

Contribution of Higher Learning Institutions on the Implementation of Gender Policies in 2023 Curriculum: A Systematic Review

DOI: <https://doi.org/10.47175/rielsj.v7i3.1328>

| Mbegalo Mariam^{1,*} | Demetria Mkulu² |

¹Buswelu Secondary School,
Ilemela, Mwanza, Tanzania.

²Department of Education
Foundations, St. Augustine
University of Tanzania,
Tanzania.

* mbegalomariam19@gmail.com



This work is licensed
under a Creative Commons Attribution-
ShareAlike 4.0 International License.

ABSTRACT

This study examined the contribution of higher learning universities to the implementation of gender policies within the 2023 curriculum in Mwanza City, Tanzania. Recognizing the global and regional emphasis on gender equality in education, the research focused on how universities promote gender awareness, support teachers in applying gender-responsive pedagogy, and address challenges faced during implementation. Guided by Social Learning Theory, the study employed a qualitative case study approach, collecting data through interviews and document analysis from university lecturers, education officers, and secondary school teachers. The findings revealed that universities play a significant role in fostering gender awareness through curriculum content, research activities, and institutional policies. They support teachers via training, workshops, and mentorship programs aimed at enhancing gender-responsive teaching practices. However, persistent challenges such as limited integration of gender issues in teacher training, cultural stereotypes, resource constraints, and weak collaboration with schools hinder effective implementation. The study identified that strengthening university involvement through curriculum reform, continuous professional development, partnerships with schools, and improved monitoring systems could enhance gender policy adoption. The findings underscore the need for increased institutional commitment and resource allocation to bridge gaps between policy and practice. The study's insights are valuable for policymakers, curriculum developers, and educational stakeholders seeking to promote gender equality in education. Recommendations include systematic integration of gender issues into teacher training, regular capacity-building programs, fostering university-school partnerships, and establishing robust monitoring mechanisms.

KEYWORDS

Higher learning universities; gender equality; gender policies; 2023 curriculum.

INTRODUCTION

Gender equality in education has become an important global concern, as many countries and international organizations continue to promote equal opportunities for both males and females in learning environments. Education systems are increasingly expected to integrate gender policies into curricula and teaching practices to ensure inclusivity and fairness (Godara, 2024). Higher learning universities are central in this process because they

prepare teachers, conduct research, and influence educational practices that support gender-responsive education.

Gender equality in education has become a major global priority, with many countries integrating gender policies into their education systems to promote equal opportunities for both males and females (Jiang et al., 2025). In developed countries such as Sweden, Canada, and the United Kingdom, higher learning universities play an important role in implementing these policies by training teachers, conducting gender-related research, and embedding gender perspectives into teacher education programs. These efforts aim to ensure that graduates entering the education system are well equipped to apply gender-responsive teaching approaches. However, despite strong policy frameworks, some challenges still exist, including persistent gender stereotypes, inequality in subject choices, and subtle biases within school environments that affect effective implementation (Miralles-Cardona, 2025).

International organizations such as UNESCO and UN Women have also strengthened global efforts to promote gender mainstreaming in education. Universities are encouraged to act as agents of change by producing professionals who understand and support gender equality in both schools and communities. In many developed contexts, although policies are well established, gaps remain between policy formulation and classroom practice, where cultural attitudes and institutional traditions sometimes slow down full implementation of gender-responsive education (Santoso et al., 2025).

In Africa, many countries have adopted gender policies aimed at reducing disparities in education access, participation, and achievement between boys and girls. Countries such as South Africa, Ghana, and Rwanda have made notable progress in integrating gender equality into their education systems. Higher learning universities in these countries contribute through teacher training, curriculum development, and research that informs education reforms. However, implementation is still affected by challenges such as deep-rooted cultural norms, early marriages, poverty, and limited institutional capacity, which continue to hinder equal participation in education (Ojong, 2025; Niyonshuti et al., 2025).

Furthermore, African universities are increasingly expected to support governments in promoting gender equality through advocacy, research, and community engagement. Despite these efforts, there is still a noticeable gap between gender policy intentions and actual implementation in classrooms, especially in rural areas where traditional gender roles remain strong and influence learners' experiences and opportunities (Hailu et al., 2023). In East Africa, countries such as Kenya and Uganda have also introduced gender-responsive education policies aimed at improving equality in education systems. Higher learning universities contribute by training teachers in gender-sensitive approaches, establishing gender research units, and advising governments on policy matters. These efforts help to promote awareness and improve implementation of gender policies within schools. However, challenges such as gender-based violence in schools, unequal participation in science-related subjects, and limited resources continue to affect the effectiveness of these initiatives (Skovgaard & Chapin, 2021; Luque et al., 2025). Similarly, in Uganda and Kenya, despite the presence of supportive policies and active involvement of universities, the implementation of gender equality in education is still inconsistent. Weak enforcement mechanisms, cultural resistance, and inadequate training opportunities limit the full impact of higher learning institutions in ensuring gender-responsive education practices across schools (Adhola et al., 2023).

In Tanzania, the government has implemented various education reforms aimed at improving quality, equity, and relevance of education, including the revised 2023 curriculum under the 2014 Education and Training Policy. This policy revision emphasizes

gender equality, inclusive education, and competence-based learning to meet national and global development needs. Higher learning universities are expected to play a key role in supporting its implementation by training competent teachers, conducting gender-related research, and offering professional development programmes that strengthen teachers' capacity to apply gender-responsive approaches in classrooms (URT, 2023). These efforts are intended to ensure that education systems promote equality and prepare learners with appropriate knowledge, skills, and attitudes.

Despite these policy intentions, challenges still exist in the effective implementation of gender-responsive education in Tanzania. Some higher learning institutions have limited integration of gender issues in their training programmes, while others face inadequate teaching and learning resources for effective gender mainstreaming. In addition, there is inconsistency in the application of gender policies within schools, which affects the achievement of intended outcomes of the 2023 curriculum. This gap between policy formulation and practical implementation highlights the need for stronger involvement and coordination of higher learning universities in supporting gender equality in education systems across the country (URT, 2023).

In Mwanza City, higher learning institutions and secondary schools are actively engaged in implementing the 2023 curriculum, particularly in promoting gender equality and inclusive education. Universities contribute through teacher training, workshops, and academic support aimed at strengthening gender awareness and improving classroom practices. However, challenges such as limited coordination between universities and schools, insufficient gender-focused training programmes, and persistent traditional gender stereotypes within communities continue to hinder effective implementation. These challenges raise concerns about the extent to which higher learning universities contribute to gender policy implementation in the 2023 curriculum, making it necessary to examine their actual role in promoting gender equality in education within Mwanza City.

The implementation of gender policies is yet to be achieved despite the adoption of the 2023 curriculum under the amended Education and Training Policy of 2014, which recognizes gender equality and inclusive education in Tanzania. The higher learning universities are supposed to assist in achieving this implementation through teachers' training, research, and capacity building. However, there is a lack of information on the effectiveness of higher learning universities in assisting in the implementation of gender policies in secondary schools. This gap is observed in Mwanza City due to the lack of coordination between the universities and the secondary schools, lack of gender-based training programs, and gender stereotypes that still persist. Therefore, it is not known whether the higher learning universities assist in implementing gender policies in the 2023 curriculum.

Theoretical Review

This study was guided by Social Learning Theory developed by Albert Bandura in 1977. The theory explained that learning occurred within a social context through observation, imitation, and modeling rather than only through direct experience or reinforcement. Bandura argued that individuals actively processed information from their environment and decided whether to adopt observed behaviours based on their experiences and perceived outcomes (Akers & Jennings, 2015). The theory was based on several assumptions, including that individuals learned by observing role models such as teachers, peers, and institutions; behaviour, personal factors, and the environment interacted through reciprocal determinism; and cognitive processes such as attention, retention, reproduction, and motivation were essential for effective learning. It also emphasized the importance of

self-efficacy, where individuals were more likely to adopt behaviours when they believed they were capable of performing them successfully (Firmansyah & Saepuloh, 2022; Li et al., 2023). The theory was useful because it explained how social environments influenced learning, combined behavioural and cognitive perspectives, and highlighted the role of motivation and confidence in behaviour change. However, it had limitations because it gave limited attention to biological influences and could overemphasize imitation while not fully explaining individual differences in learning processes. The theory was relevant to this study because it explained how gender-responsive practices were acquired through observation, modeling, and professional interactions. Higher learning institutions, lecturers, and teacher educators served as role models who influenced the development of gender awareness among teacher trainees. Through training sessions, demonstrations, mentorship, and institutional practices, teachers could observe and adopt gender-responsive teaching behaviours necessary for implementing the 2023 curriculum. Therefore, strengthening positive role models, practical training, and supportive learning environments enhanced the adoption of gender-responsive practices among teachers.

LITERATURE REVIEW

Higher Learning Universities Promote Gender Awareness in the 2023 Curriculum

Nkosi and Maphalala (2025) examined gender equity in research within higher education, focusing on challenges faced by female academics and strategies to improve inclusivity and productivity. The findings revealed that female academics face several structural and institutional barriers, including unequal workload distribution, heavy teaching responsibilities, limited access to research funding, lack of mentorship and professional networks, and persistent gender bias in academic systems, all of which negatively affect their research output and career progression. However, the study also identified effective institutional strategies such as gender-sensitive policies, mentorship programmes, leadership development initiatives, and equitable funding mechanisms as key solutions to promoting gender equity in academia. The researchers emphasize that higher education institutions must adopt transformative and systematic reforms to create supportive environments that enable women to fully participate and succeed in research activities.

Condrón et al. (2023) aimed at investigating the interventions that include gender equality training for third-level students. The paper focuses on ways in which the universities can foster gender equality through education and training programmes. Scoping review research was used, which was based on Arksey and O'Malley's five-stage framework that included searching six different electronic databases and grey literature. It is revealed that many universities use different kinds of interventions such as lectures, case studies, simulations, coaching, and collaborative work to teach students about gender equality issues. However, there is no comprehensive synthesis available to date. The authors of the paper note that the gender equality training must be started from the very first days of students' studies in the university. It is necessary to develop strong skills of inclusive leaders, which will foster positive changes in society.

Higher Learning Universities Support Teachers in Applying Gender-Responsive Teaching in Implementing Gender Policies in the 2023 Curriculum

Seni (2026) examined the extent to which teachers use gender-responsive pedagogy (GRP) in Mathematics and Science classrooms and the challenges they face in its implementation. A mixed-methods research approach was used, involving a sample of 214 respondents, including 183 Science and Mathematics teachers, tutors, heads of schools, and education

officers selected through purposive sampling. The findings revealed that more than 75% of teachers attempted to mainstream gender in their teaching practices; however, 36.61% of teachers still struggled to effectively apply GRP, mainly due to lack of adequate training or limited exposure to professional development opportunities. The study also identified challenges such as insufficient training, limited understanding of GRP, and classroom practices that still reinforce gender inequalities. The researcher conclude that continuous training and capacity building are essential to strengthen teachers' competence in applying gender-responsive pedagogy and to ensure equitable participation of both male and female students in learning.

Rarieya et al. (2025) examined the integration of gender pedagogy in teacher education within a teacher training college in Tanzania, focusing on how it contributes to preparing gender-responsive educators. A qualitative research design was employed to gather in-depth experiences and perceptions of participants regarding the implementation of a gender-responsive teacher education programme. The findings revealed that student teachers were actively applying gender, diversity, and inclusion pedagogy in their learning and teaching practices, indicating progress in developing gender-sensitive teaching competencies. The study also identified ongoing challenges, including persistent gender inequalities in educational leadership positions, the need to integrate gender considerations with special needs education, and the importance of continuous review of gender-responsive policies. The researchers conclude that strengthening gender pedagogy in teacher education is essential for producing educators who can effectively address gender disparities in classrooms and promote inclusive and equitable learning environments.

Challenges Facing Higher Learning Universities in Implementing Gender Policies in the 2023 Curriculum

Merma-Molina et al. (2025) examined primary school teachers' perceptions and knowledge of gender equality concepts, focusing on how teacher training addresses issues such as gender, feminism, gender equality, and the glass ceiling. A mixed-methods approach (qualitative and quantitative) was used, guided by a Grounded Theory design, and involved 92 prospective primary school teachers. Data were collected using pre-test and post-test questionnaires before and after an educational intervention programme designed to improve understanding of gender-related concepts. The findings revealed that most participants had only superficial and limited knowledge of key gender equality constructs prior to the intervention. However, after the programme, there was improved awareness and understanding, indicating the effectiveness of targeted training. The researchers conclude that gender equality is not yet systematically integrated into teacher education programmes, and they recommend the use of transversal and innovative teaching strategies to strengthen future teachers' competence in gender-responsive education.

Possible Strategies to Overcome the Challenges Facing Higher Learning Universities in Implementing Gender Policies in the 2023 Curriculum

Abnory et al. (2024) examined how gender policies are implemented in higher education institutions to promote gender equality, particularly in female participation and leadership representation. A qualitative research approach was used, with data collected through in-depth interviews to explore institutional practices and experiences in implementing gender policies. The findings revealed that universities apply several strategies to support gender equality, including mentoring female staff, conducting gender awareness and sensitisation programmes, establishing gender centres, and providing continuous gender education and

institutional support. These strategies were found to strengthen gender-inclusive systems and enhance women's participation in academic and leadership roles. The researchers conclude that effective implementation of gender policies in higher education is essential for challenging entrenched gender norms and promoting equitable participation of women across all levels of university systems, thereby contributing to broader gender equality and inclusivity in society.

Research Gap

Despite existing studies on gender equality in education, gaps remained regarding the direct contribution of higher learning universities in supporting gender policy implementation within the 2023 curriculum. Most previous studies focused on gender training, academic staff participation, or classroom practices, with limited attention to the role of universities in linking policy implementation with teacher support and school practices. Additionally, limited evidence existed from local contexts such as Mwanza City. This study addressed these gaps by examining how higher learning universities promoted gender awareness, supported teachers in applying gender-responsive practices, and faced challenges in implementing gender policies within the 2023 curriculum. The study provided context-specific insights and recommendations for strengthening university–school collaboration in promoting gender equality in education.

RESEARCH METHODS

The study adopted a systematic literature review approach. The review was designed to synthesise empirical and policy evidence published from 2020 to 2026 focused on obtaining an in-depth understanding of participants' views, experiences, and perceptions regarding the contribution of higher learning universities in implementing gender policies within the 2023 curriculum. The review followed the principles of transparent systematic evidence synthesis and was structured around PRISMA reporting principles, by identifying, screening and excluding duplicates and ineligible articles, and lastly including potential articles for review (Page et al., 2020).

Electronic searches were targeted at major academic databases and scholarly search platforms, including Scopus, Research gate, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor & Francis, Wiley Online Library and Google Scholar. Relevant Tanzanian policy documents were also identified from official government and tertiary education agencies. Data were extracted according to the following categories: author and year, geographical context, study purpose, methodology, participant group, type of equity innovation, barriers, outcomes and implications adapting Kumar (2020) data extraction guidelines for review studies. The extracted evidence was subjected to thematic synthesis. Thematic synthesis was considered appropriate because the reviewed studies used diverse methodologies and examined different dimensions of inclusion. Recent systematic reviews of inclusive tertiary education have similarly synthesised evidence across policy, curriculum, pedagogy and accessibility dimensions.

RESULTS AND DISCUSSION

Higher Learning Universities Promote Gender Awareness in the 2023 Curriculum in Mwanza City

The reviewed literature indicates that higher learning universities play a significant role in promoting gender awareness through teacher education, academic programmes, research activities, and institutional practices. Universities create awareness by integrating gender-

related concepts into training programmes that prepare future teachers and education professionals. Studies such as Condron et al. (2023) revealed that universities use different approaches, including lectures, case studies, simulations, and collaborative learning activities, to enhance students' understanding of gender equality issues. These approaches enable graduates to develop knowledge and attitudes necessary for promoting gender-responsive education in schools.

The findings further show that universities promote gender awareness through gender-sensitive policies and institutional initiatives. According to Nkosi and Maphalala (2025), higher education institutions contribute to gender equity by developing gender policies, establishing mentorship programmes, and creating supportive environments that address gender inequalities among academic staff and students. Such initiatives help universities become models of gender equality, where students and teachers learn through observation and participation. Through these practices, universities influence the attitudes and behaviours of education stakeholders toward gender inclusiveness.

Moreover, the literature reveals that gender awareness promotion is strengthened through university engagement in research and community outreach programmes. Universities conduct gender-related studies that generate knowledge about gender disparities and provide evidence for improving education policies and practices. Hailu et al. (2023) emphasized that African universities contribute to gender mainstreaming by producing research that informs policy decisions and promotes institutional transformation. Therefore, universities act as knowledge centres that create awareness not only within campuses but also among wider educational communities.

However, the findings also indicate that the promotion of gender awareness by universities faces some limitations. Although gender policies exist in many institutions, their integration into academic programmes is sometimes inconsistent. Merma-Molina et al. (2025) found that gender equality concepts are not always systematically incorporated into teacher education programmes, resulting in limited understanding among future teachers. This suggests that higher learning universities in Mwanza City need to strengthen gender-related content in teacher preparation programmes and establish stronger partnerships with schools to ensure that gender awareness promoted at university level is effectively transferred into classroom practices.

Higher Learning Universities Support Teachers in Applying Gender-Responsive Teaching in Implementing Gender Policies in the 2023 Curriculum in Mwanza City

The reviewed studies demonstrate that higher learning universities support teachers in applying gender-responsive teaching through professional training, capacity building, and continuous professional development programmes. Universities provide teachers with pedagogical knowledge and practical skills required to recognize and address gender differences in classroom interactions. Rarieya et al. (2025) found that integrating gender pedagogy into teacher education programmes enables student teachers to develop competencies related to diversity, inclusion, and equitable classroom practices. This indicates that universities serve as important institutions for preparing teachers who can implement gender-sensitive approaches.

The findings further reveal that universities support teachers through workshops, seminars, and mentoring programmes aimed at improving understanding of gender-responsive pedagogy. Seni (2026) found that although many teachers attempt to incorporate gender-responsive practices in Mathematics and Science classrooms, some still experience difficulties due to inadequate training and limited exposure to professional development opportunities. This shows that universities have an important responsibility to

provide continuous support that equips teachers with practical strategies for ensuring equal participation of male and female learners.

Additionally, the reviewed literature indicates that university support involves collaboration with schools and education authorities. Universities can contribute by conducting school-based training, providing teaching resources, and sharing research findings with teachers. Through these collaborations, teachers gain updated knowledge on gender policies and curriculum expectations. Skovgaard and Chapin (2021) emphasized that gender-responsive teaching improves learning opportunities for both male and female students by encouraging inclusive participation and reducing classroom inequalities.

Despite these contributions, findings indicate that university support for teachers remains insufficient in some contexts due to limited resources, weak university-school partnerships, and inadequate institutional commitment. Some teachers continue to rely on traditional teaching approaches that may reinforce gender stereotypes. Therefore, universities in Mwanza City need to strengthen their role by increasing teacher training programmes, establishing regular professional support mechanisms, and ensuring that gender-responsive teaching becomes an integral component of curriculum implementation rather than an occasional activity.

Challenges Facing Higher Learning Universities in Implementing Gender Policies in the 2023 Curriculum in Mwanza City

The reviewed literature reveals that higher learning universities face several challenges in implementing gender policies within education systems. One major challenge is inadequate integration of gender issues into university curricula and teacher preparation programmes. Merma-Molina et al. (2025) found that many teacher education programmes provide limited attention to gender equality concepts, leading to insufficient knowledge among graduates. This challenge affects the ability of universities to prepare teachers who can effectively implement gender-responsive practices within the 2023 curriculum.

Another challenge identified is the persistence of cultural beliefs and social norms that influence perceptions of gender roles. Studies conducted in African contexts show that traditional attitudes, gender stereotypes, and unequal expectations between males and females continue to affect educational practices. Ojong (2025) noted that socio-cultural barriers remain among the major factors limiting gender equality in education across Sub-Saharan Africa. Such cultural challenges may affect university efforts to promote gender-responsive approaches because graduates and teachers operate within communities where traditional gender expectations are still influential.

The findings also indicate that limited institutional capacity and resources hinder effective implementation of gender policies. Universities may experience shortages of trained personnel, inadequate funding for gender programmes, and weak coordination between universities and other education stakeholders. Adhola et al. (2023) found that ineffective policy implementation mechanisms reduce the success of gender mainstreaming initiatives in universities. Therefore, without adequate institutional support, gender policies may remain theoretical documents rather than being translated into practical educational activities.

Furthermore, the literature indicates that weak monitoring and evaluation systems create challenges in assessing the effectiveness of gender policy implementation. Universities may develop gender policies but fail to establish mechanisms for tracking progress and measuring outcomes. This results in gaps between policy intentions and actual practices. Consequently, higher learning universities in Mwanza City need stronger institutional

structures, adequate resources, and effective monitoring systems to overcome barriers affecting the implementation of gender policies within the 2023 curriculum.

Possible Strategies to Overcome the Challenges Facing Higher Learning Universities in Implementing Gender Policies in the 2023 Curriculum in Mwanza City

The reviewed literature suggests that strengthening gender integration in university programmes is one of the major strategies for improving implementation of gender policies. Universities should ensure that gender concepts are systematically incorporated into teacher education curricula and professional development programmes. According to Condrón et al. (2023), early and continuous gender equality training helps learners develop inclusive leadership skills and positive attitudes toward gender equality. Therefore, integrating gender education across university programmes can enhance teachers' ability to implement gender-responsive practices.

The findings also indicate that continuous capacity building for university lecturers and teachers is necessary. Universities should organize regular workshops, seminars, and mentoring programmes focused on gender-responsive pedagogy. Rarieya et al. (2025) emphasized that strengthening gender pedagogy in teacher education is essential for producing educators who can address inequalities and create inclusive learning environments. Such training should include practical classroom strategies that enable teachers to identify and overcome gender-related barriers among learners.

Another strategy identified is strengthening collaboration between universities, schools, and education authorities. Universities should establish partnerships with secondary schools to provide professional support, conduct joint research, and share best practices related to gender policy implementation. Abnory et al. (2024) found that mentorship programmes, gender awareness campaigns, and institutional support systems contribute to strengthening gender equality initiatives. Through stronger collaboration, universities can extend their influence beyond campuses and directly support curriculum implementation in schools.

Finally, the literature highlights the need for stronger institutional commitment, resource allocation, and monitoring mechanisms. Universities should establish functional gender units, allocate resources for gender programmes, and regularly evaluate the effectiveness of gender policy implementation. Effective leadership support is necessary to ensure that gender equality becomes part of institutional culture. Therefore, adopting comprehensive strategies that combine curriculum reform, training, collaboration, and monitoring can enhance the contribution of higher learning universities toward successful implementation of gender policies in the 2023 curriculum in Mwanza City.

CONCLUSION

The study concludes that higher learning universities play an important role in supporting the implementation of gender policies within the 2023 curriculum through promoting gender awareness, preparing teachers with gender-responsive teaching skills, conducting gender-related research, and supporting educational stakeholders. However, the effectiveness of their contribution is affected by challenges such as inadequate integration of gender issues in training programmes, limited institutional resources, weak university-school collaboration, and persistent gender stereotypes. Therefore, strengthening the involvement of higher learning universities through improved training, policy integration, partnerships, and monitoring mechanisms is essential for ensuring effective

implementation of gender policies and promoting equitable learning opportunities for all students in Mwanza City.

Recommendations

1. Higher learning universities should strengthen the integration of gender issues into teacher education programmes. Universities should ensure that gender equality, gender-responsive pedagogy, and inclusive teaching approaches are systematically incorporated into curriculum content rather than being treated as separate or optional topics. This will enable teacher graduates to acquire adequate knowledge and skills for implementing gender policies in schools under the 2023 curriculum.
2. Universities should establish continuous professional development programmes on gender-responsive teaching for teachers. Regular workshops, seminars, mentorship programmes, and school-based training should be provided to strengthen teachers' capacity to apply gender-sensitive classroom practices. Such programmes should focus on practical approaches that promote equal participation of male and female learners and reduce gender-based barriers in teaching and learning.
3. Higher learning universities should strengthen collaboration with secondary schools and education authorities in Mwanza City. Universities should develop partnerships with schools, local education offices, and other stakeholders to support curriculum implementation through research dissemination, teacher support programmes, and joint gender awareness initiatives. Stronger collaboration will help bridge the gap between university-based knowledge and classroom practices.
4. Universities and policymakers should improve institutional support systems for gender policy implementation. This should include establishing functional gender units, allocating adequate resources for gender programmes, developing monitoring mechanisms, and ensuring strong leadership commitment toward gender equality. Effective monitoring will help identify implementation challenges and promote continuous improvement in achieving gender-responsive education.

REFERENCES

- Abnory, S. A., Yin, E. T., & Boatbil, C. S. (2024). Gender policy implementation process in higher education institutions in Ghana. *Masyarakat, Kebudayaan & Politik*, 37(4).
- Adhola, G., Nyamwange, C. & Nyandoro, G. (2023). Evaluation of Policy Framework Implementation Procedures and Its Effect on Gender Mainstreaming in Universities in Kenya. *Journal of Research Innovation and Implications in Education*, 7(2), 209 – 218.
- Akers, R. L., & Jennings, W. G. (2015). Social learning theory. *The handbook of criminological theory*, 230-240.
- Condron, C., Power, M., Mathew, M., & Lucey, S. M. (2023). Gender equality training for students in higher education: protocol for a scoping review. *JMIR research protocols*, 12(1), e44584.
- Firmansyah, D., & Saepuloh, D. (2022). Social learning theory: Cognitive and behavioral approaches. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(3), 297-324.
- Godara, A. K. (2024). Gender equality in educational institutions. *International Journal of Science and Research Archive*, 13(1), 1849-1857.
- Hailu, M. F., Lee, E. E., Halkiyo, A., Tsotniashvili, K., & Tewari, N. R. (2023). Gender and Higher Education in African Universities: A Critical Discourse Analysis of Key Policy Mandates in Kenya, Rwanda, and Uganda. *Education Policy Analysis Archives*, 31(23), n23.



- Jiang, Z., Niu, X., & Teng, J. (2025). A historical review and analysis of UNESCO's gender equality in education. *Asia Pacific Journal of Education*, 1-19.
- Li, S., Hong, Y. C., & Craig, S. D. (2023). A systematic literature review of social learning theory in online learning environments. *Educational Psychology Review*, 35(4), 108.
- Luque, A. M. N., Gala, P., & Rodriguez, M. R. B. (2025). Formulating Policies to Address the Gender Digital Skills Divide in Sub-Saharan Africa. Education Working Paper No. 17. *World Bank*.
- Merma-Molina, G., Gavilán-Martín, D., Urrea-Solano, M., & Martinez-Roig, R. (2025). Inclusive Higher Education Challenges: Promoting Knowledge and Practice of Gender Equality. *Education Sciences*, 15(3), 272.
- Miralles-Cardona, C. (2025). Teaching gender equality in teacher education: does existing practice actually support gender mainstreaming implementation?. In *Frontiers in education* (Vol. 10, p. 1570115). Frontiers Media SA.
- Niyonshuti, B., Ngirwa, C. C. & Mrema, K. J. (2025). The Influence of Gender Disparity on Girls' Dropout Rates in Public Secondary Schools in Rwanda. *East African Journal of Education Studies*, 8(4), 70-80.
- Nkosi, N., & Maphalala, M. (2025). Advancing gender equity in higher education research. *African Journal of Inter/Multidisciplinary Studies*, 7(si1), 1-14.
- Ojong, A. S. (2025). Transforming female education in Sub-Saharan Africa: Addressing socio-cultural, economic, institutional and instructional barriers to access and inclusion. *Journal of African Innovation and Advanced Studies*.
- Page M. J., McKenzie J. E., Bossuyt P. M., Boutron I., Hoffmann T. C., Mulrow C. D. (2020). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ*. <https://doi.org/10.1136/bmj.n71>
- Rarieya, J., Oluga, M., & Wango, N. (2025). Revolutionizing Teacher Preparation through Gender-Responsive Pedagogy in Tanzania's Teacher Education System. *European Journal of Development Studies*, 5(6), 14.
- Santoso, B., Muthmainnah, D., Prihatini, L., Havivi, S. L., & Hakim, R. (2025). Gender Equality on Education Issues in UN Women's Article: "Leaving No Girl Behind in Education". *Interdisciplinary Social Studies*, 5(1), 252-263.
- Seni, A. J. (2026). Utilisation of gender responsive pedagogy in classroom instructions among secondary school Mathematics and Science subjects in Tanzania. *Cogent Education*, 13(1), 2616870.
- Skovgaard, M., & Chapin, J. (2021). Gender-responsive teaching improves learning outcomes for both women and men. *Transforming Employability for Social Change in East Africa (TESCEA) Learning Brief*. International Network for International Network for Advancing Science and Policy (INASP). Available online [pdf](accessed 17 February 2025).
- United Republic of Tanzania (URT). (2023). *Education and Training Policy of 2014, 2023 Edition*.