender and Inclusion of Vulnerable Groups

- i. **Programming:** Gender mainstreaming is a focus of MNMA's 2021/22 – 2025/26 Strategic plan; it is also well addressed by the 2019 Training and Promotion Policy. The MNMA prospectus pg. 190 states that any student involved in gender violence and sexual harassment acts shall not be tolerated.
- ii. **Recruitment:** MNMA is an equal opportunity employer as it gives both men and women equal opportunities.
- iii. **Prevention and Response to Gender-Based Violence:** The MNMA has established a Gender Desk, which is meant to prevent and respond to gender-based violence within and around.
- iv. **Empowerment:** The Academy has a department offering Gender and Development educational programs, the component of Gender mainstreaming in most suggested causes.
- v. **Infrastructure:** One of the lecture theatres has a place that enables those using wheelchairs to access the venue.

#### 2.2. Existing gaps:

- i. **Student enrollment:** Male students are concentrated in ICT, Economic studies and postgraduate programs.
- ii. **Recruitment, promotion and placement:** There are no formal guidelines for ensuring a quota system in promotion, placement, and recruitment.
- iii. **Organizational culture:** There is a significant weakness in addressing, reporting, preventing and responding to sexual harassment issues.
- iv. **Work environment and Work Condition:** Learning and work facilities and equipment adequate to support health operations. For example, of the nine

training buildings at the Kivukoni Campus of the MNMA, only one building has facilities that at least support people with disabilities. Moreover, student accommodation buildings lack friendly infrastructure to support people living with disabilities. Lack of psycho-social and social support (MHPSS) programs and supportive learning and work equipment for employees and students.

### **2.3. The rationale for Having a Policy on Gender and Inclusion**

The Academy's 2021/22 – 2025/26 Strategic plan intends to mainstream Gender and environmental Management and improve Social Welfare. It plans to proactively address gender equity and mainstreaming by strengthening institutional arrangements and adherence to national affirmative action.

The Academy is committed to implementing strategies to improve staff and student health, social interaction and welfare by implementing facilities and policies necessary for promoting healthy lifestyles and effective working and learning environments. This Policy is meant to promote and ensure gender equality and equity in all programs and activities.

### **2.4. Vision, Mission and Objectives of MNMA's Gender and Inclusion Policy**

#### **2.4.1. Vision**

To have an Institution that upholds and promotes gender equality and equity for both men and women, as well as individuals with disabilities (PLWDs).

#### **2.4.2. Mission**

To develop a strong and supportive framework that directs the formulation of policies, regulations, procedures, and practices aimed at ensuring equal rights and opportunities for all genders, age groups, and people with disabilities across all levels and structures of MNMA.

### **2.4.3. Objectives**

#### **Main Objective**

To establish a clear vision and guiding framework for the formulation of policies, procedures, and practices that promote equal rights and opportunities for both men and women across all areas, departments, and structures of the Academy for both students and staff.

#### **Specific Objectives**

- i. To have an organizational culture that is gender sensitive and inclusive of people living with disabilities
- ii. To enhance gender equality in enrolment to achieve a 50-50 female and male students' ratio in courses that have a wider gender gap
- iii. To achieve gender equality and equity in recruitment, promotion and placement over all posts available at MNMA
- iv. To ensure a friendly working environment that responds to both genders and the needs of people with disabilities.
- v. To integrate gender considerations into health services.
- vi. To mainstream gender perspectives in administration, academic programs, research and consultancy activities

### **2.5. Legal Framework Guiding the Formulation of Gender and Inclusion Policy**

Measures to redress gender inequality do not take place in a confined vacuum. Tanzania is a signatory of different conventions on human rights, and the development of this Policy stems from the United Nations 1948 resolution for countries to ratify the Universal Declaration of Human Rights, which requires governments to universally fulfill principles and rights that include equality and dignity, non-discrimination, life, liberty and security, freedom from slavery and torture, right to work, access to education, and access to equal opportunities for both men and women.

Tanzania also ratified resolutions passed in the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW), an international treaty adopted by the UN General Assembly in 1979. The treaty highlights the Bill of Rights for women, aiming to promote and protect women's rights and ensure gender equality by ensuring non-discrimination, equal opportunities, elimination of stereotypes, access to education and employment, and protection against violence.

Moreover, the development of the gender and inclusion policy stresses the adoption of the International Labor Organization (ILO) conventions (No. 100, 111, 165, 183) that call upon member states to pursue policies designed to promote equal remuneration, discrimination against employment and occupation, workers with family responsibilities and maternity rights and protection.

Further, guided by regional association on addressing gender issues, The East Africa Community (EAC) guides implementation of Gender and inclusiveness initiatives via the EAC Gender Policy (2018) while The Southern African Development Community (SADC) proclaims issues on Gender and Inclusiveness via the SADC Gender Policy (2013) and SADC Protocol on Gender and Development (2008), which together, highlight strategies on how issues on Gender equality and development shall be attained.

Domestically, the development of the Gender and Inclusiveness policy follows The Tanzania Constitution of 1977, which contains provisions that guarantee gender equality and inclusiveness to all, with Article 13 expressing the right to equality and freedom from discrimination, allowing affirmative action to address historical imbalances and ensure adequate representation of marginalized groups, and expresses the Bill of Rights framed in terms of gender equality.

The Tanzania National Vision 2025 highlights the goal of achieving a broad-based poverty reduction, which rejects inequality and all forms of social-political exclusion, which constrains efforts for empowerment and effective democratic participation of all social groups.

The Gender Development Policy of 2000 calls for rectifying the historical imbalances by removing barriers that hinder women from having access to education and training to the limits of their abilities, as well as removing social and cultural barriers, including norms, values and cultural practices that continue to subordinate Women in inferior social position. Additionally, the Policy calls for the promotion of a culture that defends social justice from Women's point of view and promotes and strengthens the talents and strength of Women. The National Strategy for Gender Development (NSGD) of 2008 offers a concrete framework for the integration of gender perspective into all sectors and institutions.

The National Five-Year Development Plan for 2021/22–2025/26 and the National Strategy for Gender Development (NSGD) emphasize gender equality as a key pillar of socio-economic development. In addition, the mission of the Five-year National Plan of Action to End Violence Against Women and Children ((NPA-VAWC 2017/18 – 2021/22) is to prevent and respond to all forms of violence against women and children through comprehensive multi-sectoral collaboration at all levels.

The Employment and Labour Relations Act CAP 366 R.E 2019, Section 7 (1) requires every employer to promote equal opportunity and strives to eliminate discrimination at the workplace in any employment policy, practice or any of the following grounds, color, nationality, tribe or place of origin, race, national extraction, social origin, political opinion or religion, sex, Gender, pregnancy, marital status, family responsibility, disability, HIV/Aids, age; or station of life. In addition, the Occupational Health and Safety Policy 2010 underscores safety and health at workplaces in Tanzania and establishes the responsibilities of employers and worker safety committees in all sectors.

Further, Section 27. -( 1) Tanzania's Persons with Disabilities Act (2010) instructs that persons with disabilities of all ages and Genders shall have the same rights to education, training in inclusive settings, and the benefits of research as other citizens. Every learning institution shall be under the general obligation not to discriminate against persons with

disabilities, which refers to constructing or adapting infrastructures that are not user-friendly.

Furthermore, The National Policy on HIV and AIDS (2001) reflects that People Living with HIV and AIDS (PLHAs) are subject to direct or indirect forms of discrimination, neglect, and, at times, exposure to hostility. Such treatment creates a long-term effect on PLHAs of either living in secrecy or being in denial of their condition, further hindering efforts in tackling and addressing the pandemic. This Policy draws from the National Policy on HIV and AIDS, addressing the need to protect PLHAs from all forms of discrimination and social injustice and provide opportunistic facilities to support their treatment or counseling.

In agreement with national and international Policy and Legal Framework for ensuring gender equality and inclusion of people with disabilities, MNMA, through its 2021/22 – 2025/26 Strategic plan and the 2019 Staff Training and Development Policy, emphasizes an enabling effective implementation of gender equality and equity in all matters. With respect to learning regulations, the 2022 academic prospectus declares zero tolerance for the acts of gender-based violence and sexual harassment of students.

This Policy guides the institutionalization at MNMA of the framework that is narrated under this section.

## **2.6. The Scope of Policy Application**

The policy will apply to the following:

1. MNMA academic and non-academic staff
2. Students enrolled and registered for academic programs at MNMA
3. All service providers at MNMA territories on and off campus.

## **CHAPTER THREE**

### **POLICY ISSUES, STATEMENTS AND STRATEGIES**

#### **3.1. Gender-Sensitive Organization Culture**

##### **Situation Analysis.**

There is no sexual harassment policy to guide adherence and fostering of supportive organizational culture and practice—the existence of a culture of silence in reporting sexual harassment and GBV incidences. Available structures for prevention and response to GBV, such as the gender desk counseling desk, are not disseminated extensively.

##### **Policy Statement:**

Be committed to maintaining a workplace free from sexual harassment and gender-based violence.

##### **Strategies:**

- i. Promote professional interactions and a culture that recognizes and respects human dignity,
- ii. Establish systematic sensitization workshops and campaign mechanisms against SH and GBV at MNMA and the surrounding community,
- iii. Strengthen Gender Desk to deal with GBV and SH cases,
- iv. Institutionalize online Comprehensive Sexuality Education (CSE) to students,
- v. Ensure sustainable recruitment, capacity development and engagement of peer health educators
- vi. Collaborate with gender club.

#### **3.2. Staff Recruitment, Development Training, Retention and Promotion**

##### **Situational Analysis**

Objective number seven of the Academy's 2019 Staff Training and Development Policy is to enable the effective implementation of gender equality and equity in all matters.

However, there is vertical gender labor segregation whereby women tend to occupy the lower ranks of the hierarchical ladder.

**Policy Statement:**

To practice a gender-sensitive staff recruitment, development and promotion system.

**Strategies:**

- i. Mainstream Gender in HR Plan
- ii. Recognition of reproductive roles and responsibilities of female staff and the way they impact their work
- iii. Ensure training needs assessments are Gender sensitive and inclusive,
- iv. Ensure the succession plan is inclusive and Gender sensitive,
- v. Develop support schemes to facilitate the training of staff in the areas where one Gender is under-represented,
- vi. Prevent discrimination based on gender limitations such as pregnancy, nursing, marital status and the like,
- vii. Undertake gender audit to identify gaps where one Gender is underrepresented.
- viii. Set up affirmative action at the recruitment level to support the increase in the number of female staff in academic and administrative positions by defining female and male target percentage levels.

**3.3. Student Enrollment, Performance and Retention**

**Situational Analysis:**

The trend in admission and enrollment between male and female students is observed to be narrowing over time. However, female students are overrepresented in education and humanities programs, while the number of female students in information communication technology, economics and business study programs is lower.

Performance-wise, the gap between male and female students is almost equal, with male students having an edge over women. However, there is a significant retention disparity

between the two groups, with females being more subjected to failing to complete, postpone or graduate from their studies on the grounds of social aspects.

**Policy Statement:**

- i. MNMA shall establish a mechanism in line with NACTVET enrollment guidelines to facilitate the enrollment of more female students in courses dominated by male students.
- ii. MNMA shall implement supportive mechanisms that shall allow female students to succeed in graduating from their studies.

**Strategy:**

- i. Promote gender-responsive enrolment, performance, achievement and retention.
- ii. To create awareness and understanding of gender balance in all aspects, such as enrolment, performance, and retention amongst students.
- iii. Continuously create favorable actions to encourage female and male students to work hard.
- iv. Introduce empowerment programs targeting female students enrolled in male-dominated academic programs to enhance their self-esteem and confidence.
- v. Propose the introduction of remedial courses to retain all females admitted under affirmative action.

**3.4. Curriculum Development, Research and Consultancy Programs**

**Situational Analysis:**

Curriculum development, research and consultancy are core activities and the heart of any academic institution. Once this becomes responsive in its content and delivery, it produces gender-sensitive professionals. It is essential to address gender issues in teaching, research and consultancy services. MNMA reviews its curricula after every five years. In the review process, gender issues are well incorporated.

Regarding research, both males and females receive equal access to research resources and consultancy opportunities. Overall, there is varied inclusion of gender issues in MNMA curricula, research policy and consultancy guidelines. Gender sensitivity has also not been mainstreamed into research and consultancy, as well as in teaching.

**Policy Statements:**

- i. Gender should be mainstreamed in all academic curricula, research and consultancy activities.
- ii. MNMA shall continue to give male and female staff equal opportunities for teaching, research and consultancy.

**Strategies:**

- i. To support and fund gender-responsive research and consultancy projects,
- ii. Promote gender-sensitive module delivery,
- iii. Ensure all curricula are designed and developed so that contents and delivery modes are gender-sensitive.

**3.5. Gender Responsive Health Services**

**Situational Analysis:**

Providing appropriate health services is one of the fundamental rights of every human being. Therefore, integrating gender perspectives in policies enables women and men to enjoy fundamental rights, including maternal health. There is limited sensitization, awareness creation and supportive facilities for controlling and managing Non-Communicable Diseases within MNMA. The institutional HIV and AIDS policy, handling, and management guidelines are not adequately disseminated.

**Policy Statements:**

MNMA shall invest resources in the provision of a youth-friendly environment, improve staff office and working facilities, endorse maternal health facilities for both staff and

students, increase awareness of the spread of non-communicable diseases arising from work practices, and strengthen mechanisms for management and control of HIV/AIDS spread

**Strategies:**

- i. Provide nursing and resting facilities for staff and students,
- ii. Provide decent working offices for drivers while at MNMA and not in transit
- iii. Develop youths' corners equipped with friendly health services where they can freely and openly present their health issues to medical experts,
- iv. Promote youth-friendly and gender-sensitive programs for handling HIV and AIDS free testing and counseling,
- v. Develop awareness programs on prevention, control and management of non-communicable diseases to students and staff,
- vi. Providing avenues to conduct physical exercises, healthy diets and recommendable healthy body mass index,
- vii. Collaborate with stakeholders to strengthen existing structures and processes in health provision,
- viii. Provide supportive equipment and facilities for learners and workers,
- ix. Develop a Psycho-Social Support mechanism for dealing with and managing issues related to Mental Health for staff and students.

**3.6. Supportive Learning and Work Environment**

**Situational Analysis:**

Infrastructure, facilities and equipment setup, to a large extent, are not considerate of the well-being of staff

**Policy Statement:**

Mainstream Gender, age and physical ability considerations in procurement procedures.

**Strategies:**

- i. Establish Pedagogy teaching and learning methodology to accommodate PWDs,

- ii. Promote participatory/ consultative procurement procedures to attain assistive and supportive devices.

### **3.7. Institutional Governance**

#### **Situational Analysis:**

There is an unequal opportunity for Women and Men in the MNMA senior leadership positions, both academic and administrative, including the Key policy-making organs such as the Academy Board. This is also visible in the student leadership. Men generally dominate the MNMA top and middle management structures.

#### **Policy Statement**

- i. MNMA shall institute gender-responsive structures and processes.
- ii. MNMA shall put in place mechanisms to increase Women's participation in governance and management processes with a long-term goal of attaining a 50/50 ratio for both Women and Men (staff and students).

#### **Strategies**

- i. Provide notice of reminder to office bearers who fail to mainstream Gender in their department/units,
- ii. Sensitive gender issues and responsiveness as part of terms of reference to all office bearers,
- iii. Enhance gender-sensitive budgeting to all departments and units,
- iv. Promote Gender-based ethical representation of an individual or office.
- v. To institute gender accountability and effective mechanisms for holding office bearers accountable for lack of mainstreaming Gender in their units.
- vi. To make knowledge of gender issues and gender responsiveness part of the terms of reference to all office bearers of governance positions at the Academy
- vii. To enhance gender budgeting knowledge, the Academy managers and planners enable them to plan and budget with gender sensitivity.

- viii. Put in place gender-equitable operational procedures when searching and appointing individuals for leadership positions and decision-making organs.

### **3.8. Gender-Based Violence and Sexual Harassments**

#### **Situational Analysis**

While Gender-related violence has not been openly reported at MNMA, differences in view may lead to the eruption of such incidents. Any violence in the learning environment is a severe and complex safety and health matter. It disrupts teaching and learning and has an impact on the entire community. Hence, this Policy aims to ensure preventive and protective measures are put in place to address such issues if they occur.

#### **Policy Statement:**

To eradicate all forms of gender-based violence and sexual harassment at the Academy

#### **Strategies**

- i. Strengthen the Gender Desk to handle gender-based violence and sexual harassment cases and ensure that such cases are treated with confidentiality.
- ii. Provide support, including health, counseling and psychological services and rehabilitation mechanisms for victims of gender-based violence and sexual harassment.
- iii. Punish all perpetrators of gender-based violence and sexual harassment irrespective of their gender status.
- iv. Carry out gender-based violence and sexual harassment awareness campaign to sensitize men and women on the vice, including rape awareness.
- v. Establish and sustain networks with organizations working on the elimination of gender-based violence and sexual harassment.

### **3.9. Gender and Work Environment**

#### **Situational Analysis**

Men and women at work are exposed to different work environments. The provision of appropriate and Gender-responsive social facilities is key to reaching an efficient working environment with high productivity.

#### **Policy Statement:**

MNMA shall put in place gender-friendly working environments and facilities for staff and students to assure welfare safety and attain high productivity

#### **Strategies**

- i. Put in place gender-responsive facilities (e.g., latrines, restrooms)
- ii. Support the MNMA community in establishing cohesive relationships through seminars, organizing staff meetings and social events.
- iii. To ensure that cases of sexual harassment are given priority and disciplinary action taken against any offender
- iv. Set up guides to make MNMA free of drug and substance abuse

### **3.10. Network, linkages and collaborations**

#### **Situational Analysis**

The MNMA has established linkages with local and international organizations that intend to cement collaborations in community, financial, research and other developmental aspects. With respect to gender aspects and initiatives, there is little formal collaboration that MNMA or the academic department has established with organizations promoting gender-sensitive issues.

#### **Policy Statement**

MNMA shall seek to establish and strengthen networks and linkages with other institutions on gender research, education and publicity issues.

## **Strategies**

- i. Identify key partners to collaborate with in gender education and research
- ii. Sensitize partners, including parents and strategic partners, and elicit support for gender programs
- iii. Mobilize resources for gender education and research programs
- iv. Expand Gender-related programs at all levels, including gender sensitization and advocacy in guidance and counseling on Gender-related issues

**CHAPTER FOUR**  
**IMPLEMENTATION PLAN, MONITORING AND EVALUATION, AND POLICY**  
**REVIEW**

**4.1. The Implementation Structure and Human Resource Setup**

Implementing this Gender Policy at MNMA requires a well-coordinated and structured institutional framework that shall translate, enforce and oversee policy goals, objectives, and strategies into action at all levels of the MNMA institutional setup.

The implementation of this Policy shall be overseen and managed through the Gender Desk (GD). The composition of the GD shall reflect the requirements of the Guideline for Establishing GD and that of the Academy, constituting the following:

- i. 4 academic staff (male and female) representing academic units
- ii. 2 representatives from each MNMA campus
- iii. 2 academic staff (a male and a female) representing academic units
- iv. 2 non-academic staff (male and female) representing nonacademic units
- v. A representative from the office of the Director for Students' Services
- vi. Student Representative from the Students' Organization (MASO)
- vii. A representative from the office of the MNMA Dispensary
- viii. A representative from the office of MNMA Private Security Service provision Company
- ix. A representative from the office of MNMA Private Cleaning Services Provision Company
- x. A representative from people with special needs and assistance (staff and student)
- xi. Head of Legal Unit

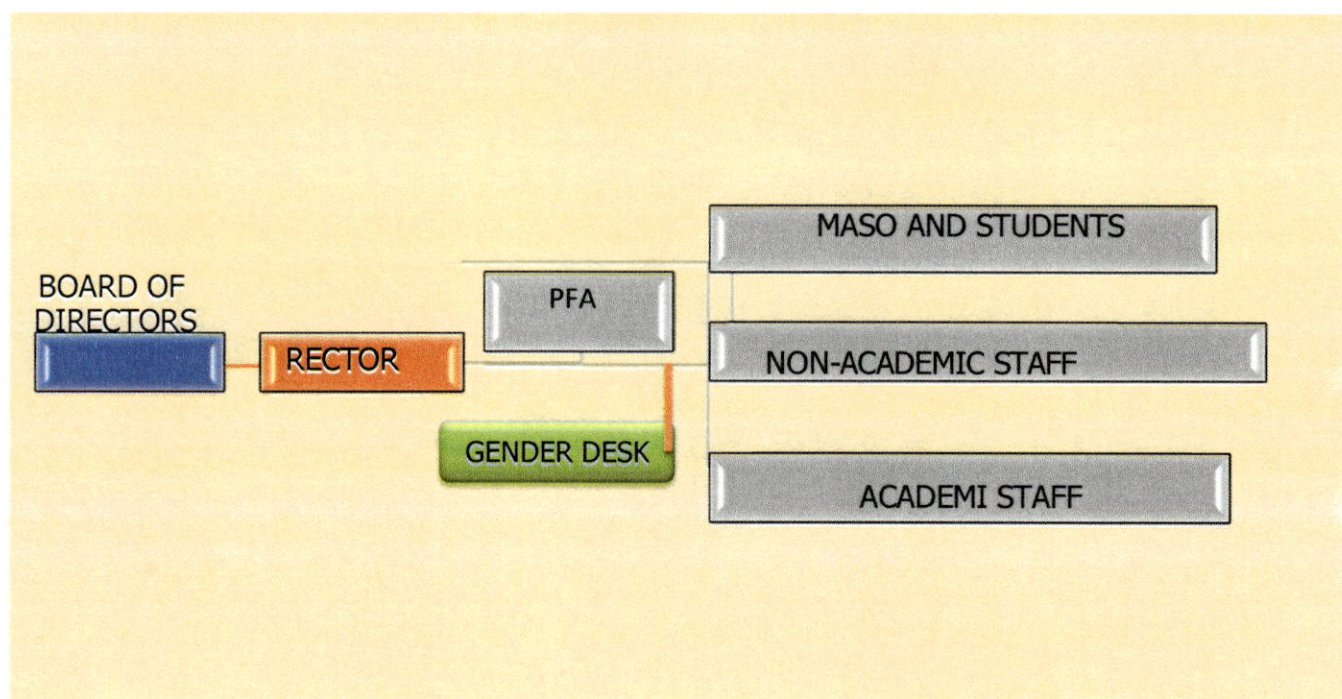
In facilitating the implementation of this Policy, there shall be a Gender Advisory Committee chaired by the Deputy Rector Planning, Finance and Administration (PFA) and coordinated by the coordinator for the Gender desk. Other members of the committee shall include;

- i. Director of Students' Services
- ii. Head of Counseling Desk

- iii. The President of MNMASA
- iv. The President of MASO
- v. Representative of academic staff
- vi. Representative of non-academic staff
- vii. Representatives from MNMA Service Providers (Security Companies, Restaurants, Cleaning Companies)

#### 4.2. The Implementation Structure

The Gender and Inclusion Policy will be implemented by the Gender Management Unit, which shall consist of the Governing Board, the Rector, the Deputy Rector Planning, Finance and Administration, and the Gender Desk. The organizational structure of this unit is illustrated by Figure 1.



**Figure 1: Policy Implementation Structure**

### **4.3. Roles and Responsibilities of Each Entity;**

#### **4.3.1. Governing Board**

The responsibility of the Governing Board is to approve and endorse all gender activities suggested by the Gender Desk.

#### **4.3.2. The Rector**

The responsibilities of the Rector are to:

- i. Oversee the implementation of gender policy,
- ii. Authorize budgets for the implementation of gender and inclusion activities,
- iii. Report gender and inclusion issues to the Governing Board.

#### **4.3.3. Deputy Rector Planning, Finance and Administration (PFA)**

The PFA shall be responsible for;

- i. Responsible for assisting the Rector ensuring the successful implementation of this Policy.
- ii. Establishing rules and regulations that promote gender equity and equality
- iii. Ensuring gender issues are mainstreamed in all institutional operations, programs, activities and processes

#### **4.3.4. Gender Desk**

Gender Desk is mandated to;

- i. Create awareness on Gender and inclusion to MNMA community and stakeholders,
- ii. Design and conduct outreach programs for gender and inclusion issues,
- iii. Advocate for Gender-related issues through various communication means,
- iv. Collect and disseminate information on gender issues,
- v. Provide counseling services on Gender related issues,
- vi. Facilitate linkages and networking activities between MNMA and other stakeholders,
- vii. Undertake gender audit within MNMA to address gender imbalances,
- viii. Mainstream gender issues at all levels of the Institute,
- ix. Mobilize resources to support gender activities within MNMA,

- x. Advise MNMA administration on gender issues,
- xi. Develop affirmative action to address gender gaps.

#### **4.3.5. Academic and Administrative Staff**

Academic and administrative staff are responsible for;

- i. Reporting gender issue problems to Gender Desk
- ii. Communicating health and health-related risks arising in the MNMA community,
- iii. Adhering to gender policy for safety practices and procedures,
- iv. Participate in gender issues events and programs,
- v. Respecting gender policy, making proper use of resources and taking steps to prevent gender-based violence and sexual harassment issues in the MNMA community,
- vi. Keeping abreast of the gender teachings, research and outreach programs and services.

#### **4.3.6. MASO**

MASO is responsible for

- i. Participating in gender issue events and programs,
- ii. Reporting gender challenges faced by students to the Gender Desk,
- iii. Communicating health and health-related risks arising in the MNMA community,
- iv. Adhering to gender policy for safety practice and procedures.

#### **4.4. Implementation Plan**

Table 4.1. presents the plan guiding the implementation of activities facilitating gender mainstreaming issues articulated in the Policy

**Table 4.1. Implementation Plan of Strategies of Activities of The Gender and Inclusive Policy.**

S/No	Policy/Issue	Policy/Strategy	Related/Activities	Person Responsible	Resources Required	Policy/Output
1	Gender-Sensitive Organization Culture	Promote professional interactions and a culture that recognizes and respects human dignity.	<ul style="list-style-type: none"> <li>• Sensitize on Gender-based Organization Culture</li> <li>• Disseminate laws, policies, and guidelines detailing gender-sensitive organizational culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Director Human Resource</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> </ul>	Sensitization program reports for each Campus are presented
		Establish systematic sensitization workshops and campaign mechanisms against SH and GBV at MNMA and the surrounding community.	<ul style="list-style-type: none"> <li>• Hold a sensitization program per Campus per semester covering staff, students and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator Gender desk</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> </ul>	Number of systematic sensitization workshops and campaigns held at MNMA
		Strengthen the Gender Desk to deal with GBV and SH cases through	<ul style="list-style-type: none"> <li>• Provide office with privacy for victims of GBV and SH; hotline, suggestion box</li> </ul>	Rector/PFA	<ul style="list-style-type: none"> <li>• Office Space</li> <li>• Office equipment</li> </ul>	Office for gender desk, hotline, and suggestion box are actively put in place.
		Institutionalize online Comprehensive Sexuality Education (CSE) for students.	<ul style="list-style-type: none"> <li>• Approve commencement of CSE by Governing Council</li> <li>• Disseminate information on the availability of CSE</li> <li>• Authoring of the course on the MNMA website.</li> <li>• -Launching of the program</li> <li>• -Sensitize students and lecturers on the delivery of CSE</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator Gender desk</li> <li>• Governing Council</li> </ul>	<ul style="list-style-type: none"> <li>• Time &amp; DSA for ICT expert</li> <li>• Finance for launching and sensitizing the program</li> </ul>	Number of students enrolled and graduated in online CSE

S/No	Policy/Issue	Policy/Strategy	Related/Activities	Person Responsible	Resources Required	Policy/Output
		Ensure sustainable recruitment, capacity development and engagement of peer health educators to collaborate with gender clubs.	<ul style="list-style-type: none"> <li>Develop job descriptions of peer educators.</li> <li>Advocate for inclusion of PHE recruitment schedules in the MASO governance structure.</li> </ul>	<ul style="list-style-type: none"> <li>PFA</li> <li>ICT staff who received UNESCO online CSHE training</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; DSA for ICT expert</li> </ul>	Number of PHE recruited
2	Staff Recruitment, Development Training, Retention and Promotion	Mainstream Gender in HR Plan	<ul style="list-style-type: none"> <li>Identify HR needs in positions based on sex, skills, qualifications and workload.</li> </ul>	<ul style="list-style-type: none"> <li>Director Human Resource</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Gender-sensitive HR plan balanced placements put into action</li> </ul>
		Ensure that training needs assessments are Gender sensitive and inclusive.	<ul style="list-style-type: none"> <li>Design and implementation of gender-based training needs assessment</li> <li>Sensitize training should be conducted in inclusive premises that consider special needs</li> </ul>	Director Human Resource	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Gender-sensitive TNA plan put into action</li> <li>Number of TNA reports with Disaggregated information presented</li> </ul>
		Ensure the succession plan is inclusive and Gender sensitive	<ul style="list-style-type: none"> <li>Develop a gender-based affirmative succession plan</li> </ul>	<ul style="list-style-type: none"> <li>Director Human Resource</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	Gender Sensitive Succession Plan is put into action
		Develop support schemes to facilitate staff training and publications where one Gender is under-represented.	<ul style="list-style-type: none"> <li>Establish special provisions for women to cope with care roles and publication.</li> </ul>	<ul style="list-style-type: none"> <li>Director Human Resource</li> </ul>	<ul style="list-style-type: none"> <li>Finance</li> </ul>	Number of Affirmative Support Schemes for training and publication conducted

S/No	Policy/Issue	Policy/Strategy	Related/Activities	Person Responsible	Resources Required	Policy Output
			<ul style="list-style-type: none"> <li>Revise academic staff promotion policy to motivate staff to publish</li> </ul>			
		Prevent discriminations that are based on gender limitations such as pregnancy, nursing, marital status and the like	<ul style="list-style-type: none"> <li>Sensitize employees on gender-based rights and responsibilities</li> <li>Provide equal access to benefits and incentives to all genders regardless of life stage.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator Gender desk</li> <li>Director Human Resource</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>funds</li> </ul>	<ul style="list-style-type: none"> <li>Sensitization reports presented</li> <li>Disaggregated data by sex on access to benefits and incentives</li> </ul>
		Undertake gender audit to identify gaps where one Gender is underrepresented.	<ul style="list-style-type: none"> <li>Develop annual institutional gender profile</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator Gender desk</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Number of Annual Institutional gender profiles presented</li> </ul>
3	Student Enrolment, Performance and Retention	Promote gender-responsive enrolment, performance, achievement and retention.	<ul style="list-style-type: none"> <li>Develop Gender-based affirmative actions on student enrollment, performance and retention.</li> <li>Create favorable plans encouraging female and male students to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Rector (ARC)</li> <li>Head of Admission Department</li> <li>Heads of Academic departments</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of female students enrolled in ICT and Economic studies</li> </ul>
4	Curriculum Development Research and Consultancy Programs	To support and fund gender-responsive research and consultancy projects.	<ul style="list-style-type: none"> <li>Establish a budget for gender-based research and projects</li> <li>Sensitize staff to consider gender balance in the formation of teams for</li> </ul>	<ul style="list-style-type: none"> <li>DR-ARC</li> </ul>	<ul style="list-style-type: none"> <li>Funds,</li> <li>Time,</li> </ul>	<ul style="list-style-type: none"> <li>Number of Gender balanced research groups</li> <li>Budget for gender research and projects</li> </ul>

S/No	Policy/Issue	Policy/Strategy	Related/Activities	Person Responsible	Resources Required	Policy/Output
			research, consultancy, and outreach activities			
		Promote gender-sensitive module delivery.	<ul style="list-style-type: none"> <li>Sensitize academic staff to use gender-sensitive language that adequately includes both genders;</li> </ul>	<ul style="list-style-type: none"> <li>DR-ARC</li> </ul>	<ul style="list-style-type: none"> <li>Funds</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Increased gender awareness in module delivery</li> </ul>
		Ensure all curricula are designed and developed in a way that contents and delivery modes are gender-sensitive	<ul style="list-style-type: none"> <li>Mainstream Gender in Academic Programmes</li> </ul>	<ul style="list-style-type: none"> <li>DR-ARC</li> </ul>	<ul style="list-style-type: none"> <li>Funds</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Increased gender awareness in module delivery</li> </ul>
5.	Gender Responsive Health Services	Provide nursing and resting facilities for staff and students	<ul style="list-style-type: none"> <li>Establish nursing and resting rooms on each Campus as per government guideline</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> </ul>	<ul style="list-style-type: none"> <li>Funds,</li> <li>space</li> </ul>	<ul style="list-style-type: none"> <li>well-equipped rest and Breastfeeding room/facility established</li> </ul>
		Develop youths' corners equipped with friendly health services to freely and openly present their health issues to medical experts.	<ul style="list-style-type: none"> <li>Establish separate spaces for youth-specific services within the dispensary</li> </ul>	<ul style="list-style-type: none"> <li>HoD-Dispensary</li> </ul>	<ul style="list-style-type: none"> <li>Space,</li> <li>youth-specific nurse/doctor</li> </ul>	<ul style="list-style-type: none"> <li>Youth Health Corner is established</li> </ul>
		Promote youth-friendly and gender-sensitive programs for handling HIV and AIDS free testing and counseling.	<ul style="list-style-type: none"> <li>Nominate Institutional HIV/AIDS coordinator</li> <li>Develop a separate budget for HIV/AIDS control</li> <li>Conduct one gender sensitization program for HIV/AIDS and free testing.</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> <li>HIV/AIDS issues coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Funds,</li> <li>Space</li> <li>Youth specific nurse/doctor</li> </ul>	<ul style="list-style-type: none"> <li>Gender and HIV sensitization report presented</li> </ul>

S/No	Policy/Issue	Policy/Strategy	Related/Activities	Person Responsible	Resources Required	Policy/Output
		Develop awareness programs on prevention, control and management of non-communicable diseases to students and staff;	<ul style="list-style-type: none"> <li>Recruit specialists for Non-Communicable Diseases.</li> <li>Conduct awareness programs on the prevention, control and management of Non-Communicable Diseases.</li> <li>Establish a non-communicable disease desk</li> <li>Sensitize the community on non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> <li>HoD, Dispensary</li> <li>Coordinator-counseling desk</li> </ul>	<ul style="list-style-type: none"> <li>Funds,</li> <li>space,</li> </ul>	<ul style="list-style-type: none"> <li>number of Awareness reports presented and submitted</li> </ul>
		Provide avenues to conduct physical exercises, healthy diets, and recommendable healthy body mass indexes.	<ul style="list-style-type: none"> <li>Sensitize on the need for physical exercise for both students and staff</li> <li>Finance the availability and upgrading of physical exercise facilities (sports grounds and gymnastics)</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> </ul>	<ul style="list-style-type: none"> <li>Funds</li> <li>Space</li> </ul>	<ul style="list-style-type: none"> <li>Upgraded sports facilities</li> <li>Recreation and rest facilities for established for drivers</li> </ul>
		Collaborate with stakeholders to strengthen existing structures and processes in health provision.	<ul style="list-style-type: none"> <li>Identify and work with the appropriate stakeholders for health promotion</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> <li>HoD, Dispensary</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in health service provision</li> </ul>
		Provide supportive equipment and facilities for learners and workers	<ul style="list-style-type: none"> <li>Finance the equipment and facilities for learners and workers</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> </ul>	<ul style="list-style-type: none"> <li>Funds</li> </ul>	<ul style="list-style-type: none"> <li>Number of supportive equipment available</li> </ul>

S/No	Policy/Issue	Policy/Strategy	Related/Activities	Person Responsible	Resources Required	Policy/Output
		Develop a Psycho-Social Support mechanism for dealing with and managing issues related to Mental Health for staff and students.	<ul style="list-style-type: none"> <li>Sensitize and disseminate the available psycho-social support services the counseling Unit provides.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator-Counseling desk</li> </ul>		<ul style="list-style-type: none"> <li>Counseling sessions' reports presented and submitted.</li> </ul>
6	Supportive Learning and Working Environment	Establish Pedagogical teaching and learning methodologies to accommodate PLWDs	<ul style="list-style-type: none"> <li>Finance availability and installation of facilities to accommodate PLWDs</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> </ul>	<ul style="list-style-type: none"> <li>Funds</li> </ul>	<ul style="list-style-type: none"> <li>Number of pedagogical teaching and learning methodologies provided</li> </ul>
		Promote participatory/ consultative procurement procedures to attain assistive and supportive devices.	<ul style="list-style-type: none"> <li>Finance the availability and installation of assistive and supportive devices.</li> <li>Call for separate budgets to purchase assistive and supportive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Funds</li> </ul>	<ul style="list-style-type: none"> <li>Funds</li> </ul>	<ul style="list-style-type: none"> <li>The number of supportive devices provided.</li> </ul>
7	Institutional Governance	Provide notice of reminder to office bearers who fail to mainstream Gender in their department/units,	<ul style="list-style-type: none"> <li>Conduct gender audits to inform of administrative position distribution</li> </ul>	<ul style="list-style-type: none"> <li>Gender Desk</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Number of Gender audit reports presented and submitted</li> </ul>
		Sensitive gender issues and responsiveness as part of terms of reference to all office bearers,	<ul style="list-style-type: none"> <li>Provide training on gender mainstreaming at the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Gender Desk</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Number of Gender audit reports presented and submitted</li> </ul>

S/No	Policy Issue	Policy Strategy	Related Activities	Person Responsible	Resources Required	Policy Output
		Enhance gender-sensitive budgeting to all departments and units,	<ul style="list-style-type: none"> <li>Engage women in budget preparation by receiving recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> <li>Gender Desk</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Number of Gender audit reports presented and submitted</li> </ul>
		Promote Gender-based ethical representation of an individual or office.	<ul style="list-style-type: none"> <li>Provide training on Ethics and leadership at the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Gender Desk</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Number of Gender audit reports presented and submitted</li> </ul>

#### 4.5. Monitoring and Evaluation

Monitoring shall be fundamental to effectively and efficiently implementing this Gender Policy. GMU shall provide semi-annual reports of activities, which shall be disseminated to institute decision-making machinery.

Monitoring activities entail collecting, analyzing and using data and information to determine policy implementation. Additionally, periodic evaluation of gender issues and programs shall enable the use of such findings to improve, plan, and undertake impact assessment, which shall be an integral part of designing, developing and implementing the Policy.

Consequently, gender-responsive monitoring and evaluation mechanisms shall be instituted. Activities in this area shall include identifying gender-responsive indicators and targets and training implementing personnel on monitoring and evaluating concepts and procedures for planning interventions.

#### 4.6. Funding

MNMA Administration shall facilitate GMU with budget allocation essential to the funding implementation of the activities. The guide for funding shall follow Action-based Budgeting.

#### 4.7. Review of Policy

The gender policy shall be reviewed every three years to consider emerging issues and trends that may affect the state of gender issues in the MNMA community.

#### 4.8. Approving Authority

The Mwalimu Nyerere Memorial Academy Gender and Inclusion Policy shall be endorsed and approved by the Governing Board.

.....  


Name: Prof. Haruni Jeremia Mapesa  
**RECTOR**

Date..... 20/05/2026

.....  


Name: Mr. Stephen M. Wasira  
**CHAIRPERSON GOVERNING BOARD**

Date..... 20/5/2026

## References

Jamhuri ya Muungano wa Tanzania, Ofisi ya Rais, Menejimenti ya Utumishi wa Umma na Utawala Bora. (2023, February). Mwongozo wa ujumuishwaji wa jinsia katika utumishi wa umma.

MNMA. (2019, February). The staff training and development policy.

MNMA. (2021, June). 2021/22 – 2025/26 strategic plan.

MNMA. (2022, November). Prospectus 2022/2023.

United Republic of Tanzania- Ministry of Education, Science and Tehnology (2022). The Approved Functions and Organisation Structure of The Mwalimu Nyerere Memorial Academy. President's Office, Publick Service Management and Good Governance. November, 2022.

United Republic of Tanzania. (1976). Constitution of the United Republic of Tanzania. Ministry of Laws and Constitution.

United Republic of Tanzania. (2001). The national policy on HIV and AIDS. Prime Minister's Office.

United Republic of Tanzania. (2010). Tanzania Persons with Disabilities Act, 2010 [PDF]. Retrieved August 22, 2023, from <https://www.un.org/development/desa/disabilities/wp->

United Republic of Tanzania. (2019). The Employment and Labour Relations Act [Principal Legislation], Revised Edition. Dodoma.