

CATHOLIC UNIVERSITY OF MBEYA

(CUoM)



GENDER POLICY

2024

Gender Policy

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Catholic University of Mbeya
P. O. Box 2622
Mbeya.

E-mail: info@cuom.ac.tz

Website: www.cuom.ac.tz

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LIST OF ACRONYMS

CUoM	Catholic University of Mbeya
GBV	Gender Based Violence
MDGs	Millennium Development Goals
SDGs	Sustainable Development Goals
PFA	Platform for Action
URT	United Republic of Tanzania
WHO	World Health Organization

EXECUTIVE SUMMARY

This gender policy declares commitment of the Catholic University of Mbeya (CUoM) in promoting gender equality through adopting; Translation of the University Vision into engendered interventions, gender mainstreaming, promotion of women education, and reducing gender based violence as main strategies for realizing such desired future situation at the University level. This policy seeks to provide among other things, a framework for action which will ensure equal access to students and staff of all resources of the University and other available opportunities.

The policy has been prepared in a participatory approach where by different stakeholders who are affected by the academic and devolvement interventions that CUoM is carrying out in different areas as well as those who are important in influencing expected developmental changes to occur. They particularly included University top management team, Deans of Faculties, Directors, Heads of Departments, as well as office of the Dean of Students and Human Resource Officer. Some representatives of students and the student government were also involved during the stakeholders meeting for preparation and adoption of this University Gender Policy.

The system theory which insists that policies should be regarded as actions developed as a response towards problems that happen within the system was of great concern and a fundamental base in accumulating relevant ideas for constituting this University Gender Policy. Alternative ways or hypotheses which could be solutions to the problem of gender inequality at the University and academic programs levels were developed. They were critically analysed through a set of developed criteria so as to come up with the few best options that can optimize the desire of the University to bring about gender equality and eventually enabling having a University society in which women and men have capacity and equal access to utilize opportunities for sustainable wellbeing.

Development of this gender policy will serve for different purposes including; bringing equilibrium situation between those who have power and those who are powerless in the areas where CUoM undertakes different academic and development interventions. It will also ensure consistency and bring uniformity in the operationalization of different University activities. It will help to speed up decisions and avoid complications in the process of decisions making and hence help to make right decisions at the University and academic programs levels. This policy will as well help to set boundaries of actions and facilitate the process of decentralization and delegation of power along with guiding decisions making processes of different levels of decentralization so as to bring similarity in the functions they perform. It will

furthermore help to give a practical shape to objectives and help various levels of implementation within the University to come up with the best objectives to achieve the desired situation in the future.

CHAPTER ONE

BACKGROUND TO THE GENDER POLICY

1.1 Overview

The Catholic University of Mbeya (CUoM) welcomes its students and staff, recognising the contributions to the achievement of the University's mission that can be made by all individuals, regardless of gender. The Catholic University of Mbeya aims to provide an inclusive working, learning, and social environment in which the rights and human dignity of all its staff and students are respected and assist them in reaching their full potential. Providing equality of opportunity for all students and staff is part of the vision and mission of the Catholic University of Mbeya. The University also prohibits and will not engage in retaliation against any person who makes a claim of discrimination or harassment or who provides information in such an investigation. Further, the Catholic University of Mbeya will continue to take affirmative steps to support and advance these values consistent with the University's mission.

The Catholic University of Mbeya is committed to promoting equality of opportunity between women and men and eliminating harassment and unlawful discrimination. Any unlawful discriminatory behaviour, including harassment by individuals or groups, will be regarded as extremely serious and can be regarded as grounds for disciplinary action, which may include expulsion or dismissal.

Any faculty, staff, or student who believes that he or she has been the victim of discrimination or harassment in violation of Catholic University of Mbeya's Gender Policy Statement should contact his or her department head, dean, director, or immediate supervisor. Individuals have the right to raise issues of discrimination or harassment without fear of retaliation. Complaints may be handled by the person/office receiving the complaint or referred to another appropriate office within the University.

All complaints, whether informal or formal, verbal or written, must be given serious, impartial and timely consideration. Not every act or expression that might be offensive to an individual or group will be considered a violation of the Gender Policy Statement. Whether a specific act is a violation of policy will be determined on a case-by-case basis, with due consideration for the protection of individual rights, freedom of speech and academic freedom.

If a matter is not resolved informally, a prompt investigation will be undertaken by the appropriate office. In addition to the complainant and the accused, appropriate

administrative personnel will be notified of the findings of the investigation. While every effort will be made to protect the privacy of all parties, confidentiality cannot be guaranteed due to the nature of an investigation.

If the investigation concludes a violation of the Catholic University of Mbeya policy has occurred, the Vice Chancellor of the University should initiate action within thirty (30) days of receiving the findings and recommendations of the investigating office. The complainant and the accused will be informed when action has been taken. If an individual is found to have violated the University's Gender Policy Statement, prompt steps will be taken that are reasonably calculated to stop the discriminatory conduct or harassment and, depending on the seriousness of the violation, the violator may be subject to disciplinary sanctions, including, but not limited to, oral or written warning, required education programme, reprimand, suspension (with or without pay), reassignment of responsibilities, termination of employment or expulsion from the University. If it is found that the complaint is without reasonable foundation, the parties will be so informed and will also be informed that no further action is warranted. All parties will be advised that retaliation is prohibited against any person who makes a claim of discrimination or harassment or provides information in an investigation of discrimination or harassment. A record of the findings, recommendations, and the action taken must be kept at the University.

The Catholic University of Mbeya is dedicated to join efforts of the government of the United Republic of Tanzania towards alleviating all forms of discriminations against women in the country. This gender policy takes into account the international and national agenda which call for governmental and organizational transformations aiming at achieving full and equal partnership between men and women. Gender has become an issue for development all over the world in general and Tanzania in particular for many reasons.

There are differences that exist between men and women and in the absence of specific attention to the differences which exist within the societies between men and women, planning for people will tend to be based on the implicit assumption that the male experience is the norm. This can result in the exclusion of women as participants or beneficiaries of the planned change. Women are not involved much in the planning process as well as implementation of development programs as traditionally men are powerful and have influence in the development process. Women and especially rural women are poorly educated and lack skills and hence they are automatically excluded in the planning and implementation process. Poor women education in the rural areas is associated with little chances they are given in the society to attend school as a result

of cultural attributes that a girl child is for household duties and marriage. Failure to involve women in the planning stage of the programs leads into having development programs that do not incorporate needs of different groups such as women and hence women needs are not reflected into the development programs.

Additionally, access to socially valued resources is unequal between men and women. Women generally have less access than men in training, land, secure employment, and leisure as well as to the political process. Without identifying such differences, it is not possible to devise policies and strategies that meet specific needs of women and men and address existing inequalities. For example, most of income generating activities in rural areas are performed by men as compared to women such as owning kiosk, shops and even livestock keeping. This happens because cultural values do not provide for equal chances for both men and women to participate in these income generating activities. Also women have low economic power and decision making power at the household and community level and that makes it difficult for them to obtain capital for establishing their own income generating activities.

The main focus of this gender policy relies on having an engendered CUoM and engendered rural Community in which women and youths have capacity and equal access to utilize opportunities for sustainable development.

1.2 Evolution of the Policy

This policy bears some strategies and a list of interventions proposed to intervene in such circumstances so as to bring gender equality at the University level.

1.3 Organization of the Policy

This University Gender Policy is divided into six Chapters. The first chapter brings the background information to the policy which briefly explains the thematic areas in which CUoM intervenes through implementation of different academic and development programs. It also summarizes the evolution process of this gender policy and the overall organization of the policy. The second chapter gives the rationale for having this University Gender Policy. This chapter gives the overview of the process and stipulates clearly the University vision and mission statements. It shows the different international agendas on the call to promote gender equalities and the role of governments, various institutions, international Corporations as well as non-governmental organizations at the local and international level in creating an enabling environment for the world to exercise and promote human rights. Reasons for adopting the gender mainstreaming approach are also explained in this Chapter. The third Chapter tells out the existing gender situation in institutions of higher learning

that calls for a need to embark on different interventions so as to bridge the gap that brings gender inequalities. Chapter four of this gender policy comprises the Policy framework, Policy Statements and Priority areas that the University will be intervening to ensure that the stipulated policy goal and the policy objectives are achieved. Chapter five gives the University Implementation Strategies and Chapter six portrays the monitoring and evaluation tools that the University will use to make sure that it is always on the right track while implementing the adopted strategies for achieving the objectives articulated in this University Gender Policy.

1.4. Definition of Key Terminologies

(a) Harassment

Harassment on the basis of gender is a form of discrimination prohibited by this policy. Harassment may occur through a wide range of conduct, such as verbal, physical or electronic means when the conduct is severe or pervasive and objectively and subjectively has the effect of:

- (i). Unreasonably interfering with an individual's work or equal access to education; or
- (ii). Creating an intimidating, hostile, or offensive work or academic environment.

Such conduct, if repeated, is reasonably likely to meet the standard set forth. Harassment can occur on the University premises or, under limited circumstances, online, or off campus at a required activity.

(b) Gender

Gender refers to the socially constructed roles and responsibilities assigned to men and women in a given society. These roles and responsibilities can be learned and change over time

(c) Gender Equity

Gender equity is the principle of fair and even treatment which leads to gender equality.

(d) Gender Equality

Gender equality means the situation where there is no discrimination on grounds of a person's sex in the allocation of resources or benefits, or in the access to services. It is the application of the same standards of status, rights, respect and opportunities in respect of gender.

(e) Gender Gap

Gender gap is a discrepancy or a disparity between men and women in socio- economic status, in access to resources, and public services, and in political and cultural participation at a local level for both children and adults.

(f) Gender Issue

Gender issue is a belief, attitude, practice or policy which affects the social construction of gender behaviours. Gender issues arise where an instance of gender inequality are recognized as undesirable or unjust.

(g) Gender Mainstreaming

Gender mainstreaming as the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality

(h) Gender Analysis

Gender analysis is a tool for examining the differences between the roles that women and men play, the different levels of power they hold their differing needs, constraints and opportunities, and the impact of these differences on their lives. Gender analysis is the systematic examination of the roles, relations and processes, focusing on imbalances of power between women and men in all societies.

(i) Sex

Sex refers to the biological characteristics which define male or female. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate human as males and females

(j) Women Empowerment

Women empowerment is the collective action by the oppressed and the deprived to overcome the obstacles of structural inequality which have previously put them in a disadvantaged position. Since women have been the victims of oppression and discrimination in the hands of men, empowerment of women becomes the rational process by which women will mobilize to understand, identify and overcome gender discrimination and oppression and achieve gender equality in society.

CHAPTER TWO

RATIONALE FOR THIS GENDER POLICY

2.1 Overview

This chapter provides some reasons that compelled the Catholic University of Mbeya to prepare this Gender Policy. On one side there is a compelling demand to fulfil the requirements of stipulated University vision that aims at advancing quality education with respect of human dignity. In the due course of ensuring that human dignity is enhanced there is an enviable need to promote gender equality and create University environment where both male and female students and workers become not only equal participants but also equal beneficiaries of all programs that the University offer for the benefits of the entire community. To put much emphasis in achieving the University vision, one of the nine strategic objectives of the University Corporate Strategic Plan focuses on mainstreaming cross-cutting issues in all University Operations among them being Gender.

Second reason lies on the need for the University to comply with the call of the Sustainable Development Goals, the Beijing declaration and platform of action developed in the fourth United Nations world conference on women held in Beijing, China in 1995, the constitution of the United Republic of Tanzania, the Tanzania National Development Vision 2025, the National Strategy for Growth and Reduction of Poverty II as well as The Tanzania National Strategy for Gender Development. Not only that but the development of this gender policy follows the committed role of the University in promoting equalities between men and women in accessing and utilizing the available opportunities that are important for them to achieve their own developmental goals as well as those of the entire nation at large.

2.2 University Vision

The University vision statement embraces the values of gender equality that creates a compulsory demand for developing gender policy. The vision envisages being an innovative University that itself advances quality education with respect of human dignity.

2.3 International and National Agenda on Women Empowerment and Gender Equality

This gender policy has been prepared as a response towards various international and national agenda that calls for different interventions to be geared towards among other things, also ensuring a society with gender equality. The millennium declaration that was adopted by 189 nations, including Tanzania, and signed by 147 heads of state and

governments during the United Nations (UN) Millennium summit in September 2000 came up with eight Millennium Development Goals (MDGs). Goal number 3 was putting emphasis on promoting gender equality and empowerment of women. Once again out of the 17 Sustainable Development Goals (SDGs), goal number 5 aims to achieve Gender Equality and empower all women and girls. This goal targets to End all forms of discrimination against all women and girls everywhere, eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation and eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation. Moreover, sustainable development goal number 5 also targets to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

In the Beijing declaration and platform of action developed in the fourth United Nations world conference on women held in Beijing, China in 1995, all countries agreed on "empowerment and advancement of women, including the right to freedom of thought, conscience, religion and belief, thus contributing to the moral, ethical, spiritual and intellectual needs of women and men, individually or in community with others and thereby guaranteeing them the possibility of realizing their full potential in society and shaping their lives with their own aspirations" (Beijing PFA, 1995). In the same conference governments of different countries (including Tanzania) committed themselves "to promote an active and visible policy of mainstreaming a gender perspective in all policies and programs so that, before decisions are taken, an analysis is made of the effects on women and men, respectively" (Beijing PFA, 1995). Other United Nations conferences and summits such as that on women in Nairobi (1985), on children in New York (1990), on environment and development in Rio de Janeiro (1992), on human rights in Vienna (1993), on population and development in Cairo (1994) and on social development in Copenhagen (1995) had objectives of achieving gender equality. The Constitution of The United Republic of Tanzania under article 12(1) and (2) insists on equality of human beings by stating that "all human beings are born free, and are all equal and that every person is entitled to recognition and respect for his dignity". The Tanzania National Development Vision 2025 which was adopted by the government in 1999 and started to be implemented in 2000 calls for people's efforts, minds and national resources to be directed towards those core sectors that will enable the nation to attain the development goals one of them being attaining gender equality. The National Strategy for Growth and Reduction of Poverty also recognizes the need for development initiatives to set some mechanisms for promoting gender equality.

It is from the veins of this background that the Catholic University of Mbeya has decided to develop this gender policy so as to guide its operations at both the University and community level and orient them towards achieving gender equality.

2.4 The Role of the University

The CUoM has ambition to build capacities in three basic and essential areas. These areas are crucial towards realization of the University vision and mission statements which put much emphasis on alleviating all forms of discrimination. These areas are those of organizational transformation for gender equality and diversity, promoting gender justice, and gender justice programming. It is difficult for an organization to live the values of gender such as those mentioned above and serve its beneficiaries on equitable basis if the management and the entire staff are not oriented to think and act within a sphere of gender perspective. Moreover; it is impossible to swim within this stream if the Strategic Plan and various organizational policies are gender insensitive. Not only that but also having implementing academic and development programs which do not take into account different needs of men and women in the society. Organizations therefore need to have capacities to transform themselves to an extent that they will be contributing towards country's efforts to fight against all forms of gender discrimination and advocate gender equality as well as promoting gender justice.

Having all these out of sight and out of mind, the chances are high that the interventions that the University will be implementing can widen differences in the level of empowerment, social-economic status and well-being of women relative to men in the University community, which reflects social inequity. There will be circumstances in which there is unequal enjoyment of the benefits and opportunities available in the social, political, cultural and economic aspects of human life between men and women. CUoM has therefore decided to prepare this gender policy that has established in it several guidelines, rule, principles and strategies to be implemented so as to do away with all these significant developmental challenges and ensure that women staff and students become not the same as men, but that opportunities and life chances of men and women within the University do not depend on their sex. It is all about ensuring equal valuing by the University society of both the similarities and the differences between men and women, and the varying roles that they play as a result of implementing engendered academic and development interventions at the University and Community levels.

2.5 Adoption of the Gender Mainstreaming Approach

It is undeniable truth that men and women differ in their activities and in the social and economic resources they can command. Men and women are likely to differ in the way they respond to and benefit from, for example, public service provision, or technological changes. So there will be differences in the impact of development trends or policies. There are also differences that exist between men and women and in the absence of specific attention to these differences which exist within the societies between men and women, planning for people will tend to be based on the implicit assumption that male experience is the norm. This can result in the exclusion of women as participants or beneficiaries of the planned change.

Following this situation, the Catholic University of Mbeya has opted to adopt the gender mainstreaming approach for the purpose of making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and all academic and development programs that the University will implement at the University and community levels. The ultimate goal of adopting this gender mainstreaming is to achieve gender equality in the University society. Gender will be mainstreamed during curriculum development and in teaching. It will further be mainstreamed in research and publication. During recruitment and promotion exercise, gender will be also mainstreamed. Mainstreaming gender will also be involved in student admission, leadership and governance.

CHAPTER THREE

POLICY FRAMEWORK AND POLICY STATEMENTS

3.1 The Policy Goal

The Catholic University of Mbeya with adequate capacities to live the values of gender equality that will facilitate having a University community in which women and men are free from Gender Based Violence and all forms of Discrimination against women.

3.2 Policy Objectives

- (i). Having a vision which is translated into realistic gendered strategies
- (ii). Having a clear and appropriate methodology or approaches for mainstreaming gender into University program activities
- (iii). University Students and staff community is free from Gender based violence and other forms of discrimination
- (iv). Men and women employees have equal rights to access, use and benefit from University resources
- (v). Active and equal participation of men and women in the decision making process at the department, Faculty and University level

3.3 Policy Statements

- (i). Gender issues are implicitly embodied in cultures which bring people of different communities together. With this notion in mind cooperation and interdependence between men and women within all activities that the University will be carrying out will be followed
- (ii). Different gender analytical frameworks will be used to enhance understanding of the culturally determined gender relations that are relevant to the programs which the University will be implementing
- (iii). Gender analysis will be done in all stages of executing major functions of the University and all gender issues depicted from different areas where University programs are implemented will be integrated into the program during the early stages of designing before they are implemented
- (iv). For those issues identified later during University projects implementation initiatives for mainstreaming/accommodating them during the implementation stage will be developed so that the fruits that the projects are going to deliver are not tilted to one side of gender

- (v). All projects/program implementation strategies will have to reflect on the identified gender issues. They will have to respond to the specific needs and priorities of men and women workers and students within the University
- (vi). The University will periodically review the action plans activities so as to strengthen their responsiveness to gender concerns
- (vii). The indicators developed during various University projects designing and hence monitored during projects implementation will also have to show aspects of gender mainstreaming
- (viii). Project proposals developed by projects staff at the department, Faculty and University level will also be assessed at the University level before they are submitted to different development stakeholders/supporters so as to ensure gender issues have been incorporated
- (ix). At the University level, all gender related problems will be resolved strategically through the use of the established Gender Desk which will be composed men and women
- (x). Different Associations and Groups formulation at the University and project level or within the University community will ensure that at least 40% of the members are women
- (xi). Management positions at the Department, Faculty and University levels that the University will establish as a means of implementing different University activities will ensure that at least 40% of them are occupied by women
- (xii). Gender auditing will be undertaken at the end of each University calendar year to assess the University performance in terms of achieving gender based objectives and accommodate the gender gaps that will be realized in the annual University action plans
- (xiii). Delegation of power and authority at the University level will consider gender to take an active role in University management position
- (xiv). Participatory approaches (Demand driven approaches) will be adopted during community needs assessment for establishment of different academic programs in the University so as to give outside and inside University communities opportunities to identify their needs so that the University can integrate them while designing different academic degree programs
- (xv). In developing different University programs attention will be given to those development problems that affect more women and youths and have significant impact to life of these groups

- (xvi). The University will also consider providing support (where a need arise and the financial position allows) to most vulnerable groups but with emphasis to women and youths
- (xvii). The University will provide equal opportunities of internships for students from different internal and external institutions of middle and higher levels of learning. Under special circumstances women will be given priority
- (xviii). More gender training opportunities for different levels of staff within the University will be provided from time to time so as to enhance competence and enable the University to play an active and effective role in advocating for issues showing gender discrimination at the University and community levels
- (xix). The office of Dean of Students and Human Resource offices will assess the University projects and programs objectives and the proposed interventions to ensure that they reflect the vision statement of the University and document all gender issues emanating from the gender analysis processes as well as developing gender advocacy strategies
- (xx). Program coordinators and Heads of Departments (HODs) will be accountable for ensuring effective, efficient and relevant gender mainstreaming. They will prepare Gender plans of actions, which will also identify indicators, monitoring mechanisms, intended outputs/targets, time frame and resources that are required to effectively implement those gender action plans
- (xxi). The University will adhere to networking with other development organizations from within and outside Tanzania that are actively engaging in promoting gender equality and women empowerment for the purpose of sharing useful information, skills and experiences in addressing problems that bring gender inequalities in societies.

3.4 Guiding Principles

Through these guiding principles, the Catholic University of Mbeya affirms its commitment to fostering a safe, equitable, and morally grounded academic community.

3.4.1 Non-Discrimination

The University upholds zero tolerance for discrimination based on sex, gender, marital status, pregnancy, disability, age, religion, or socio-economic background. In line with Catholic social teaching and national laws of the United Republic of Tanzania, all students and staff shall have equal access to admission, employment, promotion, scholarships, leadership positions, training, and participation in academic and

extracurricular activities. Any act of direct or indirect discrimination; including biased recruitment practices, unequal pay, or exclusion from opportunities, shall constitute a violation of this policy and attract disciplinary action.

3.4.2 Inclusivity

The University commits to creating an academic and social environment where all individuals feel valued, respected, and able to contribute fully. Inclusivity requires deliberate efforts to remove structural, cultural, and physical barriers that may hinder participation. This includes gender-sensitive infrastructure (e.g., safe accommodation, sanitary facilities), inclusive language in official communication, equitable representation in committees, and support for students balancing academic responsibilities with family obligations. Academic content and research initiatives shall integrate gender perspectives to ensure relevance to diverse communities in Tanzania.

3.4.3 Human Dignity

The University recognizes every person as created in the image and likeness of God. All interactions within the institution must reflect respect, courtesy, and moral integrity. Sexual harassment, exploitation, bullying, or gender-based violence in any form undermines human dignity and is strictly prohibited. The University shall promote a culture of respect through awareness campaigns, pastoral care services, and clear codes of conduct that protect the physical, emotional, and spiritual wellbeing of students and staff.

3.4.4 Accountability

All members of the University community—including leadership, academic staff, administrative personnel, and students—are responsible for upholding this Gender Policy. The University shall establish transparent reporting mechanisms and ensure timely investigation of complaints. Deans, Heads of Departments, and Directors shall be held accountable for integrating gender considerations into planning, budgeting, recruitment, and evaluation processes. Annual gender audits and reports shall be conducted to assess progress and identify areas requiring improvement.

3.4.5 Confidentiality

The University guarantees that all gender-related complaints and disclosures will be handled with strict confidentiality. Information shall only be shared with authorized personnel directly involved in investigation and resolution processes. Records shall be securely maintained to protect the privacy and safety of complainants, witnesses, and respondents. Breach of confidentiality will constitute serious misconduct and attract

disciplinary measures. Confidential counseling and support services shall be available to survivors of gender-based violence.

3.4.6 Fairness

The University commits to impartial and just procedures in handling gender-related matters. Investigations shall follow due process, ensuring that both complainants and respondents are heard without bias. Decisions shall be evidence-based and consistent with institutional regulations and Tanzanian law. Fairness also implies equitable distribution of opportunities, resources, workload, and recognition across genders.

Through these guiding principles, the Catholic University of Mbeya affirms its commitment to fostering a safe, equitable, and morally grounded academic community.

CHAPTER FOUR

UNIVERSITY IMPLEMENTATION STRATEGIES

4.1 Introduction

This chapter delineates the strategies that CUoM has decided to embark on so as to attain gender equality at the University level as well as at the community level where different development programs and projects of the University will be implemented. There are six strategies of which each bears a set of interventions that will be carried out so as to ultimately make the overall strategy implemented and therefore its intentions for which it was developed are realized. The strategies are; Translation of the University Vision into Engendered interventions, Gender Mainstreaming, Promotion of Women Education, and Reducing Gender Based Violence at the Department level, Faculty level and the University level.

4.2 Translation of the University Vision into Engendered Interventions

In order to realize this strategy, the following interventions will be carried out for the whole period in which this University Gender Policy will be implemented.

- (i). Formulate University Gender Resource Team (UGRT) composed by gender experts from within and outside the University whose task will be to assess different University projects and programs objectives and the proposed interventions to ensure that they reflect the vision statement of the University. The team will also document all gender issues emanating from the gender analysis processes and develop gender advocacy strategy on those issues and prepare an implementation plan, implement and monitor it.
- (ii). Review the University Strategic Plan and make sure all strategic objectives, targets, implementation strategies and associated activities and engendered
- (iii). The University will prepare Annual Gender Action Plan that will be implemented in line with other University program interventions. This action plan will be the result of the University strategic gender planning process
- (iv). The University will facilitate carrying out of gender auditing on annual bases within the implemented academic and development programs to assess if the implementation of program activities were all the time done on the veins of gender consciousness

- (v). Conduct quarterly or bi annual staff meetings to discuss gender issues and to what extent the overall vision of the University and the Strategic Plan are translated into various projects and programs
- (vi). Development of the University gender policy and review it every after three years for the purpose of accommodating the changing gender strategic needs of CUoM community

4.3 Gender Mainstreaming Strategy

In order to realize this strategy, the following interventions will be carried out for the whole period in which this University gender policy will be implemented:

- (i). To undertake research on gender gaps at the University level and within the University projects and programs areas so that the identified gender gaps can be addressed according to priorities
- (ii). Mainstream gender in all University academic and development programs activities as a University gender value
- (iii). Conducting stakeholders' analysis on the basis of gender-disaggregated data
- (iv). Conduct gender sensitivity trainings to different categories of staff and students
- (v). Allocating budgets for the purpose of attaining gender balance
- (vi). Collecting gender disaggregated data and weigh the degree of equality that has been achieved
- (vii). To identify and support University Gender Champions or mobilizers and build their capacities for advocacy, campaigning and lobbying techniques
- (viii). Awareness creation on fighting against Gender Based Violences (GBVs) within the University and in areas where University program beneficiaries are living
- (ix). Establishment of active University Gender Desk whose tasks will be to address gender related issues occurring at the University level and eliminate all Gender Based Violence to students and Staff and eliminate all forms of discrimination against women staff and girl students
- (x). Setting targets for reaching gender balance in staffing at the University and program or project levels
- (xi). Altering recruitment criteria and procedures to accommodate more women within the University and different social economic groups that are established in the due course of programs implementation at the community level.
- (xii). Securing the commitment of University top management to change towards greater gender equality
- (xiii). Network with other gender activists and organizations within and outside the United Republic of Tanzania

4.4 Promoting Women Education Strategy

In order to realize this strategy, the following interventions will be carried out for the whole period in which this University gender policy will be implemented.

- (i). University Community mobilization on gender issues in the education sector within the program area
- (ii). Promote enrolment and minimize drop out of girls who join CUoM by providing conducive learning environment, especially to vulnerable groups so that they can attain higher education and hence acquire managerial and leadership positions
- (iii). Identify and encouraging parents who provide priorities to girl child education at primary, secondary and college level as role models for good conducts in the society

4.5 Reducing Gender Based Violence

In order to realize this strategy, the following interventions will be carried out for the whole period in which this University gender policy will be implemented.

- (i). Build capacity of various stakeholders who in one way or the other have a role to play in reducing Gender Based Violence at the University level. They include Deans of Faculties, Directors, Heads of Departments, Students government leaders and various groups and associations of staff and students.
- (ii). Embark on University community mobilization for the purpose of creating a critical mass of people with capacity to condemn and take actions against Gender Based Violence which will include eliminating social acceptance to violence.
- (iii). Advocate for reduction of intimate partner violence among staff and students.
- (iv). Conduct as many researches as possible on Gender Based Violence at the University community level.
- (v). Advocate for elimination of all forms of Work-place Violence which include physical violence, emotional violence, sexual violence and economic violence.
- (vi). Join with various networks of stakeholders who are involved in local and national initiatives for reduction and elimination of Gender Based Violence.

CHAPTER FIVE

MONITORING AND EVALUATION OF POLICY IMPLEMENTATION

5.1 Monitoring of expected results during policy implementation

Monitoring is the systematic and continuous collection of analysis and use of data for the purpose of comparing how well the policy will be implemented against expected results. The Catholic University of Mbeya will use the data and performance indicators generated through monitoring as early warning signs to alert the management to constraints and opportunities requiring attention and action with the aim of improving chances of success in policy implementation.

CUoM will monitor its services with attention paid on time adherence, cost /budget effectiveness, work quantity (input-output) ,work quality (technical performance ,activities and the process involved in the policy implementation. During Monitoring there will be close follow ups on the activities by the University management, then regular meetings which focus on results and validating progress and regular analysis of reports.

5.2 Methodology for Data Collection during Monitoring

In the monitoring process, various methods of data collection will be used. Major sources of data and information for policy monitoring and evaluation will include:

5.1.1 Secondary Data

Useful information will be obtained from other research, such as surveys and other studies that will be conducted or planned at a time consistent with the policy's Monitoring and evaluation needs, in-depth assessments, and activity reports. Secondary data sources include various departments, university research centers, and other projects/programs working within the University.

5.1.2 Sample Surveys

A survey based on a random sample taken from the University staff and students will be the source of data on policy outcomes and effects. Surveys will provide more objective data than qualitative methods. In the monitoring and evaluation process sample surveys will be used as to collect data from the policy beneficiaries.

5.1.3 Project Output Data

This method will be used to collect data on various activities, such as number of people served in different activities that will be implemented in the due course of executing this Gender Policy.

5.1.4 Qualitative Studies

Participatory rapid appraisal will be used and major sources of data and information for policy monitoring and evaluation will include: key informant interviews, focus group discussions, and observation.

5.1.5 Checklists

A systematic review of specific policy components can be useful in setting benchmark standards and establishing periodic measures of improvement in the process of achieving the policy objectives.

5.1.6 External Assessments

Other development partners outside policy implementation experts might come to review or evaluate policy outputs and outcomes. Such assessments will also be used to collect monitoring data from the implemented policy activities that will in turn show to what extent also the University gender policy goal has been achieved.

5.1.7 Participatory Assessments

The monitoring process for this University Gender Policy will also involve participatory assessments. The use of policy beneficiaries in policy review or evaluation can be empowering, building local ownership, capacity, and policy sustainability. Participatory assessments may be worthwhile as the policy beneficiaries are likely to accept, internalize, and act upon findings and recommendations that they identify themselves.

Participatory assessment will be used in the monitoring process because;

- (a) It empowers University community to analyze and act on their own situation (as “active participants” rather than “passive recipients”)
- (b) It builds capacity to manage, own, and sustain the policy. Staff and students are likely to accept and internalize findings and recommendations that they provide.
- (c) It builds collaboration and consensus at different levels especially between students, staff and partners, and senior management
- (d) It reinforces students and staff accountability

- (e) It provides timely and relevant information directly from the policy beneficiaries for management decision making to execute corrective actions

5.2 Evaluation

Evaluation with regard to CUoM refers to periodic assessment of the relevance, efficiency, effectiveness, impact, and sustainability of the policy with the aim of adopting implementation strategy to existing circumstances. Evaluation results will help the University to make decision on whether to continue with review of the implementation strategy, or /and drawing up reasons that can be applied to other relevant situations.

Monitoring and evaluation will go together. this is due to the fact that while monitoring, as an internal process, assess progress on regular bases for the sake of on-sport management and decision making, evaluation reflects on what has happened and is happening in order to improve the future. Evaluation uses data and records built during the process of monitoring to review performance and identify ways to make improvements.

Therefore, to CUoM monitoring and evaluation are complementary functions which assure that policy implementation is running on the right track.

5.3 Evaluation Criteria

Evaluation will focus on the following evaluation criteria;

5.3.1 Relevance

The appropriateness and importance of the program, goals and objectives in relation to problems which was intended to address and to the physical and policy environment within which it is operated

5.3.2 Effectiveness

Performance in relation to the target that is, an assessment of the contribution made by outputs to achievement of the policy objectives

5.3.3 Efficiency

This is the cost effectiveness of the activities that is the rate and cost at which the inputs and activities are converted into output and the quality of output achieved.

5.3.4 Impact

This refers to the broader economic, technical, political, social consequences or effects of the policy to entire CUoM community

5.3.5 Sustainability

This is the potential continuation or the likelihood of continuation in the stream of benefits produced by the policy to the entire community of students and staff at the Catholic University of Mbeya