SOKOINE UNIVERSITY OF AGRICULTURE

OFFICE OF THE DEPUTY VICE CHANCELLOR
(*PLANNING, FINANCE & ADMINISTRATION*)

GENDER EQUALITY, EQUITY AND MAINSTREAMING POLICY

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TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS v

DEFINITIONS OF KEY TERMS AND CONCEPTS vi

FOREWORD viii

CHAPTER ONE: CONTEXT, RATIONALE, AUTHORITY AND SCOPE 1

1.1 Institutional Context and Policy History 1

1.2 Rationale for Revision 1

1.3 Legal, Policy and Institutional Hierarchy 2

1.4 Scope and Persons Covered 3

1.5 Situational Analysis and Evidence Limitations 3

CHAPTER TWO: VISION, MISSION, GOAL AND PRINCIPLES 5

2.1 Policy vision 5

2.2 Policy mission 5

2.3 Overall goal 5

2.4 Specific objectives 5

2.5 Guiding Principles 5

CHAPTER THREE: POLICY FOCUS AREAS, STATEMENTS AND STRATEGIES 7

3.1 Gender Equitable Governance Leadership and Employment 7

3.2 Equitable Student Access, Participation and Completion 7

3.3 Gender Responsive Teaching, Learning, Assessment and Supervision 8

3.4 Gender Responsive Research, Innovation, Consultancy and Outreach 8

3.5 Prevention of Discrimination, Gender Based Violence and Sexual Misconduct 9

3.6 Inclusive Welfare, Health and Care Support 10

3.7 Safe, Accessible, Physical and Digital Environments 11

3.8 Gender Responsive Planning, Resources and Accountability 11

CHAPTER FOUR: INSTITUTIONAL IMPLEMENTATION, RESPONSIBILITIES AND REPORTING 13

4.1 Institutional Gender Architecture/Coordination and Functional Responsibilities 13

4.2 Responsibilities of Institutional Actors 14

4.3 Reporting and Escalation Arrangements 15

4.4 Coordination with Specialist Instruments 15

4.5 Engagement beyond SUA 16

4.6 Two-Track Complaints and Escalation Architecture 16

4.7 Institutional Gender Accountability Cascade 16

4.8 Learning Partnerships and Independent Expertise 17

CHAPTER FIVE: MONITORING, EVALUATION AND RESULTS FRAMEWORK 18

5.1 Purpose and Approach 18

5.2 Sixth CSP Anchor Targets 18

5.3 Additional Proposed Policy Indicators (For Validation) 18

5.4 Baseline, Data Quality and Confidentiality 20

5.5 Performance Review and Learning 21

5.6 Annual Gender Equality Audit and Corrective-Action Cycle 21

5.7 Public accountability, confidentiality and quality controls 21

5.8 Extended Performance Indicators and Service Standards 21

5.9 Evaluation Methodology and Policy Effectiveness 22

CHAPTER SIX: RESOURCES, COMPLIANCE, REVIEW AND TRANSITION 23

6.1 Financial, Human and Technical Resources 23

6.2 Compliance, Remedial Action and Accountability 23

6.3 Policy Review and Amendment 23

6.4 Transition and Effective Operation 23

6.5 Institutional Performance Assurance and Remedial Action 24

6.6 Mandatory First-Year Operational Instruments (Subject to Approval) 24

6.7 Legal Adaptation of External Benchmark Practices 24

LEGAL AND BENCHMARK REFERENCES 25

APPENDICES AND ANNEXES 26

Annex A: Policy Alignment and Integration Matrix 26

Annex B: Indicative Implementation Action Plan (2026/27–2030/31) 28

Annex C: Gender-Impact Screening Checklist 30

Annex D: Validation Issues and Required Institutional Decisions 31

Annex E: Minimum Annual Gender Audit Protocol 33

Annex F: Illustrative Two-Track Complaint Routing Standard 34

Appendix 1: Approved SUA Organization Structure 35

ABBREVIATIONS AND ACRONYMS

CSP	Corporate Strategic Plan
DVC (ARC)	Deputy Vice-Chancellor responsible for Academic, Research and Consultancy
DVC (PFA)	Deputy Vice-Chancellor responsible for Planning, Finance and Administration
GBV	Gender-Based Violence
GD	Gender Desk
GFP	Gender Focal Person
GPC	Gender Programme Committee
GPIC	Gender Policy Implementation Committee (2012 arrangement)
ICT	Information and Communication Technology
M&E	Monitoring and Evaluation
NPA-VAWC II	National Plan of Action to End Violence Against Women and Children II
QA	Quality Assurance
SEA	Sexual Exploitation and Abuse
SH	Sexual Harassment
SNIEC	Special Needs and Inclusive Education Centre
STEM	Science, Technology, Engineering and Mathematics
SUA	Sokoine University of Agriculture
SUASO	SUA Students' Organisation
TCU	Tanzania Commission for Universities
GIA	Gender impact assessment

DEFINITIONS OF KEY TERMS AND CONCEPTS

Gender	Socially constructed roles, expectations, relationships, power and opportunities associated with women and men; analysed alongside biological sex and other dimensions of disadvantage.
Gender equality	Equal rights, opportunities, responsibilities, access and ability to benefit from SUA's decisions and services without gender-based discrimination.
Gender equity	Fair, context-sensitive measures that address unequal starting conditions and structural barriers to realise substantive equality.
Gender mainstreaming	Systematic assessment and integration of gender concerns into the design, budgeting, implementation, monitoring and evaluation of all institutional actions.
Gender-responsive budgeting	Budget analysis and allocation that identifies differentiated needs, barriers, anticipated beneficiaries and outcomes for women and men.
Affirmative action	Lawful, evidence-based, proportionate measures to remedy historical under-representation or disadvantage without compromising essential academic or professional standards.
Intersectionality	The interaction of gender with disability, age, economic circumstances, location and other characteristics that shapes patterns of exclusion or advantage.
Sex-disaggregated data	Data recorded separately by sex where lawful and appropriate; wider gender-sensitive analysis also examines conditions, experiences and unequal outcomes.
Gender-based violence (GBV)	Harmful acts directed at individuals or groups on grounds connected to gender or unequal gender power relations, including physical, psychological, economic and sexual harm.
Sexual harassment (SH)	Unwelcome sexual conduct, requests or communications, including abuse of academic or workplace authority, that violates dignity or creates an intimidating, hostile or offensive environment, as defined in applicable law and institutional procedures.
Sexual exploitation and abuse (SEA)	Abuse of vulnerability, differential power or trust for sexual purposes, including exploitative conduct in teaching, supervision, employment, research, fieldwork and outreach.
Survivor-centred approach	A response prioritising a person's safety, dignity, informed choices, support and privacy within applicable safeguarding and legal obligations.

Retaliation	Adverse treatment of a complainant, survivor, witness or person assisting a complaint or investigation because they acted in good faith.
Reasonable accommodation	Necessary and appropriate individual adjustments to support equal participation of persons with disabilities, subject to applicable law and assessment.
Protection Desk	A designated reporting and protection function for violence complaints. SUA must determine how this requirement is fulfilled alongside the existing Gender Desk without duplicating case ownership.
Gender discrimination	Any unjustified unequal treatment, exclusion or adverse impact linked to sex or gender, including in employment, admissions, services, leadership and access to opportunities, subject to applicable law.
Gender equality audit	A periodic, documented review of representation, culture, processes, resources, user experience and gendered outcomes that identifies gaps and assigns corrective actions.
Duty of care	The obligation, within an institution's mandate and applicable law, to take reasonably foreseeable steps to prevent and respond to harm in work, learning, residential and field settings.
Conflict of interest	A personal, professional or supervisory relationship or competing interest that may improperly influence, or appear to influence, an institutional decision or case.
Student-parent	A student with parental or principal caregiving responsibilities, including a pregnant student or student returning from childbirth, whose academic continuity needs must be considered through lawful academic processes.
Equality complaint	A report of alleged gender discrimination or inequitable treatment distinct from a GBV/sexual harassment/sexual exploitation case, handled through the authorised complaint and appeal mechanisms.

FOREWORD

Gender equality, equity and mainstreaming are fundamental to achieving Sokoine University of Agriculture's (SUA) vision of academic excellence, institutional integrity and sustainable national development. In line with the University's Corporate Strategic Objectives (CSOs) under the Sixth SUA Corporate Strategic Plan (SUA CSP) 2026/27-2030/31, it is my pleasure to present the Revised Gender Equality, Equity and Mainstreaming Policy. This policy represents an important step in strengthening the University's commitment to creating an inclusive, equitable, safe and supportive environment in which all members of the University community can participate, contribute and thrive.

As a leading institution in agricultural education, research, innovation and outreach, SUA recognizes that gender equality is both a fundamental principle of fairness and a critical enabler of institutional performance and sustainable development. The University is committed to integrating gender considerations into its governance, teaching and learning, research, extension and outreach, community engagement, human resource management and institutional development. Through this policy, SUA seeks to address gender-based inequalities, eliminate discrimination, prevent and respond to gender-based violence, sexual harassment, sexual exploitation and abuse, and promote equal opportunities for women and men in academic, professional and leadership pursuits.

The revised policy builds upon the foundation established by the SUA Gender Policy, Second Edition of June 2012, while responding to emerging institutional priorities, evolving national policy frameworks and relevant good practices from comparable African universities. It provides a framework for translating the University's gender commitments into practical actions, with clear institutional responsibilities, appropriate coordination mechanisms, resource mobilization, monitoring and evaluation, and measurable results. It further emphasizes the importance of evidence-based decision-making, gender-responsive planning and budgeting, accountability, accessible reporting and grievance-redress mechanisms, and the protection of the dignity, rights and well-being of students, staff and other members of the SUA community.

Successful implementation of this policy requires collective responsibility and sustained commitment. University management, academic and administrative staff, students, governing bodies and all institutional stakeholders have important roles to play in advancing gender equality, equity and mainstreaming within their respective mandates. I therefore call upon every member of the SUA community to embrace the principles of this policy and actively contribute to building an institutional culture founded on respect, fairness, inclusion, accountability and zero tolerance for gender-based discrimination and violence. Through these collective efforts, we can strengthen institutional excellence, improve the quality and relevance of our academic functions, and enhance SUA's contribution to national and global sustainable development commitments.

Prof. Raphael T. Chibunda

VICE CHANCELLOR

CHAPTER ONE: CONTEXT, RATIONALE, AUTHORITY AND SCOPE

1.1 Institutional Context and Policy History

Sokoine University of Agriculture (SUA) is a public university governed by the Universities Act framework and the ***Sokoine University of Agriculture Charter and Rules, 2007***. Its mandate covers teaching, research, innovation, consultancy, extension, outreach and public service. The ***Sixth Corporate Strategic Plan (2026/27-2030/31)*** promotes socioeconomic transformation through quality training, collaborative research and innovative technologies in agriculture and allied sciences, with equality and inclusion among its core values.

SUA's first Gender Policy was developed in 2002 and inaugurated in 2003. The second edition, issued in June 2012, prioritized female recruitment, staff development, gender-responsive curricula and research, disaggregated data, equitable decision-making, suitable facilities and harassment prevention. Implementation centered on the ***Gender Policy Implementation Committee (GPIC)*** under established University oversight. Historical figures showed women comprised of 19.6% of academic staff and 35.5% of administrative staff in 2010, and 31% of undergraduate and 28.8% of postgraduate students in 2011/12.

The ***SUA SDGs Progress Report 2025/26*** indicates that women represented 44% of 16,704 students in January 2026 and approximately 37% of 1,595 staff. Progress includes the ***Gender Desk***, ***Centre for Gender Studies***, gender integration in 11 academic programmes, and disability-inclusive examination, accommodation and support services. The University has also implemented disability-inclusive measures to improve access to examinations, accommodation and support services. These achievements provide an important evidence base for reviewing and strengthening SUA's Gender Policy. However, gaps in comprehensive sex-disaggregated data and systematic monitoring of gender equality in leadership, career progression, institutional decision-making and campus safety underscore the need for a more coordinated, measurable and accountable approach to gender mainstreaming.

1.2 Rationale for Revision

The university's organizational structures, delivery modalities, gender risks and national commitments have changed substantially since 2012. ***The National Gender and Women's Development Policy (2023)*** require gender to be integrated into sectoral policies, strategies, budgets and data systems. The ***2023 Public Service Gender Mainstreaming Guidelines*** address human-resource decision-making, succession, welfare, grievance handling and committees. The ***National Plan of Action to End Violence Against Women and Children (NPA-VAWC II) (2024/25-2028/29)*** stresses safe learning environments, protection desks, accessible complaints handling and coordinated referrals. ***Tanzania Development Vision (TDV) 2050*** places gender equality within human-capital development, digital transformation, innovation and national competitiveness.

At SUA, the newer gender mainstreaming, affirmative-action, inclusive education, GBV/SH/SEA

and anti-sexual harassment instruments give detailed operational direction that the overarching Gender Policy must consolidate without duplicating or contradicting. The ***6th CSP*** creates measurable institutional obligations on female student enrolment, staff composition, gender-mainstreaming training and special-needs support. The revised policy therefore moves from broad aspirational language to a rights-based and performance-oriented framework with responsibilities, accountability and measurable results.

The revision draws on relevant foreign university policies and good practices to strengthen gender equality, equity and inclusivity. These practices are adapted to SUA's mandate and existing institutional arrangements, consistent with Tanzanian law, the University Charter and approved University instruments.

1.3 Legal, Policy and Institutional Hierarchy

This Policy provides overarching direction on gender equality, equity and mainstreaming at SUA. Its interpretation and implementation shall be guided by the Constitution and applicable Tanzanian laws, the ***SUA Charter and Rules, 2007 under Government Notice No. 261A***, valid University regulations and Council-approved policies and delegated instruments. The Sixth Corporate Strategic Plan 2026/27-2030/31 shall provide the principal framework for implementation and performance monitoring.

Approved specialist instruments shall govern detailed procedures concerning employment, admissions, inclusive education, safeguarding, complaints and discipline, consistent with higher authority. In the event of conflict, the Constitution and applicable laws shall prevail, followed by the University Charter and Rules and other valid instruments in their order of authority. This Policy shall not alter statutory entitlements, disciplinary jurisdiction or admissions requirements except through the appropriate formal process.

Instrument	Status/date	Relevance to this policy
SUA Charter and Rules, 2007	Government Notice No. 261A of 2007	Articles 31 and 32 guarantee equal eligibility and gender balance; Article 33 prohibits exclusionary admission or office tests on enumerated grounds; Article 34 requires suitable facilities and support for women, men and persons with disabilities.
National Gender and Women's Development Policy, 2023	October 2023	Covers women's economic empowerment, GBV, economic justice, leadership, education, health, technology, gender statistics, peace and security and cross-cutting concerns; guides all policy areas, especially student access, research, budgeting and empowerment measures.
President's Office Public Service Gender Mainstreaming Guidelines	July 2023	Addresses recruitment, promotion, human-resource planning, employee welfare, complaint handling, stress and counselling, and gender-balanced

Instrument	Status/date	Relevance to this policy
		committees; informs leadership, staffing, wellbeing and governance provisions.
NPA-VAWC II, 2024/25-2028/29	May 2024	Sets out prevention, protective environments, reporting and referrals, survivor support and accountability; the education-sector action identifies Protection Desks for higher learning institutions, informing the Gender Desk/protection function and safeguarding provisions.
Tanzania Development Vision 2050 (Dira 2050)	2025	Promotes inclusive development, education and technology and expresses a national aspiration to reduce the gender gap by at least 85%; that national target is not an SUA-specific performance indicator.
SUA 6th Corporate Strategic Plan, 2026/27-2030/31	June 2026	Strategic Objective I and its June 2031 targets (200 staff trained annually; 40% female enrolment; 45% female staff; 90% special-needs support) anchor this policy; other objectives on learning, research, governance and health also inform it.
SUA Specialist Documents: Gender Mainstreaming and Affirmative-Action Guidelines (2025); GBV/SH/SEA Guidance (2025); Anti-Sexual Harassment Document (March 2026 cover); Inclusive Education Guidance (2025); ICT Policy (3rd ed., 2023); Quality Assurance Policy (2nd ed., 2017)	2023-2026 (various)	Provide detailed operational direction on mainstreaming, affirmative action, safeguarding case handling, accessibility and information/quality controls; their formal current approval status is to be checked during validation.

1.4 Scope and Persons Covered

This policy applies to the University Council and committees; all academic, research, professional, administrative, technical, temporary and contracted personnel; all undergraduate and postgraduate students; trainees, interns, volunteers, researchers, field assistants and visitors; and contractors, suppliers and partners insofar as their agreements and university activity create responsibilities. It applies across all SUA campuses, residential and teaching facilities, farms, clinics, laboratories, field stations, online learning spaces, university events, travel, internships, research sites and outreach activities conducted under SUA authority.

1.5 Situational Analysis and Evidence Limitations

The ***SUA SDGs Progress Report 2025/26*** documents progress in gender mainstreaming and inclusivity. In January 2026, women constituted 44% of 16,704 students, exceeding the Sixth CSP's aggregated female enrolment target of 40% by June 2031, and approximately 37% of 1,595 staff.

Institutional support includes the ***Gender Desk, the Centre for Gender Studies*** and gender integration in 11 academic programmes.

Disability-inclusive measures include assistive devices, accessible examinations, priority accommodation and referrals for specialized support. Gender-awareness and gender-based violence sensitization activities also contribute to inclusion and safety.

Despite this progress, available information does not fully establish gender equity in leadership, recruitment, promotion, remuneration, retention, campus safety and resource allocation. Sex-disaggregated information on admissions, completion and safeguarding outcomes also requires strengthening. The revised Policy therefore supports better use of institutional data, clear responsibilities and appropriate corrective action through the Sixth Corporate Strategic Plan, existing reporting systems and approved University procedures.

CHAPTER TWO: VISION, MISSION, GOAL AND PRINCIPLES

2.1 Policy vision

A safe, inclusive, gender-equitable and high-performing SUA community in which women and men participate, lead and benefit equitably across the University's mandate.

2.2 Policy mission

To institutionalize gender equality through responsive governance, affirmative and supportive measures, respectful learning and working environments, appropriate resources and accountable partnerships, aligned with SUA's mandate and Tanzania's national development priorities.

2.3 Overall goal

To eliminate discriminatory barriers and reduce gender inequalities across SUA's governance, core functions and services, strengthening institutional excellence and equitable contribution to national development.

2.4 Specific objectives

To realize this vision and mission, SUA shall pursue the following specific objectives:

i. Promote equitable student access, participation and completion in all learning levels, and fair staff recruitment, development, leadership and retention.
ii. Mainstream gender in teaching, research, innovation, consultancy and outreach to advance equitable benefits and women's economic participation.
iii. Prevent gender discrimination, GBV, sexual harassment and sexual exploitation and abuse, and ensure safe reporting, appropriate support, fair procedures and protection against retaliation.
iv. Foster accessible and supportive learning and working environments that address disability, pregnancy, parenthood and caregiving needs.
v. Strengthen accountability for gender equality through existing governance, planning, budgeting and evidence-based monitoring systems.
vi. Clarify institutional ownership, reporting lines, resource obligations and regular policy review.

2.5 Guiding Principles

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

i. ***Equality and non-discrimination:*** All people shall have equal legal and institutional standing. Discriminatory practices and stereotypes shall be actively identified and remedied.
ii. ***Substantive equity and affirmative action:*** Proportionate remedies shall address historical inequality and structural barriers without waiving essential professional or academic requirements.
iii. ***Safety, dignity and freedom from violence:*** Zero tolerance for misconduct, coupled with accessible support and fair, legally compliant processes.

iv. ***Survivor-centered safeguarding:*** Protect safety, informed choice, privacy and protection from retaliation while respecting mandatory reporting and due-process requirements.

v. ***Intersectional inclusion:*** Gender measures shall address disabilities, rural access, socioeconomic disadvantages and other barriers without stereotyping.

vi. ***Participation and shared ownership:*** Academic, administrative, student and community stakeholders, including underrepresented groups, shall influence implementation and review.

vii. ***Evidence and data minimization:*** Decisions shall use reliable, disaggregated evidence; sensitive information shall be restricted and processed lawfully.

viii. ***Institutional accountability:*** Every unit shall have defined responsibilities, annual deliverables and documented progress reviews.

ix. ***Quality and academic freedom.*** Academic and research quality, ethics, merit and learning standards shall be upheld in all measures.

x. ***Partnership and locally relevant innovation.*** SUA shall use its agricultural mandate to expand women's and men's capabilities in rural and urban communities.

Operational interpretation. The policy applies substantive equality: formal non-discrimination is necessary but insufficient unless affected groups can meaningfully access opportunities and remedy inequity. Every implementing unit should consider sex, disability, caring responsibilities, economic circumstances and relevant contextual barriers while protecting privacy, due process and lawful decision-making.

CHAPTER THREE: POLICY FOCUS AREAS, STATEMENTS AND STRATEGIES

Each policy area is presented through an issue, a normative commitment, strategic measures, responsible actors and an indicative means of verification. The action measures are to be translated into annual plans and budgets under Chapter Four. References in square brackets map to full document details in the References and Annex A.

3.1 Gender Equitable Governance Leadership and Employment

Issue: Gender barriers in representation, recruitment, work allocation and career development can limit equitable participation in University employment and decision-making.

Policy Statement: **SUA shall promote equitable participation in governance and leadership and fair recruitment, development, progression and retention of staff.**

Implementation Strategies:

i. Observe the gender representation requirements of the University Charter and Rules and apply transparent, merit-based appointment and selection procedures.
ii. Implement approved affirmative action measures and targeted recruitment to address underrepresentation in academic, professional, administrative and technical positions.
iii. Support mentoring, professional development and succession opportunities for women and other underrepresented groups through existing staff development arrangements.
iv. Address gender bias in remuneration, allowances, work allocation, appraisal and promotion, including fair consideration of approved career interruptions and reasonable accommodation.
v. Promote meaningful participation in University committees and staff associations and address persistent representation and progression gaps through established management processes.

Lead and supporting actors: Council / VC; DVC (PFA); Human Resources; GPIC.

Indicative monitoring evidence: Committee and leadership composition; recruitment, promotion, development and retention records by sex; progress towards the CSP target of 45% female staff by June 2031.

3.2 Equitable Student Access, Participation and Completion

Issue: Unequal educational preparation, financial constraints, programme-level underrepresentation and barriers within campus life can affect student access, participation and completion.

Policy Statement: **SUA shall promote equitable access, participation, progression and completion across its programmes and student activities.**

Implementation Strategies:

i. Target school outreach and recruitment to programmes with low female participation and apply approved admissions and affirmative action measures without compromising academic standards.

ii. Provide mentoring, academic support and access to financial assistance information to support female students and other disadvantaged groups.
iii. Address barriers to retention and completion, including pregnancy and caregiving responsibilities, through approved academic adjustments, deferrals and return-to-study arrangements.
iv. Promote equitable participation in student leadership, associations, sports, recreation and cultural activities through fair access to opportunities, facilities and resources.
v. Use existing student records and feedback to identify programme-level disparities in admissions, progression, withdrawal and completion and guide appropriate support.

Lead and Supporting Actors: Admissions/Undergraduate Directorate; Postgraduate Directorate; Dean of Students; SNIEC; Gender Desk.

Indicative Monitoring Evidence: Enrolment, progression and completion records by sex and programme; mentoring and support records; participation in student activities; female enrolment sustained above the CSP target of 40%.

3.3 Gender Responsive Teaching, Learning, Assessment and Supervision

Issue: Stereotypical learning materials, unequal classroom participation, biased assessment and misuse of supervisory authority can undermine educational quality and student achievement.

> ***Policy Statement:*** **SUA shall integrate gender equality and inclusivity into curricula, teaching, assessment and academic supervision.**

Implementation strategies:

i. Incorporate relevant gender perspectives, inclusive language and balanced examples into curriculum development and review through established academic processes.
ii. Strengthen staff capacity in inclusive pedagogy, accessible learning materials and fair assessment through existing professional development arrangements.
iii. Apply transparent marking, moderation, feedback and appeal procedures and address unexplained gender disparities through normal quality assurance processes.
iv. Maintain professional supervision boundaries, manage relationship-related conflicts of interest and provide safe access to alternative supervision where authorized and necessary.
v. Promote equitable access to academic mentoring, laboratory facilities, research assistantships and learning opportunities, and use student feedback to improve teaching and supervision.

Lead and Supporting Actors: Senate; Academic Directorate; QA; SNIEC; GPIC.

Indicative Monitoring Evidence: Curriculum review and staff development records; course evaluations; assessment and progression patterns by sex; supervision, moderation and appeal records.

3.4 Gender Responsive Research, Innovation, Consultancy and Outreach

Issue. Research and outreach may overlook differences in needs, workloads, access to productive

resources and control over benefits, limiting equitable participation in agricultural development.

***Policy Statement*: SUA shall integrate gender considerations into research, innovation, consultancy and outreach to advance equitable benefits, women's economic empowerment and sustainable development.**

Implementation Strategies:

i. Incorporate relevant sex and gender analysis into research questions, methods, technology design and dissemination through existing proposal and ethics review processes.
ii. Promote equitable access to research leadership, funding, facilities and professional networks, with fair recognition of contributions through authorship, intellectual property and commercialization arrangements.
iii. Engage women and men in identifying outreach priorities and testing agricultural technologies, considering accessibility, care responsibilities, unpaid workloads and control over benefits.
iv. Support women's entrepreneurship, financial and digital skills, access to productive resources and market opportunities through existing teaching, incubation, consultancy and outreach programmes.
v. Integrate gender perspectives into climate resilience, environmental management and resource-conflict research and outreach, using responsible partnerships and community feedback to assess benefits and unintended effects.

Lead and Supporting Actors: Research/Postgraduate/Technology Transfer Directorate; ethics committees; GPU; academic units.

Indicative Monitoring Evidence: Research and consultancy proposals incorporating gender analysis; research leadership and innovation participation by sex; outreach feedback and evidence of technology uptake, enterprise development and equitable benefits.

3.5 Prevention of Discrimination, Gender Based Violence and Sexual Misconduct

Issue. Discrimination, gender-based violence, sexual harassment, exploitation and retaliation threaten safety, dignity and equal opportunity. Power imbalances and fear of reporting can prevent access to support and remedies.

***Policy Statement:* SUA shall prohibit gender discrimination, GBV, sexual harassment and sexual exploitation and abuse and provide safe reporting, appropriate support and fair response mechanisms.**

Implementation Strategies:

i. Integrate awareness of rights, respectful conduct, consent, professional boundaries and reporting routes into existing orientation and training, engaging men, student leaders and relevant service providers in prevention.
ii. Maintain accessible reporting channels for both non-GBV discrimination and GBV/SH/SEA concerns, with alternative routes where the usual receiving officer has a conflict of interest.

iii. Facilitate timely safety measures, confidential support and health, psychosocial and legal referrals, protecting survivors, witnesses and good-faith reporters against retaliation.
iv. Apply approved procedures for investigation, decisions, remedies and appeals, distinguishing support from disciplinary functions and avoiding compulsory mediation in cases involving violence, coercion or abuse.
v. Apply safeguarding requirements to online conduct, research, placements, contractors and University activities involving children or other vulnerable participants, in accordance with applicable law and approved instruments.

Lead and Supporting Actors: Gender Desk; HR; Dean of Students; Legal; Security; Health; Integrity Committee; authorized disciplinary and appeal bodies.

Indicative Monitoring Evidence: Awareness and training records; availability of reporting and referral services; confidential process-compliance records; anonymized complaint trends, response outcomes and corrective measures.

3.6 Inclusive Welfare, Health and Care Support

Issue. Gender inequalities can intersect with disability, economic disadvantage, health needs and caregiving responsibilities, affecting wellbeing and participation in University life.

> ***Policy Statement:*** **SUA shall promote equitable access to welfare, health and support services and uphold appropriate accommodation and maternity, paternity and caregiving arrangements across the university community.**

Implementation Strategies:

i. Coordinate individually assessed reasonable accommodation and support for staff and students with special needs through existing services, respecting privacy and appropriate consent.
ii. Facilitate confidential access to physical and mental health services, reproductive health information, HIV-related support and appropriate referrals without discrimination or stigma.
iii. Uphold applicable maternity, paternity and breastfeeding rights and prevent adverse treatment arising from pregnancy, parenthood, family responsibilities or use of recognized entitlements.
iv. Support return to work or study through appropriate scheduling, workload and academic arrangements, and consider lactation and childcare needs within approved service and facilities plans.
v. Engage affected staff and students in identifying barriers and reviewing support, with accessible routes to seek reconsideration where accommodation or welfare services have not been provided.

Lead and Supporting Actors: SNIEC; Dean of Students; HR; Infrastructure; Health and Counseling Services; GPIC; Gender Desk.

Indicative Monitoring Evidence: Accommodation and welfare service records; leave and return-

to-work or study arrangements; protected service feedback; progress towards the CSP target of 90% special-needs care and support coverage by June 2031.

3.7 Safe, Accessible, Physical and Digital Environments

Issue: Inaccessible facilities, unsafe residences and travel, unequal digital access and online abuse can restrict participation and expose University members to harm.

> ***Policy Statement:*** **SUA shall promote safe, accessible and gender-responsive physical and digital environments across campuses and University-authorized activities.**

Implementation Strategies:

i. Incorporate gender and accessibility considerations into routine infrastructure design, procurement and maintenance, including sanitation, menstrual hygiene, lighting, residences and recreation facilities.
ii. Address gender-related safety and accessibility risks in laboratories, farms, fieldwork, internships, transport and international mobility through existing assessment and approval arrangements.
iii. Promote equitable access to devices, connectivity, accessible platforms and digital skills support for learning, research and University services.
iv. Protect sensitive information, address online harassment and review material automated decisions for unjustified gender bias, using existing ICT, safeguarding and review procedures.
v. Incorporate gender, disability and caregiving needs into emergency preparedness, evacuation and continuity arrangements, including communication, temporary accommodation and referrals.

Lead And Supporting Actors: Infrastructure/Estates; ICT; Security; Dean of Students; SNIEC; Gender Desk; Academic and Placement Coordinators; Procurement; Planning.

Indicative Monitoring Evidence: Routine facilities and safety inspection records; accessibility improvements; placement and travel arrangements; digital access and training records; ICT and emergency-response review findings.

3.8 Gender Responsive Planning, Resources and Accountability

Issue: Unclear responsibilities, inadequate integration into budgets and fragmented information can weaken implementation and obscure persistent inequalities.

> ***Policy Statement:*** **SUA shall integrate gender equality and inclusivity into institutional planning, resource allocation and accountability through existing structures and systems.**

Implementation Strategies:

i. Incorporate proportionate gender considerations into institutional decisions, annual plans, budgets and procurement, guided principally by the Sixth CSP and applicable national requirements.

ii. Use GPIC to coordinate and advise on implementation within its approved mandate, while heads of units retain responsibility for delivering relevant commitments.
iii. Use reliable sex-disaggregated information and appropriate inclusion data to assess participation, progression, resource access and benefits, protecting confidential and sensitive records.
iv. Address implementation gaps through existing CSP reporting, quality assurance, management review and stakeholder feedback processes, with corrective action assigned to responsible units.
v. Incorporate applicable gender equality and safeguarding obligations into partnerships and contracts and undertake Policy review through established approval procedures.

Lead and supporting actors: Council; VC; DVC (PFA); Senate; Planning Directorate; Finance; Procurement; QA; Gender Desk; GPIC.

Indicative monitoring evidence: Gender-related actions and expenditure on approved plans and budgets; CSP performance reports; disaggregated institutional records; documented management responses and relevant contractual provisions.

CHAPTER FOUR: INSTITUTIONAL IMPLEMENTATION, RESPONSIBILITIES AND REPORTING

4.1 Institutional Gender Architecture, Coordination and Functional Responsibilities

The implementation of this Policy shall be coordinated through the ***Gender Programme Implementation Committee (GPIC)***, working as the University's gender coordination mechanism to facilitate gender mainstreaming across academic, administrative, research, outreach and institutional governance functions. The GPIC shall provide a coordinated framework for integrating gender equality, equity and inclusion into University policies, plans, programmes, budgets and operational processes. It shall promote collaboration among relevant University organs, departments, centers, units and other institutional structures to ensure that gender-related commitments are translated into practical actions, measurable results and institutional accountability.

Within this framework, gender-related responsibilities shall be organized around two complementary functional areas: ***academic affairs*** and ***safeguarding***. ***Academic affairs*** shall be handled by the ***Centre for Gender Studies***, hosted within the College of Social Sciences and Humanities (CSSH), which shall provide academic and technical leadership in gender studies, gender-responsive teaching and learning, research, curriculum integration, capacity development, knowledge generation and dissemination, and gender-responsive community engagement. The Centre shall also support the generation and analysis of sex-disaggregated and gender-responsive data, the development of relevant academic programmes and research initiatives, and the provision of evidence to inform institutional policy, planning and decision-making.

Safeguarding matters shall be handled by the ***Gender Desk***, which shall serve as the designated institutional mechanism for receiving gender-related complaints and concerns, providing initial support and guidance, maintaining appropriate referral pathways, and facilitating access to relevant University support services and authorized procedures. Its responsibilities shall include facilitating responses to gender-based violence (GBV), sexual harassment, sexual exploitation and abuse, and other forms of gender-related misconduct within the scope of applicable University policies and procedures. The ***Gender Desk*** shall operate in accordance with the principles of confidentiality, survivor-centered support, informed consent, non-discrimination, protection from retaliation, procedural fairness and the applicable requirements for reporting and referral. It shall not replace authorized disciplinary, investigative, medical, counselling or other statutory mechanisms, but shall coordinate referrals and follow-up within its approved mandate.

The ***GPIC*** shall facilitate coordination between the ***Centre for Gender Studies*** and the ***Gender Desk*** to ensure that academic gender mainstreaming and safeguarding interventions are mutually reinforcing while maintaining clear distinctions in their respective mandates. The Centre shall focus on academic, research, training and knowledge-related functions, whereas the ***Gender Desk*** shall focus on safeguarding, initial response, referral and appropriate follow-up. The ***GPIC*** shall support the identification of institutional gender priorities, coordination of implementation plans,

monitoring of progress, review of gender-related evidence and preparation of consolidated reports for submission through the University's approved governance and reporting structures.

For this revision, however, the ***Gender Unit*** is proposed as the technical mainstreaming secretariat to replace ***GPIC***; as suggested by National Instruments.

4.2 Responsibilities of Institutional Actors

Actor	Core responsibility
University Council	Approve and promulgate policy and oversee institutional implementation and results through established governance arrangements.
Vice-Chancellor	Provide institutional leadership, ensure accountability and facilitate impartial escalation of significant concerns.
Senate	Oversee implementation in academic programmes, admissions, teaching, assessment, supervision and research within its mandate.
DVC (PFA)	Oversee implementation in administration, employment, planning, budgeting and institutional services.
DVC (ARC)	Oversee implementation in teaching, research, innovation, consultancy and outreach in coordination with Senate.
GPIC	Review implementation plans and dashboards, advise on corrective action, coordinate functional units and recommend reforms; membership and mandate require formal confirmation.
Gender Desk / protection function	Receive safeguarding reports; coordinate informed referrals, protective measures, records and case pathways within approved SOPs; preserve confidentiality and ensure legal and safety escalations. Develop gender strategy and annual workplan; coordinate scorecards, audits, capacity building, gender budgets and national reporting subject to applicable directives; do not adjudicate cases.
Gender Focal Persons	Facilitate implementation and information sharing in colleges/directorates/campuses; assist with non-investigative intake and appropriate safe referral where trained and authorised.
Human Resources	Implement fair employment, staff development, welfare and applicable disciplinary arrangements and maintain relevant staffing information.
Admissions, Postgraduate and Academic Directorates	Implement equitable admissions, academic and research practices, support student progression and promote gender-responsive innovation, consultancy and community engagement; supply validated data.
Quality Assurance	Audit equity and inclusion in programme design, assessment, service standards and academic/non-academic review processes.
Planning, Finance and Procurement	Integrate relevant gender-based actions into plans, budgets, and procurement; integrate outcomes in CSP reporting.

Actor	Core responsibility
Dean of Students / Counselling / Health	Provide student welfare, psychosocial and health services; support safeguarding referrals and accessible accommodation.
SNIEC	Lead individual support planning, accessibility and special-needs service evidence; coordinate with the GPIC to avoid parallel or conflicting accommodation requirements.
ICT Directorate	Ensure access and security of relevant information systems, online learning environments and restricted records.
Legal, Security and Integrity Functions	Provide specialised legal advice, physical protection, unbiased ethics escalation and due-process support under their distinct mandates.
Colleges, Departments, Institutes and Field Units	Prepare local gender action plans and risk assessments; implement approved actions and report against indicators.
SUASO, staff associations and external partners	Participate in consultation, prevention, peer support and feedback without replacing statutory decision-makers or confidential case owners.

4.3 Reporting and Escalation Arrangements

To ensure accountability and timely escalation, the following reporting arrangements shall apply:

i. Each department or campus unit shall designate a responsible officer and report quarterly on gender-mainstreaming actions, spending, participation and corrective measures to the GPIC, using the common reporting template.

ii. The GPC shall consolidate quarterly implementation summaries for the DVC (PFA) and relevant academic channels; the Vice-Chancellor, Senate and Council shall receive reports within their lawful remits, with a full annual Gender Equality Scorecard.

iii. The Gender Desk shall maintain confidential case records separate from routine mainstreaming data. Only anonymized aggregate safeguarding patterns and management issues shall enter general scorecards; identifiable case information shall reach authorized decision-makers solely on a need-to-know basis.

iv. High-risk, urgent or potentially criminal matters shall be referred in accordance with approved SOPs and law. Where a complaint concerns a supervisor or senior officer, the route must allow independent/conflict-free escalation.

v. Gender focal persons shall not conduct informal investigations or promise absolute secrecy where applicable law imposes disclosure or child-protection obligations; they shall use consent-sensitive and safe referral protocols.

vi. Persons involved in implementation, oversight or complaint handling shall disclose relevant conflicts of interest and withdraw from related decisions in accordance with applicable University procedures.

4.4 Coordination with Specialist Instruments

The Gender Policy sets principles and institutional outcomes. The Anti-Sexual Harassment Policy

and GBV/SH/SEA Guidelines shall prescribe reporting, investigation, referral and sanction workflows; the Affirmative Action Guidelines shall specify eligibility, procedures and thresholds; the Inclusive Education Guidelines shall govern accessibility services; the ICT and QA policies shall govern technical and quality controls. The University legal office and Secretariat shall maintain a controlled register showing current approved versions and precedence.

4.5 Engagement beyond SUA

SUA shall collaborate with relevant national gender, education, public service, health, disability, agricultural and law-enforcement entities and with civil-society and private-sector partners to exchange learning, enable lawful referrals and support gender-responsive research and outreach. External partners do not gain access to identifiable student, staff or GBV records unless lawfully authorized.

4.6 Two-Track Complaints and Escalation Architecture

SUA shall publish one accessible orientation map with two functionally separate pathways. Track A covers non-GBV equality complaints (for example discriminatory admissions, staffing decisions, grading, service denial, retaliation or unfair treatment). Track B covers GBV, sexual harassment and sexual exploitation/abuse, using the approved specialist Gender Desk, protection and referral procedures. Criminal, child-protection, safety and statutory reporting duties operate regardless of track.

i. A receiving officer shall screen immediate risk and refer a misdirected complaint promptly to the appropriate authorized function without requiring repeated survivor disclosure.
ii. Intake and protective action shall be distinguished from fact-finding, disciplinary adjudication and appeals; recorded decisions shall identify the lawful authority and conflict-free reviewers.
iii. Complainants and respondents shall receive accessible information on process stages, appropriate support, due process, confidentiality limits and available review mechanisms.
iv. Case reporting deadlines and service standards shall be set in approved SOPs after legal review, and monitored through protected process indicators rather than arbitrary new deadlines in this policy.

4.7 Institutional Gender Accountability Cascade

Heads of units shall address implementation gaps within their responsibilities. Significant or persistent shortcomings shall be escalated through the Deputy Vice Chancellor responsible and established management channels.

GPIC shall support coordination and institutional learning without assuming responsibility for individual disciplinary decisions or confidential case management. Annual workplans shall identify one accountable owner per action, one funding source, a reporting frequency and an escalation

route. Council receives aggregated assurance that management acted on significant gaps.

4.8 Learning Partnerships and Independent Expertise

SUA shall collaborate with relevant government agencies, education and research institutions, civil society, professional bodies and other partners to support gender-responsive research, outreach, staff development and lawful referrals. Partnerships and University-authorised activities shall address applicable gender equality and safeguarding requirements through existing approval and contractual arrangements. External advisers shall not exercise disciplinary powers or access confidential case information except where lawfully authorised.

CHAPTER FIVE: MONITORING, EVALUATION AND RESULTS FRAMEWORK

5.1 Purpose and Approach

Monitoring and evaluation shall assess whether implementation improves equitable access, participation, progression, safety and benefits across the eight policy focus areas. Assessment shall consider outcomes and user experience alongside activities undertaken. The Sixth Corporate Strategic Plan 2026/27-2030/31, approved annual plans and existing institutional systems shall provide the principal implementation and monitoring framework.

5.2 Sixth CSP Anchor Targets

The following Strategic Objective I targets from the SUA 6th CSP, Table 12, page 44 of the printed plan (PDF page 62) shall guide implementation. They must not be changed through this policy unless the competent planning and governance organs formally amend the CSP.

CSP target / deadline	Operational interpretation in this policy	Responsible leads in CSP
200 staff trained annually on gender mainstreaming	Annual distinct staff participation in suitable gender-mainstreaming training; avoid counting repeat attendance as distinct staff without disclosure.	Gender Desk; Human Resource Management
40% of university enrolled student population female by June 2031	Female share of all enrolled students at June 2031; annual trends also reported by programme and level.	Undergraduate Admissions; Postgraduate Directorate; Gender Desk
45% of overall staff female by June 2031	Female staff recruited and retained to constitute 45% of staff; define date, staff categories and denominator in the institutional indicator dictionary.	Gender Desk; Human Resource Management
90% of staff and students with special needs provided care/support services by June 2031	Share of staff and students with assessed/identified special needs receiving the appropriate documented care or support, subject to consent and data safeguards.	Dean of Students; Human Resource Management

5.3 Additional Proposed Policy Indicators (For Validation)

The additional indicators below operationalize the wider policy. Targets marked “to be agreed” are proposed management commitments rather than existing Council-approved or CSP targets. The starting point must be verified in the baseline audit and feasible targets established through the annual plan and budget.

Policy area / indicator	Measurement / data source	Target / benchmark status	Lead / reporting
Representation *- Women in senior management and decision-making (%)*	Sex-disaggregated approved membership and HR records	To be agreed; assess 2025 ≥33% managerial reference	HR / GPC; Annual
Recruitment *- Female share of new appointments (%)*	Appointments by sex / all appointments	To be agreed; review 2025 ≥40% new-appointment guideline	HR; Annual
Postgraduate access *- Female share of enrolled postgraduates (%)*	Female enrolled PG / all enrolled PG	To be agreed; review 2025 ≥50% indicative target	Postgraduate Directorate; Annual
Completion *- Female and male graduation/retention rates (%)*	Cohort completion and continuation by sex	Parity improvement; baseline and threshold to be agreed	Academic Directorates; Annual
Curriculum *- Programmes screened for gender and inclusion (%)*	Programmes with completed QA gender checklist / total due for review	Full screening of programmes due for revision—proposed	QA / Senate; Annual
Research — Relevant proposals containing substantive gender analysis (%)	Audited relevant submissions / total relevant submissions	To be agreed after research audit	Research Directorate; Semi-annual
Outreach *- Female and male access and benefit from outreach*	Participant records and sample outcome studies	Measurable narrowing of verified gaps—proposed	Outreach / ICE; Annual
Safety *- Awareness of safe GBV/SH/SEA reporting and services (%)*	Anonymous safety/awareness surveys	Year-on-year improvement—proposed	Gender Desk; Annual
Response quality *- GBV/SH/SEA referrals and cases handled to SOP (%)*	Restricted records; process compliance audit only	Compliance with approved SOP; no public case-level details	Gender Desk / Legal; Quarterly
Accommodation *- Approved reasonable accommodation actions completed (%)*	SNIEC individual plan follow-up aggregated	To be agreed alongside CSP 90% support target	SNIEC; Annual
Budget *- Units submitting gender budget statements (%)*	Unit plans and approved budget statements	Full coverage of budget units—proposed	Planning / Finance; Annual
Data quality *- Critical gender scorecard fields complete (%)*	Validated disaggregated dataset completeness	To be agreed after data quality audit	Planning / HR / ICT; Quarterly

Policy area / indicator	Measurement / data source	Target / benchmark status	Lead / reporting
Digital inclusion *- Gender gap in digital training and service access*	Sex-disaggregated uptake and accessibility audit	Gap-reduction objective—proposed	ICT / QA; Annual
Infrastructure *- Priority campus risk and accessibility fixes delivered*	Audits, maintenance closure logs	Time-bound site plans—proposed	Estates / SNIEC / Security; Semi-annual
Equitable pay and progression	HR analysis of pay bands, grade, promotion, research time and career interruptions	To be agreed after labour-law/data review	HR / Finance; Annual
Student-parent academic continuity	Approved study plans, return-to-study and completion evidence	Service protocol to be approved	DoS / Academic Directorates; Annual
Non-GBV equality grievances	Accessible service, impartial handling, redress and appellate data	Timeliness and quality standard pending SOP approval	Legal / HR / DoS; Quarterly
Mentoring and supervision safety	Mentor participation, supervision disputes, PG progression by sex	Baseline and relevant improvement threshold to be agreed	Postgraduate / QA; Annual
Annual gender audit and follow-up	Audit published in protected form; owner/deadline/action register	One annual gender audit - proposed	GPC / QA / Planning; Annual
High-risk third-party arrangements	Screened placements, research travel, contractors and hostels	Coverage target to be approved after risk classification	Legal / Research / DoS; Semi-annual

5.4 Baseline, Data Quality and Confidentiality

Within 120 days of this policy's approval, the GPIC and Planning Directorate shall coordinate the development of a data dictionary, baseline calendar and indicator-owner register for Council consideration. Administrative systems shall use stable definitions and document missing data. Any collection of sex, disability or safeguarding-related information must comply with lawful purpose, necessity, access-control and disclosure requirements. No disaggregation shall be published where there is a reasonable risk of identification of a complainant, small group or student with special needs.

Planning shall work with GPIC and relevant data owners to develop a data dictionary, baseline calendar and indicator-owner register for Council consideration. Thereafter all relevant data owners shall use consistent definitions, reference periods and disaggregation in institutional reporting. Missing information and evidence limitations shall be identified and addressed through existing

systems.

Personal, disability-related and safeguarding information shall be collected and used only for lawful and necessary purposes. Access, storage, retention and disclosure shall follow applicable law and approved University procedures. Published information shall not expose individuals or identifiable small groups. Safeguarding case records shall remain separate from routine performance datasets.

5.5 Performance Review and Learning

Quarterly: functional unit reporting, risk review, finance follow-up and safeguarding process-quality assessment. ***Annually:*** consolidated scorecard, audit and budget performance review, student/staff consultation and targeted corrective action. ***Mid-cycle:*** independent or mixed-team assessment of effectiveness and accessibility against verified baseline. ***End of 2030/31 CSP cycle:*** outcome evaluation aligned to the four anchor targets and evidence on wider institutional change. Council may commission earlier review where serious emerging risks warrant.

5.6 Annual Gender Equality Audit and Corrective-Action Cycle

An annual institutional gender audit shall be coordinated by the GPIC and QA/Planning under a Council-approved risk-based audit protocol. The assessment shall cover: (i) staff and student pipeline; (ii) representation and decision-making influence; (iii) gender pay and career progression patterns where lawful data permit; (iv) curriculum and supervision; (v) grant, innovation and outreach opportunities; (vi) pregnancy/care and disability support; (vii) physical/digital access and safety; (viii) GBV case-process quality and equality complaints in protected aggregate form; and (ix) gender-responsive resource execution.

Audit teams shall document methodology, evidence limitations, stakeholder consultation and conflicts of interest. The annual management response shall identify each material gap, action owner, financial implication, deadline and closure evidence. An external or independent reviewer should be considered for the mid-cycle assessment or where management's own interests could compromise impartiality.

5.7 Public accountability, confidentiality and quality controls

SUA shall publish an accessible annual Gender Equality and Inclusion Summary presenting validated indicator trends and the status of agreed institutional remedies, while reporting confidential sensitive cases only in lawful, non-identifying form. Reports should distinguish changing reporting rates from the underlying prevalence of harassment, and avoid treating low complaint counts as proof that no problem exists.

5.8 Extended Performance Indicators and Service Standards

The additional measures in the following schedule strengthen auditability but are proposed, not existing 6th CSP commitments. Numerical targets shall be approved after a validated baseline, legal review and costing. The four CSP anchor targets in section 5.2 remain unchanged.

New measurement	Definition / evidence	Proposed frequency	Accountable function
Equality grievance service standard	Share of non-GBV equality complaints acknowledged/resolved/reviewed within an approved SOP standard; anonymised register	Quarterly	Legal / HR / DoS
Annual gender audit	Audit completed, independently checked as appropriate, management response and action tracker approved	Annual	GPIC / QA / Planning
Pay and career equity diagnostic	Sex-disaggregated pay band/grade and recruitment-to-promotion patterns with explanatory analysis	Annual	HR / Finance
Student-parent continuity	Number of approved support plans and continuation/completion by sex and study level, privacy protected	Annual	Academic Directorates / DoS
Supervision safety	Number of departments with standardised supervision and alternative escalation paths; progression outcomes	Annual	Postgraduate Directorate / QA
Gender impact screening	Major plans, funded projects and programmes with documented screening and approval record	Annual	Planning / Finance / QA
Partner and travel risk	Share of defined high-risk placements/field assignments with risk assessments and emergency plans	Semi-annual	Research / Outreach / Security
Care and lactation facilities	Priority campus facilities with verified suitable privacy and hygiene support	Annual	Estates / HR / DoS
Student-life participation	Participation, budget and use of sports/recreation and association leadership by sex	Annual	DoS / Sports / SUASO
Action tracking	Significant gender audit recommendations closed by agreed date / due actions	Quarterly	GPIC / Heads of Units

5.9 Evaluation Methodology and Policy Effectiveness

The mid-cycle and end-cycle evaluations should use contribution analysis, administrative trends, document review and anonymized qualitative consultation. Evaluators shall test whether gender interventions change opportunity and outcomes rather than merely increase training counts, with particular attention to academic progression, agricultural research influence, outreach benefits and safety. The University shall explain attributable uncertainty, unintended effects and feasible adjustments.

CHAPTER SIX: RESOURCES, COMPLIANCE, REVIEW AND TRANSITION

6.1 Financial, Human and Technical Resources

The University shall assign costed gender activities to annual institutional and unit plans, protect appropriate case-response capacity and build staff competence in analysis, safeguarding, accessibility and M&E. Major initiatives shall identify sources of funds, implementation and maintenance costs, accountable officers, milestones and beneficiaries. External financing may complement but must not replace statutory and core institutional obligations.

6.2 Compliance, Remedial Action and Accountability

All units shall comply with approved policy obligations and lawful directives. Where an audit or monitoring report identifies non-compliance, the responsible head shall prepare a dated corrective plan, identify resources and report closure. Failure to comply with conduct rules shall be addressed through the applicable HR, student, integrity or legal procedure, preserving the authority and safeguards of those procedures. An annual implementation report shall distinguish planned actions, completed actions, outcomes, unresolved constraints and next-cycle corrections.

6.3 Policy Review and Amendment

The policy shall be reviewed at least every five years, with an interim implementation review tied to the 2026/27-2030/31 CSP and earlier revision triggered by material changes in law, institutional governance, safeguarding evidence or national policy. The GPIC shall convene stakeholder consultations and submit recommendations through the applicable academic and administrative channels for University Council approval. No operational circular shall override the policy or statutory rights.

6.4 Transition and Effective Operation

To ensure an orderly transition from the 2012 Gender Policy, the following actions shall be undertaken:

i. At approval, the University Secretariat and Legal Unit shall confirm the authoritative dates and approval status of all supporting documents, publish a register of related instruments and resolve inconsistencies listed in ***Annex D***.
ii. Within the first 90 days, the Council/management shall confirm whether the 2012 GPIC structure is replaced by, merged with or retained alongside the Gender Programme Committee arrangements and issue written Terms of Reference.
iii. Within the first 120 days, appoint and train designated focal persons as necessary, document an agreed safeguarding reporting/referral map, and initiate the disaggregated baseline.
iv. Within the first annual planning cycle, each responsible unit shall prepare and cost actions drawn from Chapter Three and ***Annex B***.
v. Following formal approval, the 2012 SUA Gender Policy shall be superseded to the extent specified in the Council resolution. Until then, this is a consultation document only.

6.5 Institutional Performance Assurance and Remedial Action

Where a unit repeatedly fails to carry out an approved action, the DVC PFA shall request a documented management response, revised delivery plan and resource explanation. The GPIC shall escalate unresolved institutional-level risks to the authorized oversight body. Individual complaints and personnel discipline shall remain subject to the applicable legal and university rules; monitoring shortfalls alone do not constitute new disciplinary offences.

6.6 Mandatory First-Year Operational Instruments (Subject to Approval)

Within the first institutional implementation year, the authorized officers should issue: (i) an organogram and accountability register; (ii) a consolidated two-track complaints map; (iii) an updated gender and inclusion screening form; (iv) a standard unit gender workplan/budget template; (v) an audit/data protection protocol; (vi) a supervision and field placement safeguarding checklist; and (vii) a prioritized student-parent and lactation facility assessment. These operational instruments shall be approved through the competent administrative or statutory route.

6.7 Legal Adaptation of External Benchmark Practices

Relevant foreign university policies and good practices inform implementation of this Policy, subject to Tanzanian law, the SUA Charter and approved University instruments. Any changes to entitlements, institutional powers, standards or procedures shall follow established review and approval processes.

LEGAL AND BENCHMARK REFERENCES

1. Makerere University (2009 Revised 2023). Makerere University Gender Equality Policy. Makerere University, Kampala, Uganda. https://policies.mak.ac.ug/sites/default/files/policies/Makerere-University-Gender-Equality-Policy-2009.pdf
2. Sokoine University of Agriculture (SUA) (2012). Gender Policy. Second edition. June 2012.
3. SUA (2013). Proposed SUA Staff Regulations. Draft issued under Article 26 of the SUA Charter (approval status not established).
4. SUA (2017). Outreach Policy. June 2017.
5. SUA (2017). Quality Assurance Policy. Second edition. June 2017.
6. SUA (2023). Information and Communication Technology Policy. Third edition, approved at SUA Council meeting 30 March 2023.
7. SUA (2025). Special Needs and Inclusive Education Guidelines. 2025.
8. SUA (2026). Anti-Sexual Harassment Policy and Implementation Framework. March 2026.
9. SUA (2026). Guidelines for Gender Mainstreaming in Teaching and Learning; Public Service Delivery; Research and Consultancy. November 2025.
10. SUA (2026). Guidelines for Managing Gender-Based Violence, Sexual Harassment, and Sexual Exploitation and Abuse. November 2025.
11. SUA (2026). Guidelines on Affirmative Actions for the Recruitment and Retention of Female Staff, and the Enrolment of Female Students and Individuals with Special Needs. November 2025.
12. SUA (2026). The 6th Corporate Strategic Plan (2026/27–2030/31). June 2026, especially Strategic Objective I, Table 12, printed p. 44.
13. United Republic of Tanzania, Ministry of Community Development, Gender, Women and Special Groups. (2023). National Gender and Women's Development Policy 2023. October 2023.
14. United Republic of Tanzania, National Planning Commission. (2025). Tanzania Development Vision 2050 (Dira 2050).
15. United Republic of Tanzania, President's Office, Public Service Management and Good Governance. (2023). *Mwongozo wa Ujumuishwaji wa Jinsia katika Utumishi wa Umma*. July 2023.
16. United Republic of Tanzania. (2007). The Sokoine University of Agriculture Charter and Rules, 2007. Government Notice No. 261A.
17. United Republic of Tanzania. (2024). National Plan of Action to End Violence Against Women and Children: NPA–VAWC II (2024/25–2028/29). May 2024.
18. University of Cape Town (2025). Policy on Gender Equity. University of Cape Town, South Africa. https://uct.ac.za/media/802250
19. University of Ghana (2022). Gender Policy. University of Ghana, Legon, Accra. https://www.ug.edu.gh/pad/sites/pad/files/2023-06/Gender%20Policy_5.pdf

APPENDICES AND ANNEXES

Annex A: Policy Alignment and Integration Matrix

This matrix identifies the sourced documents and the main way each informed the revision. Entries do not certify that a draft or guideline was officially approved; such status requires SUA Secretariat confirmation.

Visited source	Issue(s) incorporated	Location in revised policy
SUA Gender Policy, Second Edition (June 2012)	Training; research/extension; community service; institutional development; GPIC; M&E	Chs. 1–6; retained and expanded
Anti-Sexual Harassment Policy and Implementation Framework (cover: March 2026; upload name: 2025)	Safety; reporting; due process; prevention; Gender Desk, GU and GFP	Section 3.7, 4.2–4.4; reconcile reporting lines
Guidelines for Gender Mainstreaming in Teaching and Learning; Public Service Delivery; Research and Consultancy (Nov. 2025)	Academic, HR, budgets, research, student access, governance, disability and M&E	Section 3.1–3.14; separate proposed thresholds
Earlier Guidelines for Gender Mainstreaming (Apr. 2025 PDF version)	Comparable earlier guideline; identify version differences	Document control / Annex D; Nov. text prioritised provisionally
Guidelines for Managing GBV, SH, and SEA (Nov. 2025)	Prevention, referrals, safeguarding principles, case handling and focal roles	Section 3.7, 4.3; legal SOP harmonisation
Guidelines on Affirmative Actions for Female Staff and Students and Individuals with Special Needs (Nov. 2025)	Merit-consistent affirmative action; proposed 40% new appointments; data and audits	Section 3.1–3.3, 3.8; target reconciliation
Special Needs and Inclusive Education Guidelines (2025)	SNIEC, assistive technology, accommodation, physical accessibility, support	Section 3.3–3.4, 3.8–3.10
SUA Information and Communication Technology Policy, 3rd ed. (approved 30 Mar. 2023)	ICT governance, online learning and information security	Section 3.11, 5.4
Sokoine University of Agriculture Charter and Rules (2007)	Art. 31–34 non-discrimination, gender balance, inclusion and suitable environment	Section 1.3, 2.5, all policy areas
SUA Outreach Policy (June 2017)	Accessible outreach and extension/community engagement	Section3.5–3.6, 3.15

Visited source	Issue(s) incorporated	Location in revised policy
SUA Quality Assurance Policy, 2nd ed. (June 2017)	Ethics, equity in QA committees, quality monitoring	Section 3.4, 3.13
SUA 6th Corporate Strategic Plan, 2026/27–2030/31 (June 2026)	Strategic Objective I and four institutional target commitments	Section 1.2, 3.2–3.3, 3.8, 3.14, 5.2
Public Service Gender Mainstreaming Guidelines (Tanzania, July 2023)	Fair HR management, succession, welfare, complaints, gender-balanced committees	Section 3.1–3.2, 3.9, 4.2
NPA-VAWC II, 2024/25–2028/29 (Tanzania, May 2024)	Prevention, safety, response, protection desks in higher education	Section 3.7, 3.10, 3.16
Tanzania Development Vision 2050 (2025)	Inclusive human capital, digital innovation, national gender-gap ambition	Section 1.2, 2.3, 3.15–3.16
National Gender and Women's Development Policy (2023)	Economic empowerment, education, leadership, technology, gender statistics, violence prevention	All policy areas; especially Section3.3, 3.5, 3.12–3.16
SUA Gender Policy Review Task Force Work Plan and Methodology (2026)	Benchmarking, gender audit, consultations, draft revision and validation	Section1.5; Annex D
Proposed SUA Staff Regulations (2013 draft)	Proposed provisions relating to HR, leave and disciplinary processes; not verified as enacted	Section 3.2, 3.9; use only as context until approved status confirmed
Makerere University Gender Equality Policy (2009), Uganda	Gender Mainstreaming Directorate; unit committees; engendered curricula; leadership mentoring; welfare; budgeted action matrix	Enhanced Section 3.1-3.6, 3.13-3.14, 3.18, 4.6-4.9, 5.6-5.9; Annex E
University of Ghana Gender Policy (January 2022)	Equal Opportunities Board; independent policy complaints; due process; annual gender audit and equality report	New Section 3.17-3.18, 4.6-4.8, 5.6-5.9; Annex E
University of Cape Town Policy on Gender Equity (2025), South Africa	Staff/student-specific application; caregiving and lactation; physical and residence needs; travel safety; gender discrimination recourse	Enhanced Section3.3, 3.9-3.11, 3.17, 3.19-3.20, 4.7; Annex E

Annex B: Indicative Implementation Action Plan (2026/27–2030/31)

The schedule below is proposed for institutional validation and budget approval. It is not a record of completed activities.

Workstream	Indicative actions	Timing	Owner	Deliverable / evidence
Governance harmonisation	Verify approved instrument register, GD/GPIC mandates and escalation procedures	0–6 months after approval	VC / Secretariat / Legal / DVC (PFA)	Approved TORs, version register, referral map
Baseline and indicator system	2026 sex-disaggregated administrative and accessibility baseline; data dictionary	First 120 days / FY1	Planning / GPC / ICT / HR / Admissions	Baseline, dashboard, data protection checks
Workplace leadership	Recruitment and succession plans, mentoring, HR equity audit	FY1–FY5	HR / Deans / GPC	Annual female staff share trend to 45% by June 2031
Female student recruitment	Target outreach and recruitment to underrepresented programmes, female student mentoring, admissions and retention reviews	FY1–FY5	Academic Directorates / Dean of Students	Outreach and support records; female enrolment maintained above 40%, disaggregated by programme.
Teaching and learning	Curriculum gender review protocol and inclusive assessment training	FY1 design; FY2–FY5 expansion	QA / Senate / SNIEC	Programmes screened; staff trained
Gender-mainstreaming training	Annual structured learning for staff in professional roles	Every FY	Gender Desk / HR / GPC	200 staff trained annually - CSP
Research, outreach and innovation	Gender analysis templates, ethics and beneficiary monitoring	FY1 design; FY2–FY5 use	Research / Outreach / QA	Research and outreach outcome indicators
Safeguarding and reporting	SOP crosswalk, safe channels, training and audits	Immediate then quarterly	Gender Desk / Legal / Student Services	Functional confidential response processes
Accessibility and support	Individual support plans, site audits, assistive technology priorities	FY1–FY5	SNIEC / Estates / HR / DoS	Support coverage to 90% by June 2031 - CSP
Gender budgeting	Costed unit action plans and gender budget statement	Annual budget cycle	Finance / Planning / GPC	Funding traceability and execution

Workstream	Indicative actions	Timing	Owner	Deliverable / evidence
Quality, evaluation and review	Annual scorecard; mid-cycle assessment; final evaluation	Annual / midterm / FY5	GPC / QA / Planning / Council	Documented corrective actions and outcome assessment
Equality grievance and resolution	Legally-approved non-GBV complaint entry, two-track map, recusal and appeals	First year and quarterly	Legal / HR / DoS / Gender Desk	Approved referral map; quality and resolution metrics
Independent assurance and annual audit	Confirm competent oversight mandate; annual audit and recommendations register	Year 1; annually	Council / VC / QA / GPIC	Council decision; audit; action closure log
Academic supervision integrity	Alternative-supervisor mechanism, conflicts guidance, mentorship and opportunity audit	Years 1-3	Senate / Postgraduate / QA	Supervision code; programme monitoring
Student-parent and care environment	Continuity protocol, staff and student information and lactation facility needs review	Year 1 costing; years 2-5 rollout	HR / DoS / Estates / Academic	Approved protocol; facility improvements
Partners, placements and mobility	Risk-screen placement and third-party contracts, include safeguarding and emergency briefing	Year 1 template; then annual	Legal / Procurement / Research / Outreach	Contract screening records; incident referral map
Sport and student leadership equity	Gender-sensitive facility and resource audit; association engagement	Years 1-5	DoS / SUASO / Sports / SNIEC	Resource allocation and participation trends

Annex C: Gender-Impact Screening Checklist

To be completed proportionately when approving or revising an important policy, academic programme, project, partnership, budget or infrastructure proposal. Attach the short analysis to the submission file; "not applicable" decisions require explanation.

No.	Theme	Required screening question
1	***Problem definition***	Have gender and other access barriers been identified from evidence rather than assumptions?
2	***Participation***	Were women and men, including affected underrepresented groups, meaningfully consulted?
3	***Access***	Will eligibility, timing, location, pricing or procedures exclude an otherwise eligible group?
4	***Benefits and control***	Who receives resources, leadership, technology, academic progression or economic benefit?
5	***Safety and safeguarding***	Have SH/SEA, power imbalances, fieldwork and retaliation risks been identified?
6	***Disability and accessibility***	Have reasonable accommodation, language, digital and physical accessibility been assessed?
7	***Budget***	Are necessary gender and inclusion measures costed with a named budget owner?
8	***Performance data***	Which disaggregated indicators, baseline, target and collection methods apply?
9	***Confidentiality***	Are personal and safeguarding data legally collected, protected, retained and disclosed?
10	***Decision and review***	What adaptations were made, who approved them and when will impact be reviewed?
11	***Care and academic continuity***	Will pregnant students, caregivers or staff returning from approved leave require justified adjustments or safer facilities?
12	***Supervision and conflicts***	Does a supervisor or manager control grades, income, travel, authorship or opportunities for affected participants without safeguards?
13	***External partners and mobility***	Have field, placement and third-party safety and confidentiality obligations been addressed?
14	***Algorithmic and digital fairness***	Could digital rules, machine-assisted decisions or records create an unjustified disparate effect or unnecessary disclosure?
15	***Remedies and accountability***	Is there an accessible route to complain, obtain an impartial decision and track meaningful remediation?

Annex D: Validation Issues and Required Institutional Decisions

The following issues are intentionally not resolved by assertion. The Task Force, SUA Secretariat, Legal Unit, Student Affairs, HR, GPIC, SNIEC and competent approval organs should record explicit decisions.

Issue	Observed gap / inconsistency	Decision required before adoption
Current institutional baseline	*Established:* Female students 44% (7,395/16,704; target 40%); women staff 37% (594/1,595; target 45%); Gender Desk operational (16 members); 11 programmes gender-mainstreamed; inclusion support for 42 visually impaired, 28 special-needs students, and 10 hearing-impaired students (tablets); 32 incubatees (16 women, 16 men). *Gaps:* No disaggregation by rank, cadre, senior leadership, pay, retention/completion, research leadership, GBV/SH/SEA prevalence, reporting confidence, or gender-responsive budgeting.	Validate and disaggregate the 2025/26 baseline; commission the full 2026 gender audit and data dictionary (with small-cell suppression rules) before adopting any targets beyond the four CSP anchors.
Source approval/version register	Anti-sexual harassment upload filename suggests 2025, cover says March 2026; gender mainstreaming exists in April and November 2025 versions.	Confirm legally authoritative titles, edition dates, approval resolutions and which version supersedes which.
Unapproved staff regulations	Uploaded staff regulations explicitly labelled proposed (2013).	Verify current enacted employment/staff regulations; do not insert unsupported leave or sanction provisions.
GPIC/GPC/Gender Desk mandate	2012 GPIC model and newer GPC/GD arrangements are not fully reconciled; reporting paths and committee counts vary.	Approve updated organisation chart, TORs, reporting, confidentiality and independence safeguards.
Protection Desk requirement	NPA-VAWC II identifies Protection Desks in higher learning institutions, while SUA documents refer to a Gender Desk.	Verify whether the existing Gender Desk qualifies and document any strengthening/renaming needed.
Safeguarding notification and consent	2025 guidelines include rapid reporting language; some provisions risk tension with survivor choice or confidentiality.	Obtain safeguarding and legal review of reporting duties, timing, privacy, minors and emergency referral.
Targets across 2025 guidelines and 2026 CSP	2025 guidelines propose ≥33% women managers, ≥40% women new recruits, ≥40% female undergraduate and ≥50% female postgraduate; 2026 CSP specifies 40% of all students and 45% of all staff by June 2031.	Make CSP anchors controlling; label other thresholds as subordinate and confirm affordability, legal basis and timescale.
Case reporting and due process	Multiple complaint channels, Gender Desk and Integrity Committee roles, internal sanctions and criminal reporting need precise boundaries.	Adopt a single approved case pathway and SOP crosswalk with clear investigation/adjudication separation.

Issue	Observed gap / inconsistency	Decision required before adoption
Disability and accommodation	SNIEC guidance, the gender/affirmative action instruments and CSP special-needs target require consistent definitions and denominators.	Validate eligibility, consent, measurement of support delivery and service standards.
Workplan completion and consultations	Task Force methodology envisages benchmarking, audit, stakeholder consultation and validation by 21 October 2026.	Record actual consultations, meeting decisions and amendments before final submission.
Data processing and publication	Disaggregated monitoring and GBV case records have materially different protection needs.	Approve data dictionary, small-cell suppression, retention and access rules with ICT/legal guidance.
Independent gender equity oversight	Existing GPC/GPIC and Council/Senate functions may overlap with the comparator EOB approach.	Council to approve a feasible independent oversight function within lawful governance organs; avoid a new unapproved quasi-disciplinary body.
Non-GBV equality complaint pathway	The older draft gives most procedural detail to GBV/SH/SEA; other gender discrimination grievances may be fragmented.	Legal and Secretariat to identify competent authorities, disciplinary and appeals interfaces, notification standards and records governance.
Academic supervisory power and relationships	Supervision, grading and grant allocation involve conflicts and possible abuse of authority.	Senate and HR to approve supervision boundaries, recusal, alternative-supervisor access, reporting and escalation.
Student-parent and lactation support	UCT provides a developed care model, but its leave and infrastructure requirements are South Africa-specific.	HR/DoS/Legal and Estates to specify what SUA can lawfully provide and cost facilities and continuity arrangements; no automatic foreign entitlements.
Gender and sex recordkeeping	UCT policy explicitly addresses legal and preferred-name records; Tanzania's identity/data regimes differ.	ICT and Legal to approve lawful purpose, record fields, privacy standards and permitted forms of respectful administrative communications.
Annual audit and publications	Additional audit requirements need an owner, audit independence, data quality and publication safeguards.	Council/QA/Planning to approve annual audit TOR, small-cell suppression, action registers and public summary protocol.
External partner and travel obligations	Vendor, hostel, field and exchange arrangements require contractual and duty-of-care risk assessment.	Legal/Procurement and affected directorates to agree risk categories, model clauses, insurance and safety protocols.

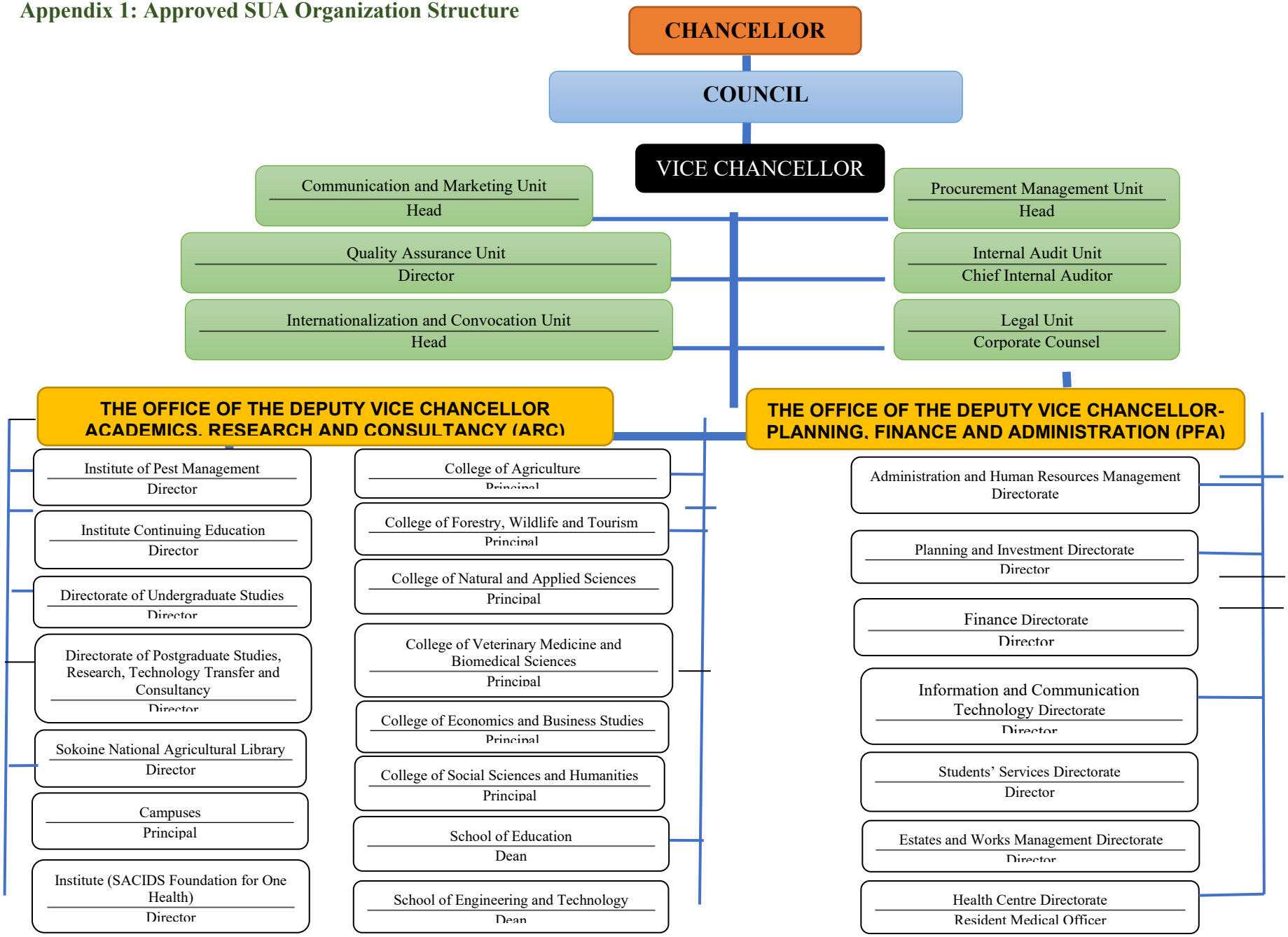
Annex E: Minimum Annual Gender Audit Protocol

The annual audit should be scoped to university functions, campuses and high-risk settings. It may combine administrative analysis, anonymized staff/student questionnaires, process walkthroughs, documentary review, confidential group consultation and selected agricultural field-project studies. A safeguarding professional must assess whether sensitive questions are safe and voluntary.

Audit dimension	Minimum test / evidence	Expected corrective response
Governance and participation	Sex by role, committee, chair/secretary, quorum, decision influence and stakeholder feedback.	Document structural barrier, responsible organ and nominations/training remedy.
Employment and career	Selection funnel, pay grades, promotions, turnover, study/research opportunities and time away for approved care.	HR gap analysis, lawful corrective measures, annual progress review.
Student participation	Admissions, bursaries, retention, progression, maternity/care continuity and postgraduate supervision.	Programme-level support and academic rule review.
Academic/research integrity	Gender curriculum screening, grant leadership, authorship, supervision conflicts, research ethics and outreach benefits.	Academic quality and research policy modifications.
Safety and grievance systems	Accessible routes, timeliness, user confidence, conflicts, retaliation and anonymised process compliance.	Protected risk escalation, SOP corrections and training.
Care, wellbeing and infrastructure	Lactation, pregnancy support, sanitation, residence safety, campus access, transport and special needs.	Costed facility and service improvement plan.
Budget and digital access	Gender-budget submissions, spend, ICT access, privacy controls, automated decision review.	Finance/ICT remediation and follow-up assurance.
Outreach and external actors	Extension benefits parity, women farmers' agency, contractor and placement risk controls.	Partner improvement conditions and outreach redesign.

Annex F: Illustrative Two-Track Complaint Routing Standard

For design and validation only. The flow below must be reconciled with approved SUA case-management SOPs and competent institutional/legislative authorities. It does not confer new investigative or disciplinary powers.

Stage	Track A: non-GBV gender equality concern	Track B: GBV, sexual harassment or SEA
1. Access and intake	Recognised HR/academic/student grievance contact or approved equality focal intake; anonymous information accepted where policy allows.	Gender Desk/Protection function or trained safe referral route; immediate safety screening.
2. Triage	Check conflict of interest, category, urgency, academic/employment competence and accessible communication.	Assess protection and health/referral needs, confidentiality, statutory reporting and safety; protect informed choices.
3. Routing	Competent HR/academic/administrative investigator or review body under existing rules.	Authorised specialist case process under Anti-Sexual Harassment and GBV/SH/SEA instruments.
4. Decision rights	Written reasoned outcome by authorised officer; notice of review or appeal subject to applicable rules.	Separate support, investigation and adjudication; lawful due process; appropriate referral and sanction only by competent authority.
5. Follow-up	No retaliation; remedial institutional policy action and process compliance monitoring.	Safety plan, protection against retaliation, follow-up support and restricted case-quality assurance.
6. Reporting	De-identified numbers and systemic themes in equality assurance reporting.	Aggregated anonymised process/risk information only; confidential case details remain restricted.

Appendix 1: Approved SUA Organization Structure