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Structural Changes and Equal Opportunity for All
A Case Study of the University of Dar es Salaam

By Prof. Verdiana Grace Masanja
University of Dr es Salaam
Mathematics Department Tanzania

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1.0 Historical Background

The University College of Dar es Salaam, a constituent part of the University of East Africa was established in June 1961 when the country had just achieved self-governance. In August 1970 the college became an independent University of Dar es Salaam (UDSM).

1.1 Gender Balance in Education

Since independence in December 1961, the thrust for literacy, self-reliance, education for all and women emancipation dominated the Tanganyika (and later) Tanzania politics. In 1970 literacy campaigns were introduced and within 3 years the country attained 86% literacy from 27%. This included literacy for both women and men. In 1977 the Universal primary education (UPE) was introduced which resulted in the primary school enrolment being slightly over 50% girls as per population. In 1985 various policies for affirmative actions were introduced and implemented with the aim to increase the number of girls' enrolment in Secondary Schools at the ordinary level. By 1990 the ordinary level Secondary School enrolment was about 49% girls.

To improve the women welfare and address women specific problems, the women wing of the ruling political party was set up immediately after independence. By late 1960s all government and parastatal institutions had a branch of the women political wing called the *Umoja wa Wanawake Tanganyika (later Tanzania)* (Unity of Women in Tanganyika (later Tanzania)) (UWT).

1.2 UDSM involvement in Gender Issues

Since the early 1970s UDSM has been involved in Women issues through the women political wing, UWT. In 1974 the Government passed a policy that required all Form six leavers to work for two years after the one year national service training before joining 3rd level education. The UWT branch at UDSM fought for exemption of girls from waiting the 2 years before join

ing University Education in 1975, girls joined immediately after the national service. Also UDSM branch of UWT fought for issues of paid maternity leave for unmarried UDSM staff in 1975 and ensured the inclusion of female academicians in each vital UDSM organ in 1989.

The early 1980s saw a sprout of women and gender groups at UDSM, mostly concerned with research issues, legal support services to women from the public at large, health education and support services as well as children welfare for UDSM staff. By 1994, a total of 17 groups were operating at UDSM. Thirteen of these groups amalgamated and formed the Gender Management Committee (GMC) with the aim to consolidate activities and resources. Also by 1994 some UDSM teaching units, e.g. Institute of Development Studies (IDS), and the faculties of Education and Arts and Social Sciences had included gender studies in their curricula.

The UDSM authority and especially top management has always been very supportive of these efforts and has always been in the forefront in addressing gender issues. Since 1991 UDSM started to work on a structural transformation programme with the following phases: 1991 -1993 Take-off; 1992 - 1994 Development of Corporate policies and strategies; 1993 - 1995 Fine Tuning; 1994 - 2002 realisation; and 1998 - 2006 consolidation. Since the start of the structural transformation UDSM included the gender aspects in the structural transformation. To date a number of achievements have been registered. Some of these are highlighted in the following sections.

*2.0 The **UDSM Structural Changes***

2.1 UDSM Strategic Plan

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 improving the gender balance and equity at UDSM have been implemented. These include the policy to ensure gender balance amongst postgraduate (PG) and undergraduate (UG) students and amongst staff by year 2006. Also policies to increase female representation in all UDSM organs and for presenting all university statistics in gender disaggregated format are in place 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 UDSM 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 mission (v) bullet 5, which states that UDSM will act as a catalyst for improvement of gender balance and equity institutionally and nationally. The 1999 / 2000 - 2003 / 2004 Strategic Objectives 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.

post remedial examinations. Also scholarships for females for Postgraduate (PG) studies have been provided since 1994/95. Recently, UDSM has signed a contract with Carnegie Corporation for the wider support of UDSM educational activities. Among other things, undergraduate (UG) scholarships worth US$1,000,000 will be provided to females. Also Carnegie has provided support for the GDPC to formulate its 5 year strategic plan.

2.3 Achievements registered so far

a) UDSM Structures

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, by allowing women students to occupy accommodation space formerly occupied by men. 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. The ICT policy, which is now at the implementation stage, includes provision of ICT facilities in halls of residences. This will increase access to these facilities by girls at night as they were mostly excluded due to fear of being harassed.

b) Equal opportunity for all

i) Students

Table 1 and Figure 1 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 with affirmative action it is 27%. Clearly the overall admission at UDSM is still far from attaining to gender parity.

On the other hand, some faculties have easily attained gender parity in admissions by instituting affirmative actions, notably Physical Education Sports and Culture (PESC), Arts, Law and Nursing. The Pharmacy Faculty admission is near parity without instituting affirmative actions. Within the faculties, some programmes have attained parity as a result of affirmative action for example Chemistry and the Biological Sciences (Zoology and Botany).

Programme	Total admitted	Total Female	Female Same Criteria	Female Affirmative Action	% Female Same Criteria	% Female Total
BA	494	242	74	168	23%	49%
B.Com.	273	45	45	Not used	16%	16%
B.A(Ed.)	144	34	20	14	15%	24%
B.Ed.(Com)	14	0	0	Not used	0%	0%
Engineering	405	23	11	12	3%	6%
Law	197	101	61	40	39%	51%
Lands and Architecture	212	25	17	8	8%	12%
Medicine	132	33	22	11	18%	25%
Dentistry	14	0	0	Not used	0%	0%
Pharmacy	26	12	12	Not used	46%	46%
PESC	25	13	1	12	8%	52%
Nursing	23	13	3	10	23%	57%
Sciences	382	87	44	43	13%	23%
Total	2341	628	310	318	Average 15%	27%

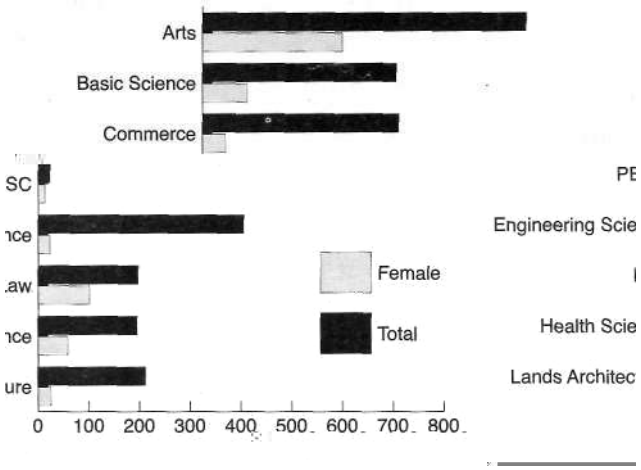

Figure 1: Arts, Basic Sciences, Commerce, Engineering Sciences, Law, Health Science, Lands and Architecture 2000/01 admissions.

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 Engineering and Science programmes very few or no females qualified for admission even after lowering the cut-off points. In these areas, the pre-entry programme (PE) has been instituted and has borne visible fruits. Figure 2 shows the percentage increase as a result of the PE programme for females admitted under direct qualifications in 2000/2001.

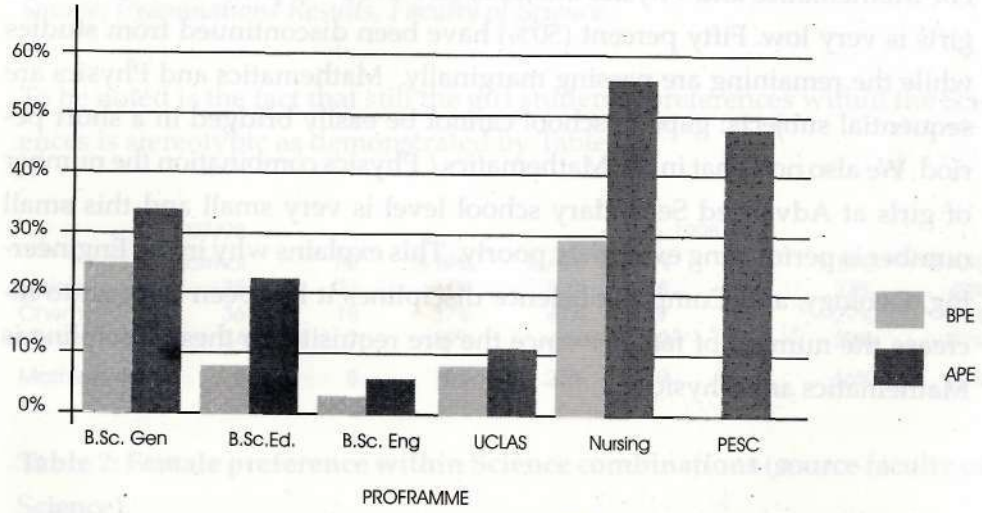

Figure 2: Before PE (BPE) and After PE (APE) for 2000/20001 admissions:

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 / 98 under the PE programme is illustrated in Figure 3. In the 1999/2000 3rd 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 6 weeks remedial 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. Fifty percent (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. We also note that in the Mathematics / Physics combination the number of girls at Advanced Secondary school level is very small and this small number is performing extremely poorly. This explains why in the Engineering, Geology, and Computer Science disciplines it has been difficult to increase the number of females since the pre requisite to these discipline is Mathematics and Physics.

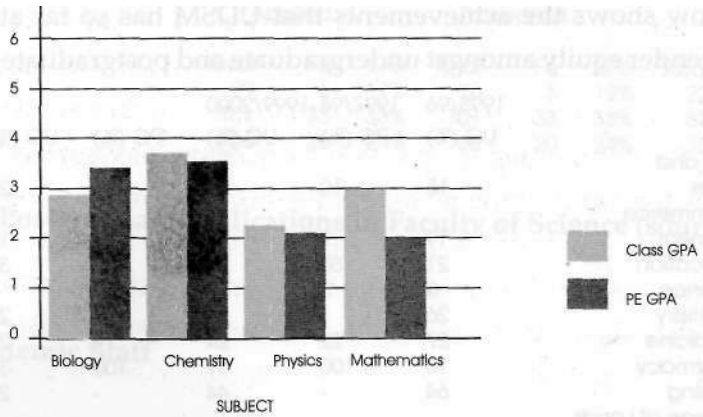

Figure 3: 3rd year 1999/2000 performance, this includes the 1st batch of the pre- entry programme students.

Source: Examinations Results, Faculty of Science

To be noted is the fact that still the girl students' preferences within the Sciences is stereotypic as demonstrated by Table 2.

	1997/98				1998/99			
	Normal	PE	%BPE	%APE	N	PE	%BPE	%APE
Biology	35	21	37%	50%	18	13	27%	48%
Chemistry	36	18	37%	47%	27	18	29%	41%
Physics	24	7	39%	46%	20	12	27%	37%
Mathematics	8	8	13%	23%	9	5	16%	20%

Table 2: Female preference within Science combinations (source faculty of Science).

Table 3 below shows the achievements that UDSM has so far attained in

Scholarships for female PG students are not utilised optimally. Young females with right qualifications are not applying for the scholarships even after being solicited and persuaded. Instead, majority applicants are older women in the 40s and in most cases without qualifications. Major reasons advanced include marital and maternal issues. But also psychological problems should not be closed out. This area still requires investigation. Table 4 shows the trend of PG applications, admissions and sponsorship in the faculty of science for the period 1997/98 -1999/2000. Most of the females are in the Chemistry/ Biological and environmental science programmes, one is in Mathematics and no female is in Physics. Despite the fact that all the sponsors prefer a 50% -50% gender balance in sponsorships and there is one scheme, which is exclusive for women, yet the trend is that few women apply and in some cases they are age barred.

Year	Applied			Accepted			Sponsored and Registered		
	Total	Fe	%Fe	Total	Fe	%Fe	Total	Fe	%Fe
1997/98	29	5	17%	26	5	19%	22	5	23%
1998/99	101	33	33%	101	33	33%	54	20	37%
1999/2000	86	20	24%	85	20	24%	33	9	27%

Table 4: Postgraduate applications in Faculty of Science (source faculty of Science)

ii) Academic Staff

As far as female staff is concerned, very little if anything has been done to address the gender imbalance both quantitatively as well as qualitatively. The number of female academic staff at UDSM decreased by 1.5% from 12.5% in 1997/98 to 11% in 1999/2000, as can be seen from Table 5 below.

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	4%
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%**

Table 5 Academic staff numbers at UDSM (source UDSM Facts and Figures 1999/2000)

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, respectively, 70% and 12%.

The qualitative aspect of UDSM female academic staff in 2000 is illustrated in Figure 4 (rank, excluding tutorial assistants) and Table 6 (age profile).

Figure 4:

	Professor	Associate Professor	Senior Lecturer	Lecturer Assistant	Lecturer	Total
Total	45	74	175	213	114	621
Male	39	67	161	188	100	555
Fe	6	7	14	25	14	66
%Fe	13%	9%	8%	12%	12%	average % Fe 11%

3.0 Lessons Learnt and Recommendations

3.1 Lessons

It should be recognised that UDSM has managed to put in place an institutional structure to address the gender imbalance largely because the top management was gender sensitive, willing and motivated to support the move. The implementation process has also been possible because the faculty management was willing, ready and actually aggressive to see to it that the gender disparity is addressed.

Implementation of policies to increase the number of female under graduate students has borne visible fruits. Clearly application of the lower-cut off points and the pre entry programme has significantly raised the numbers of female admissions. The very good performance by girls that are admitted under the pre entry programme proves that these girls perform equally well as those entering with higher points. The girls themselves attribute their good performance to the confidence building and not to the 6 weeks remedial course. The pre entry programme is an expensive so far donor and UDSM - GDPC, have funded it. For the 2001/2002 academic year UDSM has included the costs in its government funded budget. Government funding is usually insufficient and this item might be struck off in such a case. Also part of the scholarship funding from the Carnegie Corporation might be used for the programme.

2.2 Recommendation

There are still many gender issues that need to be addressed for both the structural changes and the equal opportunity for all. The task is a complex one and needs more efforts. The recommendations below can assist the process.

a) Structural Changes

It is recommended that:

- Gender analysis and action oriented research be carried out for all the UDSM Strategic objectives and for each implementation strategy, gender responsive appropriate measures be instituted. The gender data collection instruments to be developed by FAWE could be of great assistance to UDSM in this respect.

- The GDPC and its committees need to be strengthened in terms of gender skills so as to enable them to carry out gender analysis of all UDSM projects and programmes before they are approved.

b) Equal opportunity for all

It is recommended that:

- Technical committees should be formed to assist the campus GDP committees to work on issues of sexual harassment, gender sensitisation methodologies, counselling, mainstreaming gender in curricula and dropout. The work should include study, analysis and development of strategies including training and set-up of facilities.

- An in-depth analysis of the so far instituted affirmative actions could assist UDSM in improving the admission mechanisms with gender perspective cost effectively. For example, female admission in Arts, Law and Education have drastically been improved due to admissions at low cut-off points. Is there a significant difference between these girls and those admitted normally? What can we learn from this? The performance of pre-entry programme students is slightly better than

that of their colleagues. Could they have performed equally well even without the remedial? What can be done to build the girls' confidence cost effectively?

- 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:
  - The insufficient number of women available for recruitment candidacy.
  - Mitigating factors to those women qualifying for recruitment but decline / are not ready to apply.
  - Gender biased recruitment criteria.
  - Gender insensitive environment for retention and advancement of women academics already recruited.
  - Lack of affirmative actions

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