Forum for African Women Educationalists (FAWE)

Female Participation in African Universities: Issues of Concern and Possible Action

Authors:
Prof. Verdiana Masanja; Dr. Regina Karega;
Dr. Deborah Kasente; Dr. Mary Mboya;
Prof. Alzouma Kadi; Dr. Nomcebo Simelane;
Dr. Florence Nyamu

Paper presented by FAWE at the 10th General Assembly of the AAU on 5-9 February 2001 at Safari Park Hotel, Nairobi

TABLE OF CONTENTS

1.0   INTRODUCTION

1.1   The Forum

The Forum for African Women Educationalists (FAWE) is a membership organization that brings together African women ministers in charge of education systems, women vice chancellors of African universities and other senior women policy makers. Founded in 1992 and registered in Kenya in 1993 as a pan-African NGO, FAWE has 48 full members from 34 African countries, 28 associate members comprising male ministers of education and women ministers in ministries other than education, and 31 National Chapters. FAWE is well positioned to stimulate broad policy reform and advocate for increasing parental demand for girls' education.

FAWE was created to respond to a need to work towards the achievement of EFA. It is FAWE's vision that by the year 2004 gender disparities in education will be significantly reduced, and more girls will have access to schooling, complete their studies and perform well at all levels. FAWE's overall goal is to increase access and retention as well as improve the quality of education for all girls within the school system and women in universities.

FAWE's programme activities aim to help FAWE members to analyse, plan, guide and efficiently implement external and internal investment in the education sector to redress gender imbalances. The work programme addresses six strategic objectives:
*   *To influence the formulation and adoption of educational policies on girls' education in order to increase access and improve retention and performance.*
*   *To build public awareness and consensus on the social and economic advantages of girls' education through advocacy.*
*   *To undertake and support experimental and innovative demonstration programmes to increase girls' participation in education.*
*   *To empower girls through education for effective participation in the creation of an equitable society.*
*   *To create and sustain partnerships with governments, donors, universities, NGOs, communities, and other partners in education for effective implementation of programmes to improve girls' education.*
*   *To strengthen its own organizational capacity to effectively implement programmes that promote girls' education.*

1.2   FAWE's work at the university level

Gender issues and concerns at the tertiary level are at the forefront of FAWE's work. FAWE has been working towards the promotion of female education at the tertiary level for the past seven years. A number of workshops have been held and FAWE has participated in regional and international conferences on higher education, including the World Conference on Higher Education held in Paris in October 1998. In the joint paper presented at the WCHE by FAWE and AAU, a number of reasons were put forward to explain the low participation of girls in formal education in Africa. These include:

a lack of role models, mentors, self-confidence, social impediments such as sexual harassment and gender-insensitive policies. These and similar impediments require a concerted, integrated and sustained effort.

FAWE recognises the importance of working closely with universities and plans to build a consensus with Vice Chancellors, Rectors, Presidents of universities and get their commitment not only on the issues that are pertinent but more importantly strategies of addressing them. In 1998, FAWE published a handbook for creating an enabling environment in universities, which has been widely disseminated.

FAWE also recognises three areas of focus for mainstreaming gender-research-based activities, networking and policy-based activities, which are aimed at mainstreaming gender at the university level. One of FAWE's strategic objectives is the creation and sustenance of partnerships with universities. In this context, FAWE works closely with the Association of African Universities (AAU) in the mainstreaming of gender concerns. In February 1999, FAWE participated at the AAU Fsi9 Tj-0.592iTw0.601 Tc(gen Tc(n) Tj0.0.002 c(n) Tj4ies)

2.0   ISSUES OF CONCERN

There are several issues that come to mind when one is considering female participation at the university level. In this paper, FAWE focuses on five issues that are considered critical if women are to participate more fully at the university level. These are: (a) The availability of gender disaggregated data, quantitative and especially, qualitative; (b) Sexual harassment; (c) Gender sensitisation and social mobilization in support of concerns for women at the university level; (d) a lack of equal opportunities; and (e) rigid structural, organizational and institutional practices.

2.1   Gender disaggregated data

A major concern related to data is the non-availability or very little systematically documented gender disaggregated data and wide publicity of the areas women find problematic at university level and the impact those problems have on their levels of participation and performance.

FAWE has made the following observations:
*   Data has remained quantitative and does not address the factors that influence women's (staff and students) poor performance or lack of taking opportunities for further studies
*   Data is not always gender-disaggregated
*   Unavailability of data on the factors that militate against women's career advancement (involvement in research, finances, workload and staff development processes)   . .
*   Data on women's access and participation in informal networks) is inadequate (women do not have opportunities to meet with the decision makers in informal places, hence disadvantaged)
*   Data on counselling programmes and identification of gaps is lacking
*   Data on facilities available for conducive working and learning environment for women (staff and students) (housing, child care, distances
-       between building, poor lighting etc.) is lacking
*   Data on existing networks within universities (both quantitative and qualitative) is lacking
*   Data on gender-responsive curricula is inadequate

2.2 Sexual harassment

The subtle ways in which sexual harassment manifests itself are not being addressed. For example, sexual harassment could include the following behaviours: unwelcome and unwanted sexual conduct such as verbal comments, abuse, gestures or physical contact of a sexual nature by an individual or group which is judged by the recipient(s) to have resulted in one or more of the following:

(i)   Mental, physical and social discomfort;

(ii)   Interference with her/his work and/or academic performance. This could result from the threatened downgrading of marks, demotion, withholding of privileges and/ or dismissal as a result of the refusal of sexual advances or the promise of a reward for compliance; and

(iii)   Creation of an intimidating hostile or offensive environment for her/ him.

FAWE has made the following observations:
* There is a lack of consensus on what constitutes sexual harassment
* Non-availability of policies and legal provisions for handling sexual harassment
* Inadequate data on different types and forms of sexual harassment
* A lack of supportive structures to deal with sexual harassment (preventive and rehabilitative)

2.3 Gender sensitisation and social mobilization

A majority of the universities have, in one or another, undertaken some gender sensitisation and social mobilization activities in support of concerns for women. Unfortunately a lot remains to be done because attitudes are difficult to change overnight.

FAWE has observed that:
* Attitudes and perceptions towards women are still very negative and discriminative
* The levels of awareness of gender concerns and issues amongst staff and students is still limited
  At the university level, gender issues are still perceived as issues of concern to women only

- Methodologies used for teaching gender issues is not attractive or well understood by thee majority
- Curricula are still not gender-responsive

2.4 *Equal Opportunities*

Many universities have made deliberate efforts to instil a series of equal opportunity and affirmative action programmes to increase the enrolment of females within universities. However, FAWE observes that there is:
- A gender-imbalance in admissions - fewer girls are admitted overall but fewer in some science-related disciplines.
- Non-existence or very limited affirmative action programmes in some universities
- Still some resistance to allow existing accommodation to be shared equally between men and women
- Resistance to expand boarding facilities to include women who have specific gender needs (a woman who gets a baby and cannot live in the dormitory)
- Inadequate provision of facilities constraints more women access to those facilities
- A tendency for more girls failing to register or dropping out due to financial, maternal, marital, or other gender/social issues.

2.5 *Structural, Organizational and Institutional Practices*

The traditional university structure and set up is very masculine and the organisational structure is also very rigid. Very few universities are engaged in the process of changing the existing structural, organizational and institutional practices to cater for females.

FAWE has observed that:
- There still exists gender-blind and discriminative policies
- There is a non-existence of gender considerations in the university buildings (girls' hostels are far from libraries)
- There is need to give special consideration to the impaired—especially females
- The buildings within universities do not take consideration of gender issues (e.g. libraries, computer laboratories exclude women at night)

- There exists gender imbalance in the critical organs of the Universities, Faculty Boards, Council and the Senate.
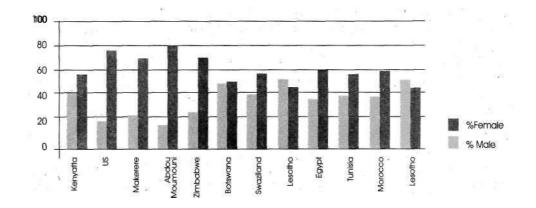
For each of these concerns, a case study has been prepared to exemplify the current situation and what could be done towards addressing the concern.

3.0 CASE STUDIES

3.1 Statistical   overview

The levels of access at the university level vary from university to university but are, on the whole, lower than expected. Data from ten selected universities (Figure 1) in Africa show that women's enrolment in most universities is below half those of men.
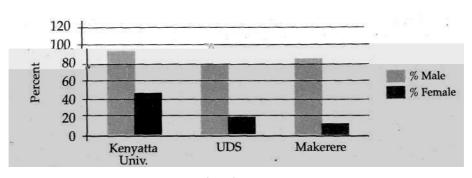
Figure 1: University admission by Gender in selected Universities 1992 -1998

However, in countries such as Lesotho, Botswana and Swaziland, the figures seem rather high because of the socio-economic reasons specific to these countries. These countries are also characterised by high enrolment of girls at both primary and secondary levels providing a strong base on which to draw university entrants, Makhubu (1998).
A further analysis showed FAWE that admissions for selected universities in Eastern Africa, for instance, showed uniformity in low admissions (Figure 2).

Figure 2. Admissions by Gender 1997/1998 in Selected Universities

University

The trend is exemplified in the case of Makerere University in Uganda in the years 1994-2000 where female admissions have not reached 40% by 2000 (Table 1).

Table 1: Students admissions at Makerere University

Academic year	Government sponsored	Private	Total	% Female
1993/94	2299	1062	3361	31.6
1994/95	2146	1106	3252	31.0
1995/96	2803	2521	4801	36.6
1996/97	2273	5631	7904	29.85
1997/98	2330	5919	8249	37.34
1998/99	2042	7348	9390	38.46
1999/2000	1923	12316	14239	39.81

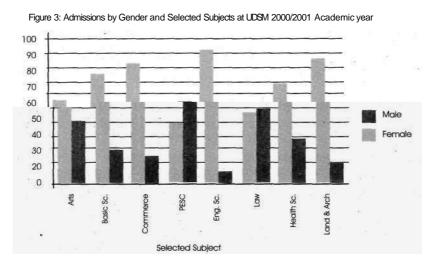*Source: Musisi, N. and Muwanga, N.K. (2000). Transforming Makerere University:*

Opportunities and Challenges

A further analysis from a University that is emphatic in implementing the affirmative action shows that gender parity is still far from being achieved. Table 2 and Figure 3 show the 2000 / 2001 admissions by faculties at the University of Dar es Salaam (UDSM). It is observed that the average female

admission percentage without affirmative action is 15% while the admission with affirmative action is 27%. Although affirmative action has almost doubled female admissions, it is also very clear that the admission at UDSM is still far from attaining gender parity.

On the other hand, some faculties have easily attained gender parity in admissions by instituting affirmative actions, notably Physical Education Sportrf2i

Figure 3: Admissions by Gender and Selected Subjects at UDSM 2000/2001 Academic year

Student enrolment in other universities show a similar trend. At the Abdou Moumouni University in Niger the female enrolment remains below 20% as shown in Table 3.

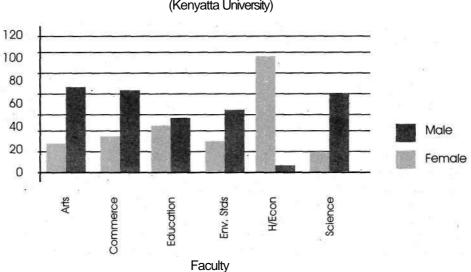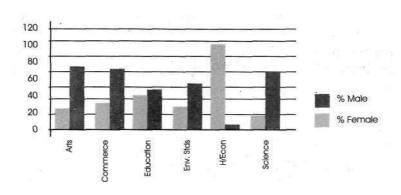Figure 4a: Distribution of Students by Faculty and Gender 1999/2000 (Kenyatta University)
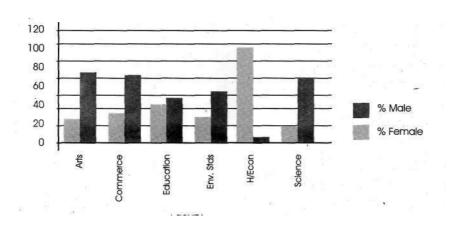
Table 3 Student Enrolment at Abdou Moumouni University, Niamey, Niger

Year	Females (%)	Males (%)
1994	13	87
1997	16	84

Subject Specialisation

FAWE further observed that women continue to pursue traditional subjects in the areas of educ.720 58.320 cm n th

Moumouni, clearly show that women continue to shy away from the science-based faculties.

Student Distribution at Graduate level

FAWE has further observed that due to low enrolments of women at undergraduate levels, the pool from which to draw female students at the graduate level becomes very thin. This is illustrated in Table 4 which shows population of female students at graduate levels in three selected universities.

Table 4   **Distribution of** Masters **students by Gender in three Selected Universities 1981-2000**

University	Male	Female	Total	% Female
Kenyatta University 1999/2000	98	41	139	27.0
University of Dar-Es Salaam1999/2000	142	66	208	31.7
Abdou Moumouni*	666	200	866	23.1

Selected units, Medicine, Law and Economics 1981-1986

FAWE also established that the trend is the same in other universities. In Makerere University, for instance, it is a requirement for academic staff to

Figure 5. Performance by Gender in Faculty of Science (1999/2000)

hold Ph.D degrees. Currently only 221 out of a total academic force of 911 hold a Ph.D degrees.

Performance by Gender

According to Figure 5 below, the percentage of males at the first class level is much higher than that of females. We note, however, that as you progress
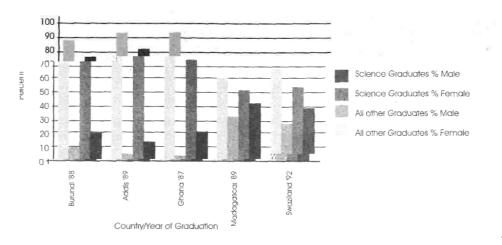
Figure 6: Graduation Trends by Field of Study and Gender in Selected Universities

towards PhD, the number of women is almost half that of men. It is difficult to explain how these figures come about in the absence of figures on dropout and failure rates.

Trends in Graduation

The trend of graduation at the Abdou Moumouni University in Niger is as shown in Table 5. FAWE further looked in to the graduation trends from selected universities, since this would show completion rates. Figure 6 above indicates that the number of female students graduating is influenced by admission rates. It was not possible to locate where students repeated, and data on failures and discontinued students was not available.

Table 5 Graduation trends in Graduation at Abdou Moumouni in Niger

Year	Men	Women	Total	% Men	%Women
Economics	115	**39**	154	74.68	25.32
Law	151	**34**	185	81.63	18.37

Women's Positions in Decision-making

Given the thin base from which universities have to draw their staff, the situation of positions for women at the university are even lower. FAWE established that even in those universities like Botswana, Lesotho and Swaziland with high undergraduate female enrolments, female academic staff have not managed to climb up the ladder to high academic leadership positions as fast as men have. As indicated in Figure 7 and Table 6 at the University of Dar es Salaam the number of female academic staff decreased by 1.5% from 12.5% in 1997/98 to 11% in 1999/2000. This implies that there are other factors that hinder women's advancement in the universities.

Table 6 Academic **staff by Rank and Gender UDSM1995-2000**

Faculty/Institute/College	1995/96			1997/98			1999/2000		
	Total	Fe	%Fe	Total	Fe	%Fe	Total	Fe	%Fe
Arts & Social Sciences (FASS)	156	13	8%	167	15	9%	146	14	10%
Commerce & Management (FoC)	40	6	15%	35	5	14%	38	8	21%
Education (F.Ed)	45	10	22%	43	9	21%	38	9	24%
Science (FoSc.)	102	7	7%	105	6	6%	124	8	6%
Dentistry (FoDent)	18	3	17%	15	3	20%	12	2	17%
Medicine (FoMed)	136	18	13%	122	17	14%	108	12	11%
Pharmacy (FoPh)	21	7	33%	20	7	35%	19	7	37%
Nursing (FoN)	10	9	90%	8	7	88%	9	8	89%
Lands & Architectural Studies (UCLAS)	55	3	5%	68	8	12%	86	10	12%
Law (FoL)	37	2	5%	33	2	6%	27	1	%
Development Studies (IDS)	23	4	17%	23	4	17%	22	4	18%
Library	29	9	31%	23	8	35%	26	12	46%
Kiswahili Research (IKR)	19	4	21%	15	2	13%	15	1	7%
Traditional Medicine (ITM)	8	1	13%	9	1	11%	7	1	14%
Engineering (FoE)	105	2	2%	101	2	20%	94	2	2%
Production Innovation (IPI)	17	0	0%	17	0	0%	16	0	0%
Resource Assessment (IRA)	19	3	16%	16	2	13%	16	2	13%
Marine Sciences (IMS)	18	2	11%	16	2	13%	17	2	12%
Public Health (IPH)	31	8	25%	25	4	16%	27	6	22%
Total (Average %)	**890**	**111**	**12%**	**838**	**104**	**12%**	**847**	**95**	**11%**

Although there has been a decrease in the overall number of academic staff over the period 1995-2000, the relative decrease in the number of females is 14% while that of males is only 3%. At UCLAS and the Faculty of Science, the numbers have increased for both males and females. However, the relative increase in males is, respectively, 32% and 18% while for females it is, 70% and 12% respectively.

The qualitative aspect of UDSM female academic staff in 2000 is illustrated in Figure 8. This excludes the ranks of Tutorial Assistants.
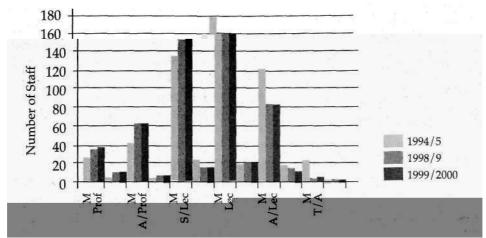
Figure 8. UDSM Academic Staff Rank and Gender

Rank and Gender

Obviously very little if anything has been done to address the gender imbalance both qualitatively and quantitatively at UDSM. Key issues to be addressed include the following:

i)   The insufficient number of women available for recruitment candidacy

ii)   Mitigating factors to those women qualifying for recruitment but decline/are not ready to apply,

iii)   Gender biased recruitment criteria

iv)   Gender insensitive environment for retention and advancement of women academics already recruited

v)   A lack of affirmative actions at recruitment and for academic career development

Data from the Abdou Moumouni University in Niger, indicate that there are only 27 female academicians out of a total teaching faculty of 277, a mere 9.7%. At Kenyatta University, there are 186 females out of a teaching faculty of 646, 38.3%.

Table7 Female academicians at the Abdou Moumouni University in Niger

Faculty	Males	Females	% Females
Science	60	5	7.7%
Agriculture	24	1	4.0%
Humanities and Arts	61	8	11.6%
Medicine	31	4	11.4%
Education	25	4	13.8%
Law and Economics	30	2	6.3%
Mathematics Teaching Research Institute	2	0	0%
Humanities Research Institute	9	2	18.2%
Radio-isotopes Institute	8	1	11.1%
Total	250	27	9.7%

Out of the 27 female academicians, only two are professors, one is a senior lecturer, 15 are lecturers and 9 are tutorial fellows. The number of females among the academic staff are also few compared to the males, generally and more so in the science-related disciplines. At Kenyatta University, there are 186 females out of a teaching faculty of 646 (38.3%).

3.2 Sexual Harassment

Sexual harassment in African universities has not been fully addressed due to various reasons. These include problems of definition of the concept, the sensitivity of the issues which makes it difficult for the victims to report cases and the society's failure to appreciate the impacts of such behaviour, not only on the victims but also on the work environment within such institutions.

The university of Natal provides an example of an institution which has confronted this sensitive and difficult issue, in a systematic and comprehensive manner. The first step taken to develop a formal policy was to conduct

surveys to assess the status, perceptions, awareness of the problem of sexual harassment, and suggested solutions to deal with reported cases.

From the results of the surveys, a consensus was reached on the types of behaviour that constitute sexual harassment. Thus, Sexual Harassment as defined at the University of Natal as any *unwelcome and unwanted sexual conduct such as verbal comments, abuse, gestures or physical contact of a sexual nature by an individual or a group which is judged by the recipient (s) to have resulted in discomfort of some kind.* Such discomfort could be mental, physical or social in nature. Furthermore, such behaviour by either staff or student creates an intimidating environment for the recipient, and can interfere with work and/or academic performance. Manifestations of such actions by perpetrators could result from the threatened downgrading of marks, demotion, withholding of privileges and dismissal as a result of the refusal of sexual advances.

The policy on sexual harassment was enacted in 1994, thus provides clear definition of what sexual harassment is, clearly articulates the responsible organs of the university and the procedures to be followed by a complainant. The reporting procedures were made to be very flexible and 'victim-friendly,' by ensuring confidentiality and providing various options for the complainant to take. These range from informal mediation, pressing charges for disciplinary action by the university or reporting the matter to the police for the due process of law to take its course. In instances of serious abuse, the university retains the right to take a case for disciplinary action even if the complainant withdraws charges. Counselling is provided whatever course of action is taken by the complainant.

The university has also embarked on education and sensitisation campaigns of gender sensitivity to the wider university society. Training of student counsellors has ensured that students are fully involved. It was realised that all stakeholders have to be involved in the policy formulation and consensus on the structures to deal with cases of sexual harassment. Thus, students, academic and non-academic staff are represented in the panels and committees dealing withn sexuan   proc2(o)   Tj30   Tc(yj0.439   Tw0.449   T1n)   Tj0

University of Natal, Durban campus, only two cases were reported in 1990, five in 1991 and four in 1992.

At the Pietermaritzburg there were 18 cases reported by mid-September in the year 2000. Punitive action by the institution has included fines, suspended sentences, and expulsion from campus residence as well as expulsion from the university.

The institution fully appreciates that sexual harassment is a manifestation of unequal power relations between men and women and it is a reflection of the symptoms of a larger societal problem to insubordinate one gender group, usually women by men. Quite clearly, having a policy will not stop all sexual harassment, but it does sensitise potential harassers to the unacceptable and punishable nature of their behaviour and sensitises potential victims to their rights and to means of prevention and redress.

3.3   Gender Sensitisation and mobilisation programmes

Popularizing gender at Makerere University

A variety of approaches have been used to popularise gender at Makerere University. The major approach was to institute a department of gender studies that awards degrees in the discipline. In order to start the department, there was a lot of collaboration between several institutions. The idea was championed by the women's movement in collaboration with women members of staff at the university. The university administration took interest and provided the necessary support while the government and the donor community invested resources in the department. As a result of having a strong department, gender is now taken seriously and skills for gender analysis are on high demand.

Another major initiative is the on-going gender mainstreaming process which was initiated by the gender studies department but has now been adapted as a Senate programme for the whole university. Gender mainstreaming refers to the process of institutionalizing gender in the policies, structures and human resource components of the university. For the process to finally get to a level of being accepted by Senate, it was very important to get goodwill and support at the highest management level and to sensitise deans of faculties so that the rationale for the initiative are well understood. Though

this process is far from achieving all its objectives, the level of commitment displayed by creating a committee of the Senate to oversee the process is promising.

There are other activities that are at the level staff and students. For example the university has been implementing an affirmative programme to boost the enrollment of girls to the university while the Department of Gender works in collaboration with other departments to contribute gender analysis expertise especially to interdisciplinary research programmes.

3.4 Provision of Equal Opportunities and changing structures at the University of Dar es Salaam

Equal Opportunities

The UDSM has put in place several affirmative actions to increase the number of female students. The policy of admitting female direct entrants with lower cut-off points has been in effect since 1997/1998 academic year. Earlier on, since 1996 / 97 the faculty of Science introduced a pre-entry programme where girls who could not be admitted due the fact that they had not attained the cut-off points were given a remedial programme of six weeks and then admitted after passing post remedial examinations. Further, scholarships for Postgraduate (PG) female students, studies have been provided since 1994/ 95. Recently, UDSM has signed a contract with Carnegie Co-operation in which among other things, undergraduate (UG) scholarships worth US$1,000,000 will be provided to female students.

The impact resulting from the lower cut-off points (LCP) for females at 1.0 or 1.5 points below the set cut-off point is quite visible. For example in the 2000/2001 admissions, the LCP has resulted in the percentage increase of females, from 13% to 51% in Arts, 28% to 48% in Law, 12% to 25% in Education (Arts) and from 8% to 25% in Medicine.

In the Science programmes, very few or no females qualified even after lowering the cut-off points. In these areas, the pre-entry programme (PE) has been instituted and has borne visible fruits. Figure 9 shows the percentage increase as a result of the PE programme for females admitted under direct qualifications in 2000 / 2001.

Figure 3.4 - BPE =Before Pre-entry and APE= After Pre-entry for girls only

Programme	BPE	APE
B.Sc. Gen.	25%	34%
B.Sc. Ed.	8%	23%
B.Sc. Eng.	3%	6%
UCLAS	8%	11%
Nursing	29%	56%
PESC	0%	48%

The increase in females admitted under direct qualifications as a result of PE ranges from 33% to 100%. For example all girls admitted in the Physical Education Sports and Culture (PESC) programme in 2000/2001 came under the PE programme. The qualitative aspect of females admitted under affirmative action is also very impressive. Performance of the first batch of females admitted in 1997/96 under the PE programme is illustrated in Figure 10 In the 1999/2000 third year BSc. (Ed.) programme, in the chemistry or biology subject combinations, among the top 20 students 13 are girls from the pre entry programme. This is a demonstration that the six weeks remedial programme has bolstered the girl students' morale, built their confidence and triggered their determination to perform well. Indeed they are performing well and in general their performance is better than that of their peers (boys and girls) who entered with much higher passes. For Mathematics and Physics subjects, however, the performance of these girls is very low. 50% have been discontinued from studies while the remaining are passing marginally. Mathematics and Physics are sequential subjects, gaps at school cannot be easily bridged in a short period of six weeks only.

3.5 Structural, organisational and institutional practices

The University of Dar es Salaam (UDSM) has been undergoing major structural changes through the UDSM 2000 Transformation programme (TP), initiated in 1993 and it is guided by the Frame Corporate Strategic Plan (FCSP) which was developed in 1994. Since 1997 a number of strategic objectives and strategic plans that aim at improv(hav) Tj0 Tc(e) Taie Tw0.530 Tc(o)gic undes performanc

and are in practice since 1998/99. A Gender Dimension Task Force was set-up in 1997 to work towards formation of Gender Dimension Committees. Now, a statutory organ named Gender Dimension Programme (GDPC) with 3 campus committees is operating since 1998.

UDSM structural changes to address gender issues have also been instituted. Among the long term core mission of UDSM is one which states that UDSM will act as catalyst for improvement of gender balance and equity institutionally and nationally. The 1999/2000 - 2003/2004 Strategic Objective and strategies, include:

Objective 9 that aims to promote effective gender aspects at UDSM specifically to
- Set up permanent Gender Dimension Committees
- Develop and implement a 5 - year UDSM Gender Dimension Action Plan
- Continually establish and address courses for gender imbalance at all levels
- Take measures to assist primary and secondary schools to promote gender aspects
- Set up a University Office to support and provide counselling services on gender related problems.

Objective 14 that aims to develop (new) marketable undergraduate programmes includes a specific objective that aims to mainstream gender in undergraduate programmes.

Objective 21 aims to reduce excessive gender imbalance and address other relevant gender aspects related to students, specifically to:
- Make the pre-university programme for qualifying females a regular feature
- Maintain the lower cut-off point policy for female candidates.
- Develop a University policy on sexual harassment
- Require colleges, Faculties and Institute to report on gender aspects
- Work with Ministries of Education and culture as well as Community Development Women Affairs and Children in addressing gender imbalance.

Objective 56 aims to significantly improve the staffing age and gender structure, specifically to
- Develop a coherent University Plan to address the ageing staffing structure
- Institute measures/recruitment policies to improve the staff-gender ration.

Implementation of some aspects of the strategies has commenced. A number of structural changes have taken place, as far as female students are concerned. The number of female campus accommodation places has increased by 260% over the past 4 years. Still, some females stay off-campus due to mostly marital and or maternal factors, since facilities for such students are not available on campus. Health care facilities have been improved and family life education services have been instituted at the UDSM health centre.

As discussed earlier gender imbalances in students enrolment is being addressed but as far as female academic staff is concerned, very little if anything has been done to address the gender imbalance both quantitatively as well as qualitatively. UDSM is very much concerned about this state of affairs. As of October 2000, the GDPC has been granted financial support to plan its five-year strategic plan starting 2001 in line with the UDSM strategic plan. It is hoped that the GDPC will come up with workable strategies to address the imbalance amongst staff.

4.0   RECOMMENDED ACTIONS

It is FAWE's view that in order to address the above raised concerns, a menu of action points from which Vice Chancellors can make selection of things they could do is necessary. Below, FAWE is providing some suggested action points on each area of concern.

4.1 Gender disaggregated data

Action points:
•   Design an instrument for collecting gender-disaggregated data on staff and students
•   Use the data to deduce gender disparities e.g. optimal time for women to be active in research and undertake post graduate studies etc)
•   Institutionalise data collection in academic units, administration and major departments
•   Collect data on the affirmative action programmes that have been instituted at university level
•   Collect data on the affirmative action programmes to redress regional imbalances at other levels of education

As a start, FAWE has designed an instrument that could be used to collect qualitative data, with special emphasis on qualitative data on different aspects relevant to women's participation at the university level.

(I)   GIRLS ACCESS TO UNIVERSITY EDUCATION

1.   What factors affect girls' application to the different degree programs? E.g. Marriage, childbearing, lack of financial support due to preference of males, sexual harassment and aspirations.
2.   What factors lead to low admission of girls at the university? E.g. Poor performance, problem of. subject combination due to gender stereotypes, financial problems due to gender preference.
3.   What is the level of application and admission of disadvantaged girls? E.g., girls with disabilities and those from nomadic ethnic groups?
4.   Why is there a difference between the application and admission of these girls and other girls?

What determines whether the student will report for studies once admitted? Specify the factors which are gender specific.

What factors affect female students application for postgraduate studies? E.g. Sponsorship, pressure to get

4. Social factors:
    (a) Are there women who have had to drop out of the university programs to get married or to save their marriages?
    (b) What happens when women loose spouses while they are still studying at the university? What support services are available to them? What social factors determine whether they can continue with their studies or not?
    (c) Are there students who drop out of programs due to pregnancy and other child bearing and child rearing responsibilities?
    (d) Where the university does not have accommodation for students with families, are the female students forced to stay off campus? Under what conditions are these students living? What problems face these students while staying off campus? For example, lack of study facilities, inability to utilize university facilities for study at night due to distance.
    (e) When family members are ill, what role do the female students have? Does this affect their studies?
    (f) Are there students who fail their studies or perform below their ability due to the factors discussed in "a-d"?
    (g) How do the availability and the condition of accommodation facilities affect the retention of female students?

(III) SPECIALIZATION IN DIFFERENT AREAS AT THE UNIVERSITY LEVEL AMONG FEMALE STUDENTS

1. Why are most female students concentrated in the traditional female subjects?
2. How doesee?Tj0.643 Tw0.306 Tc1(abilit)0 Tc(ysel(?) Tj0.938 Tw0.280 Tc(du) T0 Tc(.)) Tj0.385 T

(IV)   TRENDS IN GRADUATION

1.   What factors lead to lower graduation rates among female students?
2.   Is there any difference between students with families and those without? If there is what could it be attributed to?

(V)   WOMEN IN POSITIONS OF POWER AND DECISION MAKING AT THE UNIVERSITY LEVEL.

1.   What is the ratio of women in positions of power?
2.   Why is there such gender disparity in the personnel holding positions of power in our University?
3.   Discus how the following factors which hinder women's progress are handled in your university:
     (a)   Women's problems in Academic advancement, i.e., to study for Masters and PhD and in publication. How do family and child bearing and child rearing responsibilities hinder or reduce to women's ability to undertake and cope with these academic responsibilities?
     (b)   How does your University ensure that regulations and statutes are not gender discriminative? E.g., Women are faced by regulations and statutes, which are gender insensitive. For example, when women get scholarships to study overseas their
         - spouses are not given fare to go to join their wives while the wives of male counterparts get air tickets to join their husbands studying abroad. Another example is that women are not paid for husbands' transport when they take leave while men get fare for their wives.
     (c)   Informal networking: How does the Women's lack networks, which are available to men, affect their progress? E.g. in lobbying for different thing.
     (d)   Issue of research grants: How does your university ensure that there is no gender discrimination in allocation of research grants?
     (e)   Sexual harassment: What provisions are in place to avoid, eliminate, or cope with sexual harassment in this University?

4.2   Sexual Harassment

Action points:
- Develop a CONSENSUS on what constitutes sexual harassment
- Develop strategies that reinforce the policies on sexual harassment
- Collect data that quantifies and qualifies the different types of sexual harassment
- Collect data on the type of sexual harassment that students go through including the subtle ones in classrooms
- Institute counselling desks for sexual harassment
- Develop networks for women staff as well as students
- Find ways of involving men
- Design a methodology that is integrated to encourage people not to avoid GENDER workshops

4.3   Gender Sensitisation and mobilisation programmes

Action points:
- Devise gender sensitisation methodologies to make them more attractive and inclusive
- Use methodologies that are participatory and appropriate to the audience
- Use the existing networks for greater outreach for sensitisation
- Institute policies for mainstreaming gender into every course programme
- Use different communication or media channels for gender sensitisation
- Design and implement gender responsive courses
- Establish counselling desks

4.4   Equal   opportunity

Action points:
- Institute mechanisms for addressing:
- Gender imbalances at admission
- Reducing drop-outs
- Gender issues in the provision of facilities
- Gender issues in the provision of learning and boarding facilities e.g.

provision of a computer laboratory, library within the halls of residence for women.

4.5 *Structural, Organizational and Institutional Practices*

Action Points
- Analyse the University Statutes, Acts, By-laws, Strategic Plans, for gender-responsiveness (to include staff regulations, representation in different organs, terms and conditions of service)
- Formulate and implement gender-responsive:
- Statutes
- Acts
- By-laws
- Strategic Plans

5.0 CONCLUSION

The issues raised show that there is need for a concerted effort and the implementation of activities as an integrated package. Single interventions are not effective and will not have the required impact. These include:
- Removing the obstacles and barriers that block women from enrolling in universities
- Ensuring that the university environment is conducive and sexual harassment is eradicated
- Working directly with the communities and/or the girls in outreach and linkage programmes that encourage girls to enrol at the university in general and in science related courses in particular

FAWE will continue to support gender-mainstreaming programmes at the university level and develop a network of universities. Dissemination of relevant information will continue to all stakeholders.

REFERENCES

AAU/FAWE (1998). Women in Higher Education and Research in Africa. Paper presented at the World Conference on Higher Education (WCHE) in Paris, October 5-9,1998. AAU Occasional Paper No. 1

AAU/UDSM (1999). Summary of Proceedings, COREVIP '99, Conference of Rectors, Vice Chancellors and Presidents of African Universities: Revitalising Universities in Africa: Strategy for the 21st Century held in Arusha, Tanzania on February 1-4,1999.

FAWE (2000). Five -Year Strategic Plan, 2000-2004