



ARCHBISHOP MIHAYO UNIVERSITY COLLEGE OF TABORA

GENDER POLICY AND GUIDELINES

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Table of Contents

TABLE OF CONTENTS	i
ABBREVIATIONS AND ACRONYMS	3
INTERPRETATION OF KEY TERMS	4
“Anonymous complaints” means a complaint that has been presented either orally or in written form by the victim or one affected but who does not want his/her name or identity to be known.	4
FOREWORD	5
PART I: INTRODUCTION	6
1.1 Background	6
1.3 Policy Objectives	10
1.4 Application of the Policy	10
1.4 Guiding Principles	10
PART II: POLICY ISSUES, STATEMENTS AND STRATEGIES	11
2.1 Teaching and Learning Environment	11
2.1.1 Issue	11
2.1.2 Statement	11
2.1.3 Strategies	11
2.2.1 Issue	11
2.2.2 Statement	11
2.2.3 Strategies	12
2.3 Research and Consultancy	12
2.3.1 Issue	12
2.3.2 Statement	12
2.3.3 Strategies	12
2.4 Staff Recruitment and Development	12
2.4.1 Issue	12
2.4.2 Statement	13
2.4.3 Strategies	13
2.5 Student Enrolment, Retention and Performance	13
2.5.1 Issue	13
2.5.2 Statement	13
2.5.3 Strategies	13
2.6 Gender Based Violence	13
2.6.1 Issue	13
2.6.2 Statement	13
2.6.3 Strategies	14
2.7 Leadership and Governance	14
2.7.1 Issue	14

2.7.2 Statement	14
2.7.3 Strategies	14
2.8 Working Environment	14
2.8.1 Issue	14
2.8.2 Statement	14
The university shall promote a safe, inclusive, and gender-responsive working environment that respects the dignity and well-being of all staff members.	14
2.8.3 Strategies	15
PART III: POLICY IMPLEMENTATION AND COMPLIANCE	16
3.1 Implementation	16
3.2 Overall Responsibility on Implementation	16
3.3 Role of Faculties/Departments	16
3.4 University Staff	16
3.5 Students and other Stakeholders	17
PART IV: MISCELLANOUS PROVISIONS	18
4.1 Monitoring and Evaluation	18
4.2 Conflict of Interest	18
4.3 Confidentiality	18
4.4 Reporting Mechanisms	18
4.5 Review of the Policy	18
4.6 Accountability	18
All University organs, staff, students, and stakeholders are accountable for compliance with this Policy. Non-compliance shall be addressed promptly and fairly, in accordance with University regulations and principles of justice, integrity, and equity.	18
PART V: POLICY GUIDELINES	19
5.1 Purpose	19
5.2 Implementation Principles	19
5.3 Reporting of Incidences	19
5.3.1 A gender-based complaint may be made through	19
5.5 Complaints Handling Procedures	19
5.5.1 Formal complaints	19
5.5.2 Informal complaints	20
5.6 Offenses and Penalties	20

ABBREVIATIONS AND ACRONYMS

ARI	African Rehabilitation Institute
AMUCTA	Archbishop Mihayo University Collage of Tabora
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women

CRC	Convention on the rights of the Child
GAD	Gender and Development
GBV	Gender Based Violence
GEWE	Gender Equity and Women Empowerment
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ILO	International Labour Organization
M&E	Monitoring and Evaluation
MCDGC	Ministry of Community Development, Gender and Children
MCDW&C	Ministry of Community Development, Women Affairs and Children
MDGs	Millennium Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini
NSGRP	National Strategy for Growth and Reduction of Poverty
SDG	Sustainable Development Goals
UN	United Nations
UNDP	United Nations Development Program

INTERPRETATION OF KEY TERMS

“**Affirmative action**” means a body of policies and procedures designed to eliminate discrimination against marginalized groups.

“**Anonymous complaints**” means a complaint that has been presented either orally or in written form by the victim or one affected but who does not want his/her name or identity to be known.

“**Discrimination**” means differential treatment of individuals based on their sex.

“**Gender based violence**” means all forms of violence that happen to women, men, girls and boys because of the unequal power relations between them and the perpetrators of such violence.

“**Gender discrimination**” means one sex is treated either better or worse than the other on the basis of sex.

“**Gender equality**” means equal opportunities for men and women which emphasize treating people the same in working and learning environment.

“**Gender equity**” means achievement of fairness and justice in working and learning environment.

“**Gender policy**” means the AMUCTA Gender Policy and Guidelines (2026)

“**Gender**” means social differences between men and women that are psychologically, socially or culturally determined/constructed.

“**Learning environment**” means all processes, activities and facilities aiming at facilitating dissemination and acquisition of knowledge, skills and competences

“**Other persons**” means persons in the university premises other than visitors and service providers

“**Service provider**” mean a person in the university premises for official business

“**Staff**” means any person who is employed by the university on permanent or temporal basis including volunteers, visiting lecturers, researchers, and on contract.

“**Student**” means a person registered at the university for a specified programme of study.

“**University community**” means University staff, students and service providers affiliated to AMUCTA

“**The University**” means AMUCTA

FOREWORD

AMUCTA is an institution of higher learning and a community of scholars inspired by the rich intellectual and moral teachings of the Catholic Church. It is devoted to the advancement of knowledge, wisdom and understanding guided by the Gospel values of love, justice, dignity and service to humanity. Rooted in the Catholic vision of the inherent dignity of every human being, the university is committed to create a favorable environment that ensures inclusivity, equity, equality, safety and security of all stakeholders. In accordance with Catholic teaching that Gender is a divine gift based on binary biological sex (male and female) rooted in creation, the University recognizes that men and women are equally created in the image and likeness of God, and therefore deserve equal opportunities to develop their talents and contribute meaningfully to the life of the institution and society.

This Policy establishes a framework through which the University addresses gender imbalances while acknowledging the complementary roles and unique contributions of both men and women. It affirms the University's commitment to ensuring the full and active participation of all persons in its academic, social, and institutional activities.

This policy covers all aspects of the university life and applies not only to all who work and study, but also those who do business with the university and other persons within the university premises. The university expects that the policy will be successfully implemented. This Policy establishes a framework through which the university addresses gender imbalances while acknowledging the complementary roles and unique contributions of both men and women. It affirms the university's commitment to ensuring the full and active participation of all persons in its academic, social, and institutional activities.

The policy is a product of contributions from various stakeholders of the university. Before its approval, it passed through a review by key persons including the university legal officer, the quality assurance officer, the university psychologist and counsellor, the gender officer, theologians, human resource officer and judicial vicar of the metropolitan of Tabora. Their in-puts and contributions are highly appreciated. It is therefore, expected that the stakeholders shall also fully participate in its implementation.

Rev. Prof. Juvenalis Asantemungu

Principal - AMUCTA

PART I: INTRODUCTION

1.1 Background

Gender equality is a fundamental principle within the international human rights framework developed under the auspices of the United Nations. The Universal Declaration of Human Rights (1948) affirms that all human beings are born free and equal in dignity and rights, and that the enjoyment of rights and freedoms must not be limited on the basis of sex. This principle resonates with the moral teachings of the Roman Catholic Church, which uphold the inherent dignity of every human person created in the image and likeness of God. Catholic teaching recognizes gender as a divine gift expressed through the biological reality of male and female, while affirming the equal dignity, worth, and complementarity of both men and women.

Over the years, the global commitment to gender equality has been strengthened through a number of international instruments. These include the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), 1965, the International Covenant on Civil and Political Rights (ICCPR), 1966, the International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979, the Convention on the Rights of the Child (CRC), 1989 and the Convention on the Rights of Persons with Disabilities (CRPD), 2006. Additional global commitments emerged from the International Conference on Population and Development held in Cairo in 1994 and the Fourth World Conference on Women held in 1995. The United Nations Millennium Declaration (2000) further reaffirmed gender equality and women's empowerment as essential pillars of sustainable development, a commitment that continues under the Sustainable Development Goals (SDGs), particularly Goal 5, which seeks to achieve gender equality and empower all women and girls.

Within the African context, commitments to gender equality are reflected in regional frameworks such as the African Charter on Human and People's Rights (the Banjul Charter), 1981, Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa, 2003, African Charter on the Rights and Welfare of the Child, 1990 and the AU agenda 2063, particularly Goal 17 which envisions full gender equality across all spheres of life in Africa.

At the national level, the Government of the United Republic of Tanzania has demonstrated commitment to gender equality through various constitutional, legal, and policy frameworks. The Constitution of the United Republic of Tanzania [CAP. 2 R.E 2023], particularly Articles 12 and 13, guarantees equality before the law and prohibits discrimination on the basis of sex or gender. It affirms that both men and women are entitled to equal protection and equal opportunities in education, employment, leadership,

and public participation. The Constitution also obliges the State to protect and promote fundamental rights, including protection against gender-based discrimination and harmful practices.

In furtherance of gender development, Tanzania adopted the National Gender and Women Development Policy (2023), which emphasizes gender mainstreaming, women's property rights, participation in decision making processes, and improved access to economic opportunities, credit facilities, and technology. These efforts are complemented by the Tanzania Development Vision 2050, which promotes people-centred development and rejects inequality as well as all forms of social and political exclusion.

In the employment sector, the Employment and Labour Relations Act [CAP. 366 R.E 2023] requires employers to promote equal opportunities in employment, eliminate discriminatory workplace practices, and register with the Labour Commissioner plans aimed at advancing equality. The Act further prohibits both direct and indirect discrimination on grounds such as sex, gender, pregnancy, marital status, or family responsibility, thereby ensuring a fair and inclusive working environment.

Similarly, within the higher education sector, the Universities Act [CAP. 346 R.E 2023] requires that any application for the establishment of a university be accompanied by a draft charter outlining the institution's aims and objectives, including provisions on gender considerations and opportunities for persons from disadvantaged groups.

At the institutional level, Archbishop Mihayo University College of Tabora (AMUCTA), as a higher learning institution inspired by the intellectual tradition and moral teachings of the Roman Catholic Church, upholds the principles of human dignity, justice, solidarity, and the common good. Guided by these values, the University seeks to cultivate an academic environment that respects the dignity of every individual while promoting fairness, inclusiveness, and mutual respect.

In pursuit of these ideals, the University College operates under several institutional frameworks that promote gender equity and equality. These include the St. Augustine University of Tanzania Charter (2010), under which AMUCTA functions as a constituent college, the Charter of Incorporation (Archbishop Mihayo

University College of Tabora) Rules (2010), the Students' By-Laws, the Child Protection Policy, the Consultancy Policy, and the Staff Regulations. Collectively, these instruments promote non-discrimination, gender balance, equality, equity, and gender mainstreaming within the University community.

Despite these frameworks, the University recognizes that the absence of a comprehensive and coordinated policy specifically addressing gender concerns may limit the effective implementation of gender mainstreaming. Consequently, in 2025 the University adopted the Gender Policy to provide a clear institutional framework for promoting gender equity and equality in line with national legal commitments and the moral values underpinning Catholic education.

The University College has also implemented several strategies aimed at strengthening gender inclusion. These include promoting the participation of both men and women in decision-making processes, advancing equal opportunities, and discouraging all forms of gender-based discrimination and gender-based violence (GBV). The Policy emphasizes gender mainstreaming to ensure that opportunities and benefits are equitably accessible to all members of the University community.

In addition, the University College has incorporated gender-related courses into its academic programmes, organized seminars and workshops to raise gender awareness, and implemented initiatives that promote affirmative action and gender balance. As part of its outreach programmes, the University has visited girls' secondary schools to encourage young women to pursue higher education.

The University College has also taken deliberate steps to prevent and address Gender-Based Violence. In June 2025, a Gender Desk was established and became operational in October 2025 to handle GBV-related matters within the institution. The Gender Desk works in collaboration with the Principal, Deputy Principals, the Dean of Students, the Prevention and Combating of Corruption Bureau (PCCB), and the Tanzania Police Force through its Police Gender Desk. The University also organizes awareness seminars for students, involving facilitators from both within and outside the institution, including officers from the Police Force and PCCB. Additionally, staff from the Dean of Students' Office, the Counselling unit and the University Health Centre provide guidance and counselling to students on GBV prevention and response.

Notwithstanding these initiatives, gender equity and equality have not yet been fully realized within the University. Several challenges persist, including gender-related concerns within the teaching, learning, and working environment; limited integration of gender perspectives across academic programmes; low participation of female staff in research and consultancy activities; and a relatively small number of female staff progressing to higher academic ranks and leadership positions. Furthermore, continued efforts are required to strengthen mechanisms for preventing and effectively addressing all forms of gender-based violence within the University community.

1. 2 Rationale of the policy

Furthermore, the Policy aims to create an enabling environment in which adequate institutional support, resources, and programmes are available to promote gender sensitivity and inclusiveness. It also strengthens collaboration with partner institutions and relevant stakeholders in order to harmonize efforts toward the effective implementation of gender mainstreaming. In addition, the Policy clarifies the rights, roles, and responsibilities of all members of the University College community in addressing gender-related matters.

The review of this Policy was undertaken to strengthen its effectiveness and ensure alignment with evolving global, regional, and national developments on gender equality. The revision also responds to emerging challenges, particularly gender-based violence, while ensuring compliance with government directives and improving policy implementation through clearer guidelines.

The Policy therefore focuses on key institutional areas including the *teaching and learning environment, gender-responsive curricula, research and consultancy, staff recruitment and development, student enrolment and performance, prevention of gender-based violence, leadership and governance, the overall working environment, awareness and training, monitoring and accountability; and support services*. Through these areas, the Policy seeks to foster an inclusive academic community that upholds human dignity, equal opportunity, and meaningful participation of both women and men in all aspects of University College life.

1.3 Policy Objectives

The general objective of the policy is to promote and enhance gender equity, equality and empowerment in areas of enrolment, employment, appointment and promotion, health, education, training, research and consultancy at all levels of the university operations. This is in accordance with global and national legal frameworks and the moral teachings of the Roman Catholic Church, by ensuring equal opportunities and fair participation for both women and men in all levels of the University College's operations while upholding the dignity and worth of every human person.

The specific objectives of the policy are to:

- i. Provide guidelines that promote equality and equity of opportunities for women and men at AMUCTA;
- ii. Mainstream gender considerations across all University College operations while respecting the dignity and integrity of both women and men;
- iii. Encourage participation of both men and women in the management of the university;
- iv. Promote and deploy awareness and sensitization programs geared towards changing cultural attitudes that undermine participation of women in development;
- v. Support and promote gender- responsive research and dissemination of research findings;
- vi. Integrate gender equity into institutional strategic planning, policies, and operational practices;
- vii. Promote gender fairness in staff recruitment, rewarding and development without compromising competence and qualifications; and
- viii. Establish linkages, partnerships and collaborations in gender and education.

1.4 Application of the Policy

This Policy applies to all activities and programmes of the University College, including education, training, research, consultancy, governance, and administration. It shall be binding on all members of the University College community, including staff, students, service providers, visitors, and any other persons within the University College premises. The Policy also guides the development and review of curricula, institutional policies, and the improvement of the teaching and learning environment while addressing issues of access, equity, retention, progression, participation, and quality.

1.4 Guiding Principles

- i. The implementation of this policy shall be guided by the following principles:
- ii. Equal opportunity for both women and men in all aspects of University life;
- iii. Zero tolerance for gender discrimination, inequality, and gender-based violence; and;
- iv. Promotion of an inclusive learning and working environment that encourages the participation of all.

PART II: POLICY ISSUES, STATEMENTS AND STRATEGIES

2.1 Teaching and Learning Environment

2.1.1 Issue

Teaching is expected to be gender sensitive in all education institutions. The expectations are even higher when it comes to higher learning institutions. The university has been taking several measures to ensure that the learning environment is gender sensitive and it facilitates gender balance. Moreover, it ensures gender equity and equality are promoted and realized. The measures include strategic planning and budgeting for gender related issues, developing and improving teaching and learning facilities, facilitating the availability of advisory services and ensuring students progression. However, the measures are yet to address all gender concerns embedded in teaching and learning.

2.1.2 Statement

The university shall take all measures to ensure that teaching and learning environment are gender sensitive.

2.1.3 Strategies

The university will:

- i. Develop and maintain gender-responsive physical infrastructures to address specific gender needs;
- ii. Strengthen guidance and counselling services by excepting the university counsellor from other responsibilities so that she/he will have enough time for clients and attend to gender issues;
- iii. Allocate adequate financial resources to support gender-related initiatives and programmes; and
- iv. Maintaining sensitization on gender issues to sustain students' progression.

2.2 Gender responsive Curricula

2.2.1 Issue

Curriculum development is a crucial vehicle to facilitate teaching, which is one of the core activities of the university. Curricula are vital instruments to institutions' visibility and quality. They define competence and the output. Curricula are supposed to be gender responsive in their design, content, and implementation. The university has made efforts to integrate gender perspectives into its academic programmes, including incorporating gender-related courses and ensuring gender-sensitive participation in curriculum development and review. However, further efforts are required to fully mainstream gender considerations across all programmes and delivery approaches.

2.2.2 Statement

The university shall progressively mainstream gender in its programmes, development processes and curricula delivery.

2.2.3 Strategies

The university will:

- i. Ensure that all curricula developed and revised encompass gender issues;
- ii. Create a framework for engendering curricula delivery approaches to all staff;
- iii. Build capacity to its staff on gender sensitive curricula; and
- iv. Put in place mechanism to monitor curricula design, content, and delivery;

2.3 Research and Consultancy

2.3.1 Issue

Consultancy and research are amongst the university core activities. The activities are undertaken by both men and women. Participation of women and men in consultancy and research is central to maximizing gender equity and critically important in achieving university objectives. The university has, over time, initiated and implemented various measures to ensure equal participation of its male and female staff in research and consultancy undertakings. The measures are evident in its internal instruments and practices including teams' composition. Despite the efforts, there are still issues requiring the university attention including low participation of female staff and absence of express provisions on gender equality in some of its instruments.

2.3.2 Statement

The university shall promote gender equity and equality on all its research and consultancy undertakings.

2.3.3 Strategies

The university will:

- i. Incorporate explicit gender equality provisions in research and consultancy policies and instruments;
- ii. Encourage both female and male staff to actively participate in research and consultancy activities;
- iii. Ensure equitable access to research resources and consultancy opportunities;
- iv. Build institutional capacity in gender-responsive research methodologies and practices; and
- v. Establish mechanisms to promote balanced participation of staff in research and consultancy undertakings.

2.4 Staff Recruitment and Development

2.4.1 Issue

Staff recruitment and professional development are essential for institutional growth and effectiveness. Consistent with legal frameworks on equal opportunity, recruitment and development processes should ensure fairness and gender equity. The University College has established procedures that promote equal opportunity in recruitment and staff development. However, the proportion of female staff recruited and progressing to higher academic ranks remains relatively low, and participation of female staff in advanced training opportunities, particularly international programmes, is limited. This has also affected women's representation in decision-making bodies²⁰

2.4.2 Statement

The university shall promote equal opportunities in staff recruitment, development, and career advancement while maintaining the principles of merit, competence, and academic excellence.

2.4.3 Strategies

The university will:

- i. Ensure gender-responsive staff recruitment, training, scholarship and promotion;
- ii. Ensure fairness and gender balance in appointments to leadership and management positions without compromising merit;
- iii. Strengthen mechanisms for ensuring women's participation in recruitment, staff development and promotion; and
- iv. Create mechanisms for tracking staff performance and retention by gender in their duties.

2.5 Student Enrolment, Retention and Performance

2.5.1 Issue

Over the years, higher education institutions in developing countries, including Tanzania, have experienced improvements in the enrolment of female students. The University College has recorded a relatively balanced sex ratio in student enrolment, retention, and performance in recent years. However, gender disparities remain in certain areas, particularly in postgraduate enrolment, and some cultural beliefs and practices continue to influence the participation and academic performance of female students.

2.5.2 Statement

The university shall mainstream gender concerns at every stage of learning process for the realization of equality in enrolment, retention and performance.

2.5.3 Strategies

The university will:

- i. Put mechanisms to ensure students' sex ratio in enrolment, retention and performance is maintained;
- ii. Support affirmative measures that address gender disparities in access to academic programmes;
- iii. Enhance initiatives that promote students' self-esteem, academic success and confidence; and
- iv. Create mechanisms for tracking students' performance and retention by gender in their studies.

2.6 Gender Based Violence

2.6.1 Issue

The university has put in place GBV specific preventive and curative mechanisms including adoption of gender policy, legal instruments, disciplinary and integrity handling bodies. Even with the policy, instruments and bodies in place, there are still occurrences signaling the persistence of GBV at the university.

2.6.2 Statement

The university shall strengthen measures to prevent and remedy all forms of GBV.

2.6.3 Strategies

The university will:

- i. Strengthen awareness and capacity-building programmes for staff and students to recognize and respond to GBV;
- ii. Improve procedures for the detection, reporting, and management of GBV cases; and
- iii. Enhance institutional mechanisms for the prevention, investigation, and resolution of GBV incidents.

2.7 Leadership and Governance

2.7.1 Issue

Participation of women and men in formal decision-making structures varies at international, national and institutional levels. Equal opportunities in leadership and governance are vital to achieve gender equality. The university has taken and continues to take deliberate measures to ensure equality in leadership and governance. Students and staff policies and instruments encompass provisions promoting proportional opportunities for men and women in leadership. Challenging, however, are the longstanding cultural, economic and societal factors which limits women's opportunities and abilities to participate in leadership.

2.7.2 Statement

The university shall strengthen its measures to achieve gender equality in leadership and governance.

2.7.3 Strategies

The university will:

- i. Promote initiatives that build confidence and leadership capacity among staff and students;
- ii. Provide training and capacity-building opportunities in leadership and governance;
- iii. Establish mentoring programmes that support leadership development;
- iv. Conduct awareness programmes aimed at addressing stereotypes associated with leadership roles; and
- v. Take affirmative action to ensure participation of female staff in management and leadership.

2.8 Working Environment

2.8.1 Issue

Conducive working environment has significant impacts on work performance and ultimately outcome. Conducive working environment entails, among others, gender sensitive facilities and surrounding environment. Men and women approach their work in different ways and encounter different hurdles in different ways. Likely, they are impacted by institutional work environments differently. The university efforts have always been towards improving work environment so that male and female staff are well accommodated. Notwithstanding the efforts, the university's working environment is yet to address all gender specific concerns.

2.8.2 Statement

The university shall promote a safe, inclusive, and gender-responsive working environment that respects the dignity and well-being of all staff members.

20

2.8.3 Strategies

The university will:

- i. Ensure conducive gender responsive working environment by involving both male and female staff and students in its operations;
- ii. Strengthen working environment and complaints reporting mechanism; and
- iii. Put in place complaints tracking and handling mechanism.
- iv. Ensure that the environment is conducive for its staff to participate in sports activities.

PART III: POLICY IMPLEMENTATION AND COMPLIANCE

3.1 Implementation

This policy shall be implemented and complied with by all university organs, staff, students' service providers, visitors, and any other person in the university premises including but not limited to children and other dependents of staff and students.

3.2 Overall Responsibility on Implementation

The office responsible for gender matters shall have the overall responsibility for overseeing the implementation of this Policy within the University College. The office shall serve as the custodian of the Policy and shall operate under the Office of the Deputy Principal responsible for Academic Affairs. In fulfilling its mandate, and in accordance with Catholic principles of human dignity, justice, and the common good, as well as relevant global, regional, and national frameworks, the office shall:

- i. Translate policy goals, objectives and strategies into actual programmes;
- ii. Develop gender - responsive strategic action plans;
- iii. Coordinate, monitor and evaluate the implementation of the policy;
- iv. Coordinate capacity building and gender awareness Programmes;
- v. Liaise with the University Gender Desk in addressing gender issues;
- vi. Collaborate with other university organs to realize gendered budget; and
- vii. Engage and coordinate with relevant stakeholders in the effective implementation of the Policy.

3.3 Role of Faculties/Departments

Faculties/Departments will ensure that the policy is implemented and complied with in all core functions of the university. In particular, they shall ensure that teaching, research and consultancy services are gender responsive. They shall put in place mechanisms of detecting, reporting and handling gender concerns at their levels while working closely with the gender committee and gender officer.

3.4 University Staff

Administrative and Academic Departments shall ensure effective implementation and ensure compliance with the policy when discharging their teaching, research, advisory, and consultancy roles. Specifically, they shall be:

- i. Gender sensitive in contents preparation, delivery and assessment;
- ii. Encouraging students to build self-esteem and confidence;
- iii. Guidance providers to gender issues identification and handling procedures;
- iv. Advisors on gender sensitivity; and
- v. Accountable for Policy non-observance.

3.5 Students and other Stakeholders

Students and all other stakeholders associated with the University College shall observe and comply with this Policy. Guided by Catholic values and relevant frameworks on gender equality, they shall contribute to maintaining a safe, respectful, and inclusive learning environment. They shall report gender-based concerns to the relevant authorities and uphold the principles guiding the implementation of this Policy.

PART IV: MISCELLANEOUS PROVISIONS

4.1 Monitoring and Evaluation

The monitoring and evaluation of this Policy's implementation shall be a continuous responsibility under the mandate of the Deputy Principal for Finance and Administration and the Deputy Principal for Academic Affairs, in collaboration with the office responsible for gender matters. The University College Management shall ensure compliance at all levels, assess progress, measure effectiveness, and take timely corrective actions in cases of non-compliance, promoting transparency, accountability, and justice in line with Catholic values.

4.2 Conflict of Interest

Members of investigative and decision-making bodies handling gender-related matters shall at all times avoid any conflict of interest. Any member who identifies a potential conflict shall declare it to the relevant body and shall be excluded from participation in investigations or decision-making processes involving the person or matter with which the conflict exists.

4.3 Confidentiality

All information, reports, and records related to gender concerns, investigations, and interventions shall be treated with strict confidentiality. Disclosure of sensitive information shall only occur on a need-to-know basis and in accordance with ethical, legal, and institutional requirements, ensuring respect for the dignity of all persons involved.

4.4 Reporting Mechanisms

The University College shall establish clear, accessible, and safe reporting channels for gender-related concerns. All members of the University College community are encouraged to report issues promptly, and mechanisms shall protect whistle blowers from retaliation.

4.5 Review of the Policy

This Policy shall be reviewed every three (3) years to ensure its continued relevance, effectiveness, and alignment with emerging best practices, Catholic values, and applicable global, regional, and national frameworks.

4.6 Accountability

All University organs, staff, students, and stakeholders are accountable for compliance with this Policy. Non-compliance shall be addressed promptly and fairly, in accordance with University regulations and principles of justice, integrity, and equity.

These Guidelines are meant to provide for specific procedures for implementing the Gender Policy and shall be read together with the policy.

5.2 Implementation Principles

The implementation of this policy shall be based on the following principles:

- i. Diligence, confidentiality, fairness, justice and due process in handling complaints;
- ii. Access to information by all individuals involved in the investigation and decision-making processes on gender issue;
- iii. Presumption of innocence to the accused person;
- iv. Protection of the victim, whistle blowers and accused person;
- v. Prompt and thorough investigations;
- vi. Timely notification of investigations outcome; and
- vii. Prevention of retaliation or victimization of complainants, whistleblowers, and witnesses.

5.3 Reporting of Incidences

Gender-based issues can be reported by any of the following:

- i. Members of the policy implementing organs/gender committee who receives information about any act of gender issue has an obligation to report it through the established channels as prescribed in this policy.
- ii. Victims of gender discrimination or gender-based violence.
- iii. Witness of gender-based discrimination or gender-based violence, provided that person is able to provide evidence.

5.3.1 A gender-based complaint may be made through:

- i. Complaint box installed at the university Gender Desk Office;
- ii. Physical reporting
- iii. Gender Desk telephone;
- iv. Electronic means including e-mail or special application; and
- v. Formal written letters.

5.4 Protection of Victims and Whistle blowers

- i. When a complaint has been lodged, it shall be treated with utmost confidentiality;
- ii. All complaints shall be treated with utmost confidentiality;
- iii. Investigating committees shall maintain strict confidentiality when interviewing witnesses;
- iv. Parties handling complaints or involved in a complaint shall maintain confidentiality, except where disclosure is necessary to prevent imminent harm.

5.5 Complaints Handling Procedures

A gender related complaint may be formal, informal or anonymous.

5.5.1 Formal complaints

- i. Formal complaints shall be lodged using the prescribed form; (See section 3 of “Daftari la Kusajili Taarifa za Ukatili wa Kijinsia katika Taasisi za Elimu ya Juu na ya Kati, 2022”).
- ii. Any member of the University who believes they have experienced gender-based violence may submit a complaint to the Gender Desk;
- iii. Non-violence-related gender complaints may also be submitted to the office responsible for gender issues;
- iv. The Gender Desk or office responsible may initiate investigations if there is reason to believe

- gender discrimination or violence has occurred;
- v. Upon conclusion, the office shall refer the matter to the relevant authority or take appropriate action; and
- vi. Parties to the complaint shall be notified of the outcome.

5.5.2 Informal complaints

- i. Informal complaints may be lodged with staff, the Gender Desk, guidance and counselling units, student organizations, or other trusted authorities;
- ii. Such complaints are intended for immediate redress or resolution without pursuing disciplinary action, though the respondent must be informed;
- iii. Informal procedures may involve the respondent offering an apology or remedy voluntarily;
- iv. Complaints requiring disciplinary action shall be forwarded to the relevant authority;
- v. Informal complaints may also involve direct dialogue between complainant and respondent;
- vi. All informal complaints shall be documented and may serve as evidence of repeated misconduct.

5.5.3 Anonymous complaints

Anonymous complaints shall first be assessed for authenticity before action is taken. Complainants or witnesses seeking remedy must be prepared to identify themselves to the respondent if necessary.

5.6 Offenses and Penalties

- i. Making frivolous, malicious, or false accusations constitutes a disciplinary offence;
- ii. Failure by authorities to act on complaints in a timely and appropriate manner is a disciplinary offence;
- iii. Non-compliance with Policy provisions constitutes a disciplinary offence.

Depending on the severity of the violation, penalties for gender discrimination or gender-based violence may include:

- i. Written warning;
- ii. Counselling;
- iii. Apology to the aggrieved party;
- iv. Compensation;
- v. Suspension;
- vi. Dismissal;
- vii. Criminal investigation and prosecution; and

Any other penalty as prescribed by applicable rules or regulations.

5.7 Recommendations

To enhance the effectiveness of the implementation of the policy; the following are recommended:

i. Continuous education

There will be ongoing training and workshops for staff and students to ensure understanding of the policy and adherence to its principles, fostering a culture of respect and equality.

ii. Gender sensitivity programs

The university will develop initiatives aimed at challenging and changing cultural attitudes that may undermine the policy's goals, thereby promoting a more inclusive environment

iii. Feedback Mechanism

A mechanism for continuous feedback from students and staff will be established in order to monitor the implementation of the policy and make necessary adjustments.