

## **THEME II**

### **LEADERSHIP AND GOVERNANCE: NYERERE'S ETHICAL FRAMEWORK FOR SUSTAINABLE DEVELOPMENT**

# **The Prevalence of Gender-Based Violence Episodes Among Students at the Mwalimu Nyerere Memorial Academy, Kivukoni Campus, Dar es Salaam, Tanzania**

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## **Abstract**

This study investigates the prevalence and nature of gender-based violence (GBV) among students at the Mwalimu Nyerere Memorial Academy (MNMA) in Dar es Salaam, Tanzania. Utilizing a cross-sectional study design, the research employed a mixed-methods approach combining quantitative and qualitative methods to understand GBV within the institution comprehensively. A stratified sampling technique was used to ensure representation across different gender groups, academic departments, and hierarchical levels, resulting in a sample of 373 survey respondents and 40 interview participants. Key informants were selected deliberately, based on their involvement in student affairs services and relevant clubs. Data collection tools included structured questionnaires for quantitative data, which measured the prevalence and patterns of GBV, and semi-structured interviews for qualitative data, which provided in-depth insights into the experiences and perspectives of individuals affected by GBV. The findings reveal that 78% of respondents had witnessed GBV incidents, with perpetrators identified among students, staff, and external community members. Despite the high prevalence, many cases remain unreported due to fear of retaliation and a lack of trust in institutional mechanisms. The study emphasizes the need for strengthened reporting channels, increased survivor support, enhanced disciplinary measures, and collaboration with external authorities. Key recommendations include strengthening the visibility and capacity of the Gender Desk, providing continuous education on GBV, creating safe spaces for students, and implementing regular monitoring and evaluation of policies. The research underscores the importance of a holistic approach to effectively address GBV in higher education institutions, promoting a safe and inclusive environment for all students.

**Key Words:** Gender-Based Violence (GBV), Prevalence, Higher Education, Student Safety, Tanzania

## **1. Introduction**

Gender-based violence (GBV) is a global issue that affects individuals regardless of their age, socioeconomic status, or geographic location. It disproportionately affects women and girls, but men and boys can also be victims. GBV manifests in various forms, including physical, sexual, emotional, and psychological violence, and is often rooted in unequal power relations between genders (Warioba, 2019). Educational institutions are not exempt from this issue, and students usually face various forms of gender-based violence both within and outside the school environment. This study explored the prevalence of GBV among students at the Mwalimu Nyerere Memorial Academy (MNMA) in Dar es Salaam, Tanzania, focusing on the factors that contribute to it, its impacts, and potential mitigation strategies. The Mwalimu Nyerere Memorial Academy is a public institution of higher learning in Dar es Salaam, Tanzania, named after Tanzania's founding father, Julius Nyerere. The academy serves as a centre of excellence in education, offering various academic programs and producing skilled graduates. Like many educational institutions worldwide, MNMA faces challenges related to student welfare, including gender-related issues such as harassment, discrimination, and violence. Understanding the dynamics of GBV within this institution is crucial for creating a safe and conducive learning environment (United Nations, 2015).

Research indicates that GBV in schools and universities is a pervasive issue globally, with students, particularly women, facing risks of sexual harassment, assault, and exploitation (UNESCO, 2019; UN Women, 2020). Studies highlight that sexual violence in educational institutions negatively impacts academic performance, mental health, and overall well-being (Bennet, 2009). Additionally, reports show that barriers to education due to gender-based violence disproportionately affect female students, limiting their access to safe learning environments (Human Rights Watch, 2018). In Tanzania, gender-based violence (GBV) has been recognized as a critical issue by various stakeholders, including the government and civil society (UNESCO, 2016). For instance, the Tanzanian government has demonstrated a commitment to addressing GBV through initiatives such as the establishment of gender desks in higher learning institutions to combat sextortion and other forms of GBV on campuses (Mdoe, 2024). The Prime Minister launched guidelines for creating these gender desks to address sexual harassment incidents in universities (Mdoe, 2024).

Educational institutions can be hotspots for GBV due to factors such as close social interactions, power imbalances between staff and students, peer pressure, and the normalization of certain harmful gender norms. A study by Kavishe (2024) affirms that GBV in Tanzania, particularly directed at women, is rooted in patriarchal culture. In addition, factors such as close social interactions, power imbalances between staff and students, peer pressure, and the normalization of certain harmful gender norms are pointed out by Msambwa (2022).

GBV is a widespread issue in Tanzania, with national statistics showing that nearly 40% of women aged 15-49 have experienced physical violence, and over 17% have faced sexual violence at some point in their lives (Tanzania National Bureau of Statistics, 2016). Despite legislative frameworks like the Sexual Offenses Special Provisions Act of 1998, the prevalence of GBV remains high, and many cases go unreported due to stigma, fear of retaliation, and lack of faith in the justice system (Msambwa & Fute, 2022). Dar es Salaam, Tanzania's largest city, faces its unique challenges regarding GBV. The fast-growing urban environment, combined with economic inequality and diverse cultural backgrounds, can exacerbate conditions that lead to violence. At MNMA, as in other institutions, students may face challenges that reflect broader societal issues, including power dynamics between genders, peer pressure, and the influence of social and cultural norms on gender roles. UNICEF and UN Women (2019) reveal that, within institutions like MNMA, GBV can take many forms, including sexual harassment by peers, faculty, or administrative staff; physical violence resulting from domestic or intimate partner violence among students; and mental and psychological abuse, including threats, bullying, or coercion. Discrimination is based on gender, particularly regarding access to resources, academic support, or participation in institutional activities (United Nations, 2015).

Existing research in Tanzania shows that universities and colleges are spaces where GBV is often underreported, with many victims fearing stigma or retaliation (Msambwa & Fute, 2022). The power dynamics between students and faculty members and gendered expectations within the campus culture often make it difficult for students to seek justice or report incidents. The need for a comprehensive study on the prevalence of GBV at MNMA was driven by the following factors: firstly, underreporting of GBV, yet evident underground complaints, where many cases of GBV go unreported due to fear, shame, or mistrust of institutional mechanisms. Understanding the scope and scale of the problem is essential for implementing effective interventions. Secondly, the

impact on student well-being and academic performance as GBV has been shown to negatively affect victims' mental and emotional well-being, which can in turn hinder their academic performance and overall quality of life. Thirdly, creating a safer learning environment by identifying the factors that contribute to GBV and the challenges students face in reporting and addressing these issues, MNMA can develop targeted policies and programs to protect its students. Lastly, alignment with national and international agendas, as this study contributes to ongoing efforts in Tanzania to address GBV and promote gender equality (Government of Tanzania, 1998 and 2005). The paper sheds light on the efforts geared towards institutional alignment with broader goals such as the United Nations Sustainable Development Goal (SDG) 5, which aims to achieve gender equality and empower all women and girls (United Nations, 2015; UNESCO, 2016).

Exploring the prevalence of GBV among students at MNMA was vital for understanding the gender dynamics within the institution and addressing the challenges that students face. The findings of this study provide crucial insights into the scope of GBV, its causes, and the barriers to seeking help, thereby informing future interventions aimed at creating a safe and supportive environment for all students. By shedding light on these issues, the study contributes to the broader national conversation on gender equality and violence prevention in Tanzania's educational sector.

To align with national and international efforts against GBV, the MNMA established the Gender Desk in February 2022. The desk, among others, is responsible for promoting research on gender-based violence both within and outside the institution. This is outlined in Section 3.4 (X) of the 2021 guidelines for establishing and monitoring Gender Desks in higher education institutions (URT-MoCDGEC, 2021). The Gender Desk at MNMA has been receiving complaints from a significant number of the MNMA community regarding incidents of gender-based violence. Unfortunately, the majority of informants were reluctant to provide supporting evidence. This paper answers the following questions:

- (i) What is the prevalence of gender-based violence (GBV) among students at the Mwalimu Nyerere Memorial Academy, Kivukoni Campus?
- (ii) What are the common forms and perpetrators of GBV experienced by students at the institution?
- (iii) What factors contribute to the occurrence of GBV among students, and what measures can be taken to address it within the campus environment?

## **2. Research Methodology**

The methodology for studying gender-based violence (GBV) in a higher learning institution was carefully designed to ensure accurate data collection, ethical considerations, and appropriate analysis of the findings, as explained in the subsequent sections.

### **2.1 Research Design**

Cross-sectional study design was employed involving a mixed-methods approach, combining both quantitative and qualitative research methods to allow for triangulation of information hence complementation of each technique as recommended by (Neuman, n.d. and Jewkes et al., 2000). Quantitative methods included surveys measure the prevalence and patterns of gender-based violence, while qualitative methods involving interviews were adopted to provide in-depth insights into the lived experiences of individuals affected by GBV.

### **2.2 Population and Sampling**

The study targets students only within the institution, aiming at capturing solely their experience relative to GBV exposure. A stratified sampling technique ensured a diverse representation of different gender groups, academic departments, and hierarchical levels within the study programmes. The sample was composed of 373 survey participants and 40 interviewers. This sample size was considered significant enough to provide reliable and generalizable results. The large sample size makes it appropriate for a study that intends to generalise the results. Kothari (2004) also supports this, suggesting that a representative sample should be large enough.

### **2.3 Data Collection Tools**

The study employed both questionnaires and in-depth interviews (IDIs) as follows:

#### **2.3.1 Questionnaires**

The study employed structured questionnaires to gather quantitative data. Three hundred seventy-three questionnaires were distributed to students who volunteered and were promptly collected once completed. These questionnaires were created to evaluate the frequency, types, and effects of gender-based violence, as well as identify the perpetrators.

### **2.3.2 Interviews**

In-depth interviews were carried out with 40 advocates, including peer educators, gender club members, SUMAUJATA network members, TAKUKURU club members, student organization representatives, and class representatives, to explore the contextual factors related to the issue. The participants were chosen based on their active involvement in advocating for students' welfare, as it was believed that their roles provided them with extensive knowledge on the topic. Enumerators conducted the interviews in convenient locations within the Academy's campus.

### **2.4 Data Analysis**

For the quantitative data, statistical analysis was performed using SPSS to identify patterns and correlations. Descriptive statistics, particularly frequencies, were calculated to show the occurrence and distribution of GBV incidents, while inferential statistics were used to examine relationships between variables.

For the qualitative data, thematic analysis was used to identify key themes and patterns in the participants' responses.

### **2.5 Limitations**

The study acknowledges certain limitations, particularly students' reluctance to respond due to stigma and the challenges of reaching disabled students. These issues were addressed through careful study design, ensuring participants had privacy when responding and were assured that their data would be analysed confidentially. Additionally, the sampling process involved stratifying students based on physical abilities and sex to ensure the inclusion of marginalized groups. The choice of study design was influenced by Leach (2006), who emphasizes the importance of including both sexes, involving marginalized groups as co-researchers, and providing effective feedback mechanisms to participants to ensure the reliability of the information.

### **2.6 Ethical Considerations**

Ethical considerations were considered a paramount issue, considering the sensitivity of the GBV topic. Participants were provided informed consent, and each participant was assured confidentiality in data processing and the freedom to participate. Correspondingly, confidentiality was maintained throughout the study. Permission to collect information was requested and granted by the office of the Deputy Rector Academic, Research, and Consultancy (DR-ARC).

### 3. Research Results

#### 3.1 Socio-demographic Characteristics of Respondents

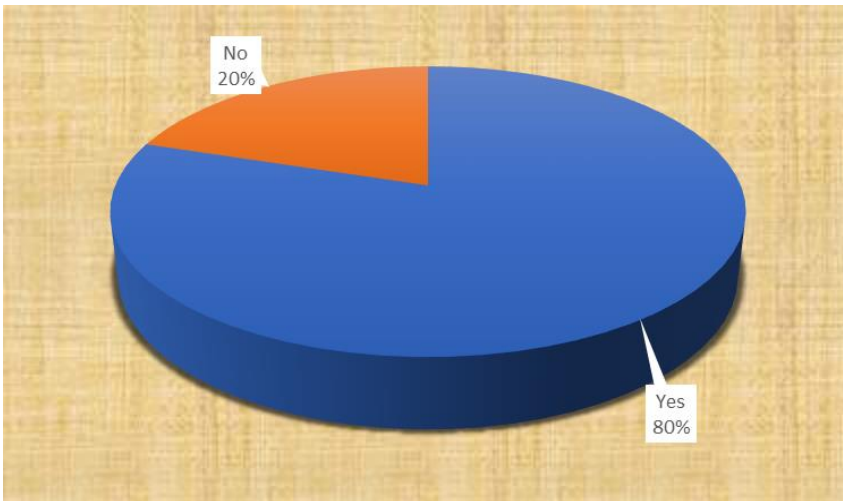
Although the research targeted 1,500 students, representing 10% of the total student population, only 373 students completed the questionnaire accurately. As stated in the section on the study's limitations, the low response rate is attributable to the threats from a few academic staff in their efforts to intimidate participants from filling out the questionnaires. It is important to note that the respondents were given privacy to complete the questionnaires. The information about gender, types of courses, and year of study for each respondent is presented in Table 1. As shown, 373 respondents participated, with 218 (58%) women.

**Table 1:** Socio-demographic Characteristics of Respondents

S/No.	Attribute	Frequency	Percent
1	Sex of respondents:		
	Female	218	58.1
	Male	155	41.3
	<b>Total</b>	<b>373</b>	<b>99.5</b>
2	Academic Programme:		
	Certificate	29	7.7
	Diploma	156	41.6
	Degree	170	45.3
	<b>Total</b>	<b>355</b>	<b>94.7</b>
3	Year of Study:		
	First	66	17.6
	Second	233	62.1
	Third	71	18.9
	<b>Total</b>	<b>370</b>	<b>98.7</b>

#### 3.2 Formal and Prevalence of Gender-Based Violence Incidents

Respondents were asked whether they had witnessed incidents of gender-based violence and were requested to specify the incidents they had observed, and the results are summarised in Figure 1.



**Figure 1:** Responses on Witnessing Gender-Based Violence (GBV) Incidents

According to the figure, the results show that seventy-eight per cent (78%) of the respondents acknowledged witnessing such incidents. The most frequently mentioned incidents included humiliation (21%), coercion into relationships (20%), public insults by security guards (13%), sexual bribery (11%), and many others. Further, a detailed list of the respondents' answers regarding the various forms of violence they witnessed at the institution is provided in Table 2.

**Table 2:** Forms of GBV Encountered by Students at MNMA

S/No.	Type	Frequency	Per cent
1	Sextortion	40	11.3
2	Insult by security guards and motor vehicle drivers	49	12.5
3	Rape	30	8
4	beating/ threats/ forced to abuse by security guards	27	7.4
5	Authority ignoring student's problems	16	4.3
6	Academic staffs to deny academic rights/ insult students	16	4.2
7	Humiliation/ forced touching, being inspected underwear / oppression/ touching private areas such as breasts	77	20.5
8	Forced love	75	20
9	To seduce	3	0.8
10	Favouritism	15	4
11	Online abuse	1	0.3
12	Bribery of money	1	0.3
13	Force marriage by parents	1	0.3
14	Being forced to study modules that are not in the prospectus	1	0.3
15	Female students demanding money from male students	1	0.3
16	Abuse of authority by guards/MASO and academicians	2	0.5
17	Delayed provision of Identity cards	2	0.5

Table 2 illustrates that students experience harassment in various forms, including rape, sextortion, forced sex, physical assault, threats, denial of academic rights, and delays in essential services like the issuance of identification cards. These instances of harassment suggest that gender-based violence against students originates from internal support systems as well as internal and external relationships. In other words, students face harassment when trying to access services within the academy, interacting with staff and peers, and engaging with individuals in the surrounding community. Several respondents reported as follows in Swahili:

*"Wanajeshi wa Navy wanatusumbua sana"* English translation: meaning "Navy soldiers are disturbing us"

### 3.3 Descriptions Linking Perpetrators and Types of Harassment Acts

Participants were requested to provide the names and roles of individuals they observed engaging in harassment. Their responses and the corresponding letters used to represent these individuals, are outlined in Table 3.

**Table 3: Responses on the Perpetrators of GBV and Associated Acts**

S/No	Identity	Frequency	Description
1.	M	32	Sextortion (18), Financial bribery (3), Withholding grades (4), Lack of proper learning system, withholding exams, Favouritism, Threatening students, Rape, Psychological abuse (2), Forcing relationships (6), Ignoring students, Use of vulgar language (2), Groping, Academic interference.
2.	A	8	Forced love relationship, sextortion (2), Romantic advances flirting and dismissing a student from class for rejecting them
3.	I		Sextortion, forced love affairs (3), forced penetration, touching students groping in his office,
4.	B	9	Vulgar language (3), expelling students from class, humiliating female students by calling them derogatory names, and mocking students.
5.	L	7	Insulting female students, failing students intentionally, using force (2), threatening students (3), demanding romantic/sexual relationships with students (2), creating opportunities to obtain money, and forcing the purchase of books.
6.	Q	2	Insulting (2), assigning tasks without resources available in the college library (2), and failing students intentionally.
7.	H	2	Romantic advances, demanding sexual bribery from students
8.	R	3	Demanding sextortion and financial bribery
9.	H	2	Sextortion, romantic advances
10.	N	1	Disrespect, ignoring students, and yelling at students.
11.	D	1	Romantic advances
12.	P	1	Sex
13.	J	2	sextortion, creating opportunities to obtain money,
14.	U	120	Romantic advances, inappropriate touching (2), insulting (7), expelling students (2), inspecting students' underwear, using force, beating students, humiliating students, threatening students, preventing students from passing through the gate even when dressed appropriately, and abuse of authority.
15.	V	7	Ignoring harsh language, forcing relationships, and neglecting health.
16.	W	5	Rape, beating students, breaking phones, and Unwanted romantic advances.

For confidentiality purposes, the identities of those involved have been represented using letters in the report. As shown by the table, a significant number of informants identified 16 perpetrators of various types of GBV.

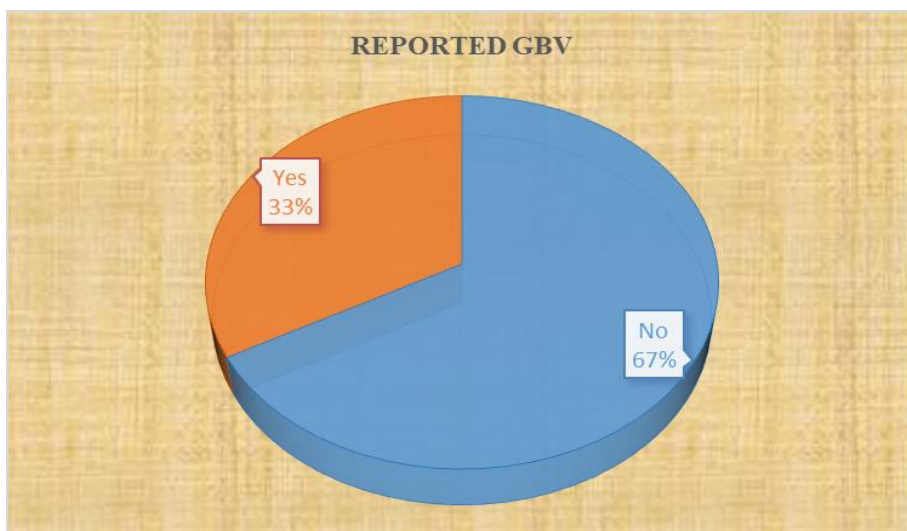
The table indicates that students experience various forms of GBV, including physical, verbal, sexual, and psychological harassment. The perpetrators identified include members of the MNMA community and individuals from the surrounding area. This suggests that a practical approach to preventing and

responding to GBV should address internal support systems and external relationships. These findings are consistent with Mtasigwa and Mwaipopo (2022), who state that GBV among students originates from home, school, and community settings and includes early and forced marriages, forced school dropouts, coerced sexual relationships, threats, harmful cultural practices, severe punishment, and rape. They further highlight that the consequences of GBV manifest as poor academic performance, early sexual activity, early pregnancies, school dropouts, complications during childbirth, and increased risk of STIs and HIV. This finding implies that addressing GBV in educational institutions, particularly at MNMA, requires a comprehensive, multi-dimensional intervention strategy.

### 3.4 Reporting Behaviour of Harassment Incidents

Participants were asked if they had reported any harassment incidents they had witnessed. Of the 228 respondents who answered this question, 153 (67%) indicated that they had not reported the incidents (see Figure 2). One participant in the in-depth interview shared the following: *"We are afraid of being victimized and losing academic rights for reporting GBV, so we choose to stay silent."*

Another participant stated: *"We don't trust a Gender Desk Coordinator who is a faculty member because if we report a staff perpetrator, she will likely support her colleagues."* These statements from IDI participants suggest that some students lack trust in the integrity of the Gender Desk's operations.



**Figure 2:** Reporting behaviour of harassment incidents

However, 36 respondents expressed willingness to provide evidence and shared their contact information. This highlights the urgent need to increase student awareness about the importance of reporting gender-based violence and ensuring safe spaces for doing so. 75 respondents (33%) reported

incidents to different offices, such as the Director of Student Services, the Gender Desk, and class representatives (CRs). They also described the actions taken in response to these reports, which included counselling, mediation, pressuring the accused to repay debts, and issuing strict warnings, as detailed in Table 4. Notably, 22% of respondents indicated that no action was taken regarding the reported incidents, suggesting potential weaknesses and inefficiencies in the academy's reporting and response mechanisms. This highlights the need for a comprehensive evaluation of the current GBV control systems to assess their effectiveness and identify areas for improvement.

**Table 4: Actions Taken Against Reported Incidents**

<b>S/No.</b>	<b>Action</b>	<b>Frequency</b>	<b>Percent</b>
1.	Strong warning	8	2
2.	Counselling advice	5	1
3.	Reconciliation	4	1.
4.	None	84	22
5.	Referral	6	2
6.	Compelling repayment of debts	2	0.3

### **3.5 Respondents' Opinions on Effective Ways to Control Harassment Incidents**

Respondents provided various suggestions for curbing harassment at the institution, focusing on management, the Gender Desk, the Loan Board, students, and security guards. For management, recommendations included establishing proper procedures for obtaining ID cards (81%), creating ethical boundaries between teachers and students (56.2%), and providing counselling services (8.8%). Respondents also emphasized severe punishments and legal action against perpetrators (11.6%) and the need for more student hostels (27.5%). For the Gender Desk, key suggestions were raising awareness about its services (58.7%) and installing suggestion boxes (56.2%). Additionally, several participants in the in-depth interviews offered the following suggestions:

*To enhance trust in the reporting and handling process, the Gender Desk should be managed by an impartial individual, rather than a member of the Academy's staff.*

Other participants recommended that:

*The Academy establishes a student-friendly space for the safe reporting of GBV incidents and related issues.*

The quotes suggest that students require privacy and reassurance of safety within the GBV reporting system, extending beyond the current structures. Furthermore, involving students in developing reporting mechanisms could boost the reporting rate. Regarding the Loan Board, respondents proposed increasing financial support (29.9%). Respondents recommended increased vigilance (17.9%) and forming educational clubs (0.8%) for students. Finally,

for security guards, respondents suggested improved training (54.7%), controlling their actions to maintain peace (85%), and ensuring gender equality (28.5%). The diverse responses provided by the respondents are detailed in Table 5.

**Table 5:** Respondents' Opinions on Ways to Curb Harassment; Multiple Responses

S/No	Recommended measures	N	%
<b>For Management:</b>			
1	The institution should establish a proper procedure for obtaining ID cards.	305	81%
2	Students should be allowed to attend classes while waiting for their ID cards.	220	58.7%
3	Establish ethical boundaries between teachers and students.	211	56.2%
4	Perpetrators should be given severe punishments.	29	7.7%
5	Implement specific laws that protect student rights.	33	8.8%
6	Counselling services should be provided.	33	8.8%
7	Students should be listened to.	8	2.6%
8	Perpetrators should be arrested and face strict legal action / imprisoned/given severe warnings / compensated victims.	36	11.6%
9	Establish an official place for students to report harassment	11	2.9%
10	Enable students to live equitably and uphold human rights.	33	8.8%
11	Have security personnel and female guardians	11	2.9%
12	Equal rights for everyone.	1	0.3%
13	Build more hostels.	103	27.5%
<b>For the Gender Desk:</b>			
1	Provide education and promote the Gender Desk.	107	28.5%
2	Install a suggestion box.	211	56.2%
3	Raise awareness and ensure a confidential reporting mechanism.	220	58.7%
4	Follow up on harassment incidents.	11	2.9%
5	Advise parents not to force girls into marriage	1	0.3%
<b>For the Loan Board</b>			
1	Provide more financial support.	112	29.9%
2	Offer loans to students in preliminary programs.	40	10.7%
<b>For Students:</b>			
1	Students should be more vigilant.	67	17.9%
2	Report incidents promptly.	3	0.8%
3	Hold discussions/debates.	21	5.6%
4	Establish clubs to provide education.	3	0.8%
<b>For Security Guards:</b>			
1	Security guards should be controlled so as not to disrupt peace.	320	85%
2	Security guards should be trained.	205	54.7%
3	Allow wearing of open shoes during rainy days.	203	54%
4	Ensure equality between male and female students.	107	28.5%

NB: N= frequency, %=percentage

### **3.6 Challenges Encountered During Data Collection**

Some academic staff members intimidated students to prevent them from completing the questionnaires, making statements such as, "*Why are you looking at me? Are you planning to report me?*" or "*Anyone with issues about coursework grades should come to my office immediately,*" and "*If you have problems with grades, you need to resolve it through the gender desk.*" These threats instilled fear in students, causing many to discontinue filling out the questionnaires, ultimately reducing the number of completed responses. Nevertheless, many questionnaires were still completed, and additional information obtained through interviews provided a comprehensive understanding of GBV scenarios and trends, complementing the quantitative data. Interestingly, the staff members who issued these threats were frequently mentioned as being involved in harassment incidents. Moreover, some data collectors were followed and received hostile messages from staff. This situation aligns with Leach (2006), who noted that gender-based violence, particularly sexual abuse, is a sensitive and complex issue that is often difficult to discuss, as teachers, students, and communities are hesitant to acknowledge its existence. Leach emphasized the need for improved methodologies, ethical practices, and active stakeholder engagement to address such issues effectively.

## **4. Conclusion and Recommendations**

### **4.1 Conclusion**

The research findings reveal a high prevalence of gender-based violence among students, with 78% of respondents witnessing various forms of abuse, including sexual, economic, psychological, and emotional harassment. Despite the significant number of incidents reported, more than half of the respondents indicated that such cases often go unreported, highlighting the need for improved reporting mechanisms and support structures. Perpetrators were identified across different groups within the institution, including students, student government representatives, security guards, academic staff, and administrators. This widespread involvement points to systemic issues within the institution that require urgent attention. The study underscores the importance of strengthening the Gender Desk and ensuring confidentiality in handling reports. Creating a designated space for students to express their concerns and enforcing strict penalties for perpetrators were also among the recommended strategies to address gender-based violence effectively. These findings emphasize the need for a holistic approach that includes awareness-raising, legal actions, and a supportive environment to ensure students' safety and well-being.

### **4.2 Recommendations**

To enhance changes and improve the situation, this study recommends the following:

#### **4.2.1 Enhance the gender desk's capacity and visibility.**

The institution should strengthen the Gender Desk by providing adequate resources and staffing to ensure effective handling of gender-based violence cases. The Gender Desk should be more visible to students and staff, and its functions and services should be well-publicized to encourage reporting of incidents.

#### **4.2.2 Establish clear reporting channels and ensure confidentiality**

Create multiple, well-defined, and accessible channels for reporting gender-based violence incidents. Ensure privacy and anonymity in the reporting process to protect the identities of complainants and reduce fear of retaliation. Consider implementing an online reporting system to allow discreet and secure submission of complaints.

#### **4.2.3 Provide continuous education and awareness campaigns.**

Conduct regular training sessions and awareness campaigns for students, staff, and administrators on gender-based violence, its impacts, and the importance of reporting. Education should also focus on bystander intervention, encouraging individuals to speak up or intervene when witnessing incidents of harassment.

#### **4.2.4 Establish a support system for survivors.**

Develop a comprehensive support system that includes counselling services, legal advice, and medical assistance for survivors of gender-based violence. This system should be easily accessible, with staff members trained to handle sensitive cases empathetically and professionally.

#### **4.2.5 Strengthen disciplinary actions and accountability.**

Implement strict disciplinary measures for perpetrators of gender-based violence. Establish a clear policy outlining consequences for staff, students, and other institution members found guilty of harassment. Ensure that disciplinary actions are enforced consistently to deter future incidents.

#### **4.2.6 Foster collaboration with external authorities**

Partner with external stakeholders, such as legal authorities, NGOs, and government bodies, to provide additional support, resources, and expertise in handling gender-based violence cases. Collaborate with neighbouring institutions, such as the Navy, to address harassment cases involving their personnel.

#### **4.2.7 Create safe spaces for students.**

Designate safe spaces on campus where students can report incidents, seek support, and discuss their concerns openly. These spaces should be managed by trained staff who can offer guidance and support while maintaining the confidentiality and safety of those seeking assistance.

#### **4.2.8 Conduct regular monitoring and evaluation.**

Implement a system for regularly monitoring and evaluating the effectiveness of policies and interventions related to gender-based violence. Gather feedback from students and staff to continually improve the institution's approach to addressing these issues and ensure progress. By implementing these recommendations, the institution can create a safer and more supportive environment for students, effectively addressing the issue of gender-based violence and promoting a culture of respect and inclusivity.

#### **5. Acknowledgement**

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