



GENDER POLICY AND GUIDELINES

TABORA - TANZANIA

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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

For purposes of this AMUCTA Gender Policy and Guidelines:

“**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 (GBV)**” refers to all physical violence, sexual harassment, psychological or economic harms directed at a person on the basis of sex.

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

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

“**Gender equity**” means fairness and justice in treatment according to respective needs of men and women in the same working and learning environment.

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

“**Gender**” means socially and/or culturally determined/constructed roles, responsibilities, and opportunities associated with being male or female, consistent with Christian anthropology.

“**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.

“**Sexual Harassment**” means all unwelcome sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature.

“**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 College” means AMUCTA.

FOREWORD

As a Catholic institution of higher learning established in 2010 under the laws of the United Republic of Tanzania and accredited by the Tanzania Commission for Universities (TCU), the Archbishop Mihayo University College of Tabora (AMUCTA) is a community of scholars inspired by the rich Catholic intellectual tradition and Catholic social teaching. It is devoted to Seeking Wisdom in Truth in light of the Gospel values of love, justice, solidarity, dignity of the human person and the common good of all. Rooted in the Catholic vision of the inherent and inviolable dignity of every human being, the University College is committed to create a favorable environment that ensures inclusivity, equity, equality, safety and security of all stakeholders. In accordance with Catholic social teaching that gender is a divine gift based on binary biological sex (male and female) rooted in creation, AMUCTA recognizes that men and women are equally created in the image and likeness of God (Gen 1:27). Similarly, guided by Sacred Scripture, Catholic social teaching, the laws of the United Republic of Tanzania and the protocol of the International Labour Organization, the University commits itself to promoting justice, equity, and respect between women and men within its academic and administrative community. Therefore, all employees of AMUCTA deserve equal opportunities to develop their talents and contribute meaningfully to the life of the institution and society.

Furthermore, guided by the Church's social teaching moral principles on the dignity of the human person, the common good, solidarity, and subsidiarity, and seeking to foster a University College culture free from discrimination, harassment, and exclusion, this Policy establishes a framework through which the University College addresses gender imbalances while acknowledging the complementary roles and unique contributions of both men and women. Moreover, 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 College 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 College premises. The University College 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 College'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 College. 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

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 social moral teachings of the Roman Catholic Church, which uphold the inherent and inviolable dignity of every human person created in the image and likeness of God. Catholic social moral theological teaching recognizes gender as a divine gift expressed through the biological reality of male and female, while affirming the equal and inviolable 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 College. 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 College community.

1.2. Rationale of the Policy

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 social moral theological teaching 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 common good of all and dignity and worth of every human person.

The specific objectives of the Policy are to:

- i. Promote equal opportunities for admission, employment, promotion, leadership, and professional development 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. Encourage the active participation of women in academic governance and decision-making bodies.
- v. Promote and deploy awareness and sensitization programs geared towards changing cultural attitudes that undermine participation of women in development;
- vi. Support and promote gender- responsive research and dissemination of research findings;
- vii. Integrate gender equity into institutional strategic planning, policies, and operational practices;
- viii. Promote gender fairness in staff recruitment, rewarding and development without compromising competence and qualifications;
- ix. Establish linkages and integrate gender awareness and ethical reflection into academic programs, consistent with Catholic social teaching.
- x. Ensure a learning and working environment free from gender-based discrimination, harassment, exploitation, and violence.
- xi. Support policies that balance family life and professional responsibilities in accordance with Christian values.

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.

1.5. Guiding Catholic Moral Principles

The implementation of this Policy shall be guided by the following Catholic moral principles:

- i. Respect for inherent and inviolable human dignity. Every person possesses inherent and inviolable dignity.
- ii. Equality and non-discrimination. Women and men are equal in dignity and rights, while recognizing their natural complementary gifts and vocation. Thus, there shall be zero tolerance for gender discrimination, inequality, and gender-based violence.
- iii. Accountability and transparency in promoting an inclusive learning and working environment that encourages the participation of all.
- iv. Justice and natural fairness. AMUCTA's institutional structures shall enable all members to flourish and special attention shall be given to those disadvantaged due to gender-related inequalities.
- v. Promotion of the common good.

- vi. Confidentiality and protection of complainants.
- vii. Protection of the vulnerable in light of the Catholic social moral principle of the preferential option for the poor.
- viii. Christian moral integrity and responsible freedom.

1.6. Legal and Regulatory Frameworks

This Policy is guided by:

- i. The Constitution of the United Republic of Tanzania (as amended).
- ii. The Universities Act, Cap 346.
- iii. TCU Quality Assurance and Accreditation Regulations.
- iv. Employment and Labour Relations Act, 2004.
- v. Sexual Offences Special Provisions Act (SOSPA).
- vi. National Gender Policy of Tanzania.
- vii. AMUCTA Charter, Statutes, and Human Resource Manual.
- viii. Catholic Social Teaching as found in the Vatican Council II's *Gaudium et Spes* (7 December 1965); Pope John Paul II's Apostolic Letters *Mulieris Dignitatem*, On the Dignity and Vocation of Women (15 August 1988); *Compendium of the Social Doctrine of the Church* (2004)

1.7. Vision of the Policy

The vision of this Policy is to cultivate a Christ-centered academic community where women and men regardless of their religious faith, sex, gender, and political affiliation participate fully and equitably in the intellectual, spiritual, social, and leadership life of the University College.

PART II: POLICY ISSUES, STATEMENTS AND STRATEGIES

2.1. Teaching and Learning Environment

2.1.1. Issue

As one of the key traditional functions of the University College, teaching is expected to be gender sensitive in all education institutions. The expectations are even higher when it comes to higher learning institutions. AMUCTA 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 College shall take all measures to ensure that teaching and learning environment are gender sensitive.

2.1.3. Strategies

The University College shall:

- i. Develop and maintain gender-responsive physical infrastructures to address specific gender needs;
- ii. Promote academic programs that respect inherent and inviolable human dignity and ethical gender relations.
- iii. 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;
- iv. Allocate adequate financial resources to support gender-related initiatives and programmes; and
- v. 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 College. 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. As a Catholic University College, AMUCTA 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 College shall progressively mainstream gender in its programmes, development processes and curricula delivery.

2.2.3. Strategies

The University College shall:

- 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;
- v. Encourage curriculum and research that promote respect for the inherent and inviolable dignity of women and men.
- vi. Examine critically stereotypes and harmful cultural practices inconsistent with Christian anthropology.

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

2.3.3. Strategies

The University College shall:

- i. Encourage research that addresses gender equity and social justice.
- ii. Incorporate explicit gender equality provisions in research and consultancy policies and instruments;
- iii. Encourage both female and male staff to actively participate in research and consultancy activities;
- iv. Ensure equitable access to research resources and consultancy opportunities;
- v. Build institutional capacity in gender-responsive research methodologies and practices; and
- vi. 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 bodies.

2.4.2. Statement

The University College 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 College shall:

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

- vi. Provide equal remuneration for equal work and responsibility; and
- vii. Encourage balanced representation in committees and leadership positions, consistent with ecclesial norms where applicable.

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 College 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 College shall:

- i. Ensure that admissions shall be merit-based and non-discriminatory.
- ii. Put mechanisms to ensure students' sex ratio in enrolment, retention and performance is maintained;
- iii. Support affirmative measures that address gender disparities in access to academic programmes;
- iv. Enhance initiatives that promote students' self-esteem, academic success and confidence; and
- v. Create mechanisms for tracking students' performance and retention by gender in their studies.
- vi. AMUCTA shall encourage female participation in programmes where they are underrepresented.
- vii. Student leadership structures shall promote inclusive participation of both women and men.
- viii. Awareness programs on gender ethics and respectful relationships shall be integrated into orientation and pastoral formation.

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

2.6.3. Strategies

The University College shall:

- i. Adopt zero tolerance for sexual harassment and gender-based violence.
- ii. Strengthen awareness and capacity-building programmes for staff and students to recognize and respond to GBV;
- iii. Improve procedures for the detection, reporting, and management of GBV cases;
- iv. Enhance institutional mechanisms for the prevention, investigation, and resolution of GBV incidents.
- v. Clear and confidential reporting mechanisms shall be established through: the Gender Desk/Committee, Human Resource Office, and Dean of Students.
- vi. All complaints shall be investigated promptly and fairly by the Office of the Deputy Principal for Administration and Finance.
- vii. Disciplinary measures shall follow AMUCTA Statutes, Staff Regulations, and Student By-Laws.

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 college 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 limit women's opportunities and abilities to participate in leadership.

2.7.2. Statement

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

2.7.3. Strategies

The University College shall:

- i. Encourage equitable representation of women and men in committees, academic leadership, and administrative positions, while respecting canonical and ecclesial norms where applicable;

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

2.8. Work-Life 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.

2.8.3. Strategies

The university college shall:

- 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.
- v. Comply with national labour laws regarding maternity and paternity leave.
- vi. Consider flexible arrangements where feasible and appropriate.

PART III: POLICY IMPLEMENTATION MECHANISM AND COMPLIANCE

3.1. Implementation Mechanism

As its scope, this policy shall apply to all academic staff, administrative staff, support staff, all students (undergraduate and postgraduate), Governing Board members, service providers, consultants, and visitors while on University College premises or engaged in University College activities. The PRINCIPAL of the University College shall oversee implementation mechanism of this policy.

3.2. Overall Responsibility on Implementation Mechanism

As per the AMUCTA organogram, the Gender Office/Desk shall be established under the Office of the Deputy Principal for Administration and Finance. The overall responsibility of this Gender Office is to oversee the implementation of this Policy within the University College. In fulfilling its mandate, and in accordance with Catholic social moral principles of human dignity, solidarity, preferential option for the vulnerable/poor, and the common good as well as relevant global, regional, and national legal frameworks, the office shall:

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

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 College 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 Administration and Finance 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 five (5) years or earlier if required by changes in Tanzania Commission for Universities regulations, national and regional law, or institutional needs, relevance, effectiveness and alignment with emerging best practices, Catholic values.

4.6. Accountability

All University College's 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.

PART V: POLICY GUIDELINES

5.1. Purpose

These Policy Guidelines are meant to provide for specific procedures for implementing the Gender Policy at AMUCTA and shall be read together with the policy. Complaints may be submitted in writing to the Gender Desk, Human Resource Office, Dean of Students, or other designated authority.

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.
- iv. Investigations shall observe principles of natural justice and confidentiality.
- v. Appeals shall follow procedures outlined in University College's Statutes and Academic and Administrative Staff Regulations of 2015.

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 Whistleblowers

- 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
- viii. Any other penalty as prescribed by applicable rules or regulations.

5.7. Monitoring and Quality Assurance

- i. Annual gender compliance reports shall be submitted to Academic Committee and Governing Board of the University College.
- ii. Gender-disaggregated statistics on admissions, staffing, promotions, and leadership shall be maintained.
- iii. Internal audits shall assess compliance with TCU standards.

5.8. 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.

5.9. Effective Date

This Policy and Guidelines shall become effective upon approval by the Governing Board of the University College.

Approved by:

+ Joseph R. Mlola, ALCP/OSS

Chairperson, Governing Board and Bishop of the Kigoma Catholic Diocese

Signature: _____

Date: _____

Rev. Prof. Juvenalis Asantemungu

Principal – AMUCTA

Signature: _____

Date: _____