

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



**GUIDELINES FOR MONITORING AND EVALUATION OF
GENDER-BASED VIOLENCE IN THE UNIVERSITY**

April, 2023

FOREWORD

Mbeya University of Science and Technology (MUST) is a Public Institution established through the Universities Act NO.7 of 2005 and the Charter of Mbeya University of Science and Technology of 2013 aiming at becoming the leading Centre of excellence for knowledge, skills and applied education in science and technology through training, research and consultancy.

Currently, MUST has a revised Gender Policy (2023) that guides gender mainstreaming in all core functions of the University on academic, research, consultancy and community outreach services for sustainable development.

A number of development policies and strategies have been formulated. These include the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA II, 1999), Vision 2025, Sustainable Development Goals 2015 – 2030 and Public Service Reforms Phase I, 2000- 2007 and II, 2008-2012 which have come up with new targets on gender.

The Ministry responsible for Community Development, Gender Women and Special Groups (MCDGWSG) has the mandate to oversee the development and implementation of public policies on issues related to gender and to coordinate programs pertaining to gender issues.

The Gender Policy together with this guideline aims at strengthening MUST capacity to effectively fulfill its Vision and Mission in training, research and provision of consulting services with a gender perspective. The success in achieving the objectives of this guideline is the responsibility of all actors at the University. However, decision-making bodies at various levels had a vital role in policy implementation.

The development of these guidelines could not have been a success without the contribution of different stakeholders within the MUST community. Staff, students, and other MUST community members have all played a great role by providing information, advice, and opinions to help create a comprehensive GBV guideline for the MUST community.

It is hoped that the guidelines will go a long way in addressing and providing direction and guidance on all GBV and other related issues at MUST.

Prof. Aloys N. Mvuma

Vice-Chancellor

Mbeya University of Science and Technology

April, 2023

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LIST OF ABBREVIATIONS AND ACRONYMS

VC	Vice Chancellor
DVC-ARC	Deputy Vice Chancellor-Academic Research and Consultancy
DVC-PFA	Deputy Vice Chancellor-Planning Finance and Administration
DAHRM	Director of Administration and Human Resources Management
GBV	Gender Based Violence
M&E	Monitoring and Evaluation
MIST	Mbeya Institute of Science and Technology
MUST	Mbeya University of Science and Technology
MUSTSO	Mbeya University of Science and Technology Students Organization
HoD	Head of Department
HoU	Head of Unit

DEFINITION OF KEY TERMS AND CONCEPTS

Academic Staff: Academic Staff are professors, lecturers, tutorial assistants, and research fellows who are employed by the University, whether on full time or part time, permanent or temporary.

Administrative Staff: Administrative Staff are persons who are employed by the University and are determined by the University Council to be members of Administrative Staff.

Confidentiality: Keeping information's private between consenting individuals. Information can be shared only with others who need to know in order to provide assistance and intervention with the consent of the survivor.

Dignity and self-determination: GBV are an assault on the dignity and rights of a person, and all those who come into contact with survivors have a role to play in restoring dignity and self-determination. The wishes, rights, and dignity of the victim must be respected at all times;

Gender and Sex: Gender connotes the social and cultural relations, and interaction between men and women in development. It is different from sex, which is a biological difference between men and women.

Gender Mainstreaming: This is a process which recognizes and addresses gender gaps in an organization and ensures that gender needs are incorporated in the organization's operations, processes and systems. The process requires strategies that integrate gender concerns into organization's objectives.

Gender Awareness: This refers to the situation whereby an individual or a society becomes conscious that individuals or societies are not homogeneous units; they relate to gender, and that benefit from the interventions are distributed equally between men and women. It also refers to gender sensitive attitudes and commitment in effecting changes so as to uplift the disadvantaged sex.

Gender Equity: It is a quantitative measure referring to a process in which both men and women access organization's resources, opportunities, benefits and obligations with a view to gender equality.

Gender Equality: It refers to a situation in which men and women enjoy equal rights, opportunities, privileges and resources in organization/community.

Gender Gaps: These occur when there is a discriminative action in resource, roles, activities allocation and, decision making between male and female gender.

Gender Balance: It is a situation whereby male and female members of an organization or community are given an equal opportunity to enjoy the resources, responsibilities as well as participating in planning and decision-making.

Gender Blind: This refers to ignoring or failing to address the gender dimension.

Gender Sensitization: This is a process of making individuals, society/organization to recognize that socio-cultural relationships between men and women in society are socially constructed for the benefit of the dominating groups.

Gender based Violence: An umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females.

GBV Clubs: Group of students/staff formed for the purpose of advocating GBV issues within MUST community.

GBV Response: The reaction and support of stakeholders in initiating strategies and activities towards GBV survivors.

Marginalized Group: A group or other person who feel as if he/she is not important and cannot influence decisions or events; to put someone in a position in which fills has no power.

MUST community: Staff, students, service providers and MUST residents.

Perpetrator: Person, group, or institution that directly inflicts or otherwise supports violence or other abuse inflicted on another against her/his will.

Peer educator: Staff/student who provide education to the MUST community on GBV issues.

Physical violence or physical assault: Beating, punching, kicking, biting, burning, maiming, or killing, with or without weapons—often in combination with other forms of gender-based violence.

Prevention; Refers to a GBV programmatic domain that covers all types of interventions aimed at reducing GBV risks and addressing the deeper causes associated with those risks.

Response; Refers to the programmatic domain that includes the full range of services provided to survivors of GBV in order to improve their well-being and help them deal with the incident, and mitigate further GBV risks

Survivor; A person who has experienced GBV. The terms ‘victim’ and ‘survivor’ are often used interchangeably. Victim is a term more often used in the legal and medical sectors. Survivor is the term generally preferred in the psychological and social support sectors because it implies resiliency.

Sexual and Gender-Based Violence: Sexual and Gender-based violence (GBV) is violence targeted at individuals or groups on the basis of their gender. While research suggests that a significant proportion of women worldwide will at some point in their lives experience GBV, the extent to which men and boys are affected.

Survivor safety: The safety and security of the survivor as a primary importance;

Sex-Disaggregated Data: This refers to the collected, analyzed and presented quantitative data, basing on male and female criteria.

Sexual harassment: Any unwelcome, usually repeated, and unreciprocated sexual advance; unsolicited sexual attention; demand for sexual access or favors; sexual innuendo or other verbal or physical conduct of a sexual nature; and display of pornographic material when it interferes with work is made a condition of employment or creates an intimidating, hostile, or offensive work environment.

1.0 INTRODUCTION

1.1. Background

Mbeya University of Science and Technology (MUST) is a result of the transformation of the Mbeya Institute of Science and Technology (MIST) in accordance with the Universities Act No. 7 (2005) and Charter of Mbeya University of Science and Technology (2013). The Universities Act requires Universities to draft Charters and have them approved as a condition for providing University Education. In compliance with the requirements of the Universities Act, Mbeya University of Science and Technology has been established through part II, Section 3(1) of the Mbeya University of Science and Technology Charter, (2013).

1.2. Vision

The Vision of Mbeya University of Science and Technology is to become the leading centre of excellence for knowledge, skills and applied education in science and technology.

1.3. Mission

The Mission of Mbeya University of Science and Technology is to develop academically, technologically and socially competent students, staff and other stakeholders who will be responsive to the broader needs and challenges of the society specified through the following objectives;

- (i) Facilitating appropriate tuition, practical training and support according to the needs of students and other customers.
- (ii) Encouraging staff commitment to quality education and services including research, consultancy and innovation;
- (iii) Fostering lifelong learning, honesty and responsibility
- (iv) Promoting environment conducive for human development; and
- (v) Promoting effective entrepreneurship and usage of appropriate technology that meet national and international needs and

standards through skills and practical oriented training, research and consultancy.

1.3 Strategic Mandate

Strategic mandate of the University is derived from the phrase “Science and Technology” in its name. This mandate is to provide tertiary and higher education, promote technology development, undertake research and consultancy, disseminate knowledge and foster relationships with other agencies for development of the nation.

1.4 Motto

Endeavouring to lead in science and technology.

1.5 Centre for Gender Studies

The Gender Policy was formulated in 2018 and reviewed in 2023. The Directorate which started in 2021 has a function of advising and cross-checking gender of all University subsystems including academic programmes, student’s admission, examination and assessments, academic staff, community outreach activities, research and consultancy, students’ evaluation of lecturers and students support services. The advising and cross checking is done to ensure gender compliance with national and international standards

1.6 Why GBV reporting Guideline in the University Context

GBV in high learning contexts has gained attention among people, researchers, the government, the media. Notably, national and international coverage has highlighted universities as sites of violence against women, with particular emphasis on harassment and sexual violence. Research shows that gender and age are two key determinants that increasing the risk of such violence, with young women more likely to be affected. Universities are among of site that populate demographic of young women and adolescent girls.

Therefore, HEIs both public and private have a responsibility and duty of care to address GBV more effectively, maintain the safety and wellbeing of all members of the campus and surrounding community. They have a role to play in challenging the attitudes that underpin GBV, since they exist within spaces, and the harassment, abuse and violence on university campuses and education contexts are reflective of, as well as impact wider society.

Monitoring and Evaluation for gender-based violence together with other academic areas is very important in order to comply with national and international standards. This document provides guidance of how relevant University bodies such as Colleges, Directorates, Departments and Units can implement the guidelines through preventing violence among students and staff, ultimately ensuring that every gender stakeholder within university enjoys the right to relevant, quality and inclusive education and training.

To achieve these, University appropriate guidelines for best practices in investigative reportage of gender-based violence issues is needed. This guideline will highlight students/staff and other university stakeholders' responsibilities of reporting GBV cases.

1.7 Benchmarking

This Guidelines document has benchmarked from the best practices of various GBV guidelines. Benchmarking was done in term of format and contents from TCU guidelines and checklist of academic audit for University Education in Tanzania, Open University, University of Dar es Salaam and the Sokoine University of Agriculture. Therefore, there is a need of establishing a guideline which will simplify the implementation of reviewed MUST Gender Policy 2023 on the issues of GBV in all organs and activities of the University.

2.0. PRINCIPLES AND PROCEDURES

2.1 Introduction

GBV is violence directed against someone on the basis of his/her gender or in the context of gendered power hierarchies. GBV takes the form of actions that result in physical, sexual and psychological harm or suffering to female and male in public or private lives. The actions include but not limited to; sexual abuse, rape & sexual assault, stalking, sexual harassment and intimidation at work or study.

Basing on that background, the Director for Gender Studies (DGS) has the responsibility to monitor and evaluate the implementation of the ant-GBV guidelines to ensure favorable working and learning environments. The DGS will achieve the said responsibility through the Gender Desk Coordinator who among other duties will work closely with college and student gender representatives to address gender malpractices. To achieve the outlined responsibilities, the CENTRE FOR Gender Studies shall be assisted by the following systems and tools;

2.2 Systems

- (i) Institutional security system;
- (ii) Dawati la Malalamiko;
- (iii) Gender Desk
- (iv) Ant-GBV reporting system;
- (v) Hospital management system; and
- (vi) Learning management system.

2.3 Tools

The following forms will be used in monitoring and assessing GBV practices in all aspects:

- (i) Monitor and Assess the GBV Knowledge. Form No. DGS-GBV- 01 shall be filled by MUST community members;
- (ii) Assessment of Gender Desk and CGS. Form No. DGS-GBV- 02 shall be filled by CGS visitors and survivors;

- (iii) Feedback on the quality and usefulness of the GBV awareness by the facilitator. Form NO.DGS-GBV- 03 shall be filled by training participants;
- (iv) Women Students/Staff GBV Understanding. Form No. DGS-GBV- 04 shall be filled by women staff/students;
- (v) Male Students/Staff GBV Understanding. Form No. DGS-GBV- 05 shall be filled by men staff/students;
- (vi) Identifying and Assessing University GBV related sites. Form NO. DGS-GBV- 06 shall be filled by students/staff/University community;
- (vii) Feedback from person receiving the GBV service after Managing GBV. Form No. DGS-GBV- 07: shall be filled by person who received the GBV service;
- (viii) GBV Case Management. Form NO. DGS-GBV- 08 shall be filled by GBV respondent staff/student; and
- (ix) Assessing Impacts of GBV capacity development training. Form No. DGS-GBV- 9 shall be filled by respondent staff/student.

3.0 MONITORING AND EVALUATION OF GENDER-BASED VIOLENCE IN UNIVERSITY

Monitoring and evaluation (M&E) are a critical tool for planning, budgeting resources, measuring performance and improving future GBV response. Continuous routine monitoring ensures that effective programmes are maintained and accountability to all university stakeholders particular affected populations is improved. Periodic evaluations supplement monitoring data through analyzing in greater depth the strengths and weaknesses of GBV implemented activities, and by measuring improved outcomes in the knowledge, attitudes and behavior of affected staff/students.

The keys elements and assessment tools included in this section are intended to help efficiently and effectively gather information about university attitudes, capacities, and practices related to gender, including obstacles to addressing gender issues. All of the tools will be applied according to participatory methods, essential for building University community involvement and engagement.

The following are key elements in Monitoring and Evaluation of quality teaching and learning:

3.1 Monitoring Tools

The following parameters will be monitored and evaluated:

3.2 Prevention

The purpose of the tool is to assess the increase in knowledge among individuals who took part in the information session. The tests may be administered by M&E team from CGS or facilitator who delivered the session. The following GBV prevention parameters will be monitored and evaluated:

- (i) Use of availability information sessions through to facilitate prevention of GBV at University. General pre & post-test questionnaire information sessions;

- (ii) Collect information about how visitors such as adolescent girls and women of the centre perceive the appropriateness and quality of the services offered at CGS;
- (iii) Perform assessment and performance of the facilitator delivering the GBV awareness raising session. This tool is administered by an M&E CGS staff member;
- (iv) Perform assessment of the impact of awareness raising programme among women and girls' students/staff who took part in the sessions to bring about change: knowledge about GBV, attitudes towards gender empowerment/GBV, articulation and dissemination of positive GBV messaging and practical GBV prevention behaviour. To be administered by the facilitator who delivered the session; and
- (v) Perform assessment on the impact of the awareness raising programme among men and boys who took part in the sessions to bring about change, general attitudes towards GBV and practical GBV prevention behaviour.

3.3 University Security Audit

Safety monitoring need to be considered a good practice for identifying and assessing site-related GBV risks at the University and for informing multi-sectoral responses to mitigate GBV risks. Regular safety audits, result and recommendations contribute to the reduction of risks, and identify how programming can better respond to specific areas of risk or deeper causes of these risks. The following parameter will be monitored and evaluated:

- (i) Assessing of university site-related GBV risks and informing security and multi-sectoral responses to mitigate GBV risks.

3.4 Response to GBV Case and Case Management

Client feedback surveys are a key way for the university and organization to know how survivors experienced the service. This can help understand what is being done well, what needs to be improved and what the challenges are. For better GBV response the following parameters will be monitored and evaluated:

- (i) Perform monitoring feedback from person receiving the GBV service after managing GBV;
- (ii) Perform assessment of CGS caseworkers towards GBV and GBV survivors. To measure caseworker minimum competency needed to work with survivors without risks of harming the client. The results will inform the capacity building and development actions needed; and
- (iii) Assessing GBV case management core competencies assessment - attitudes & perceptions test.

3.5 GBV Programme to staff

- (i) Assessment to whether there has been an increase in knowledge among GBV programme to staff and students taking part in capacity development training.
- (ii) Perform measurement of attitudes & perceptions of staff and student towards GBV programme at university.

3.6 GBV Suggested Indicators

In line with the GBV programming options currently implemented at the university, Form No. DGS-GBV-12 provides a list of potential indicators that can be adopted and customized by CGS for accountability, programme performance monitoring and learning purposes.

A set of indicators are presented for each type of programme intervention discussed above and linked with the tool from where data can be extracted. The proposed indicators will respond to the M&E objectives of assessing GBV programme quality. Indicators related to response interventions are formulated in a way that requires university under CGS to obtain only aggregate data for reporting.

4.0 RESPONSIBILITIES IN MONITORING AND EVALUATION

In the university management setting, there are a key group of staff and representatives who are likely to receive a disclosure of GBV. This section outlines the responsibilities of recipients of disclosures in those key roles and how these can form the basis of an effective campus response to GBV. Those in Key Roles may include Students and Academic Staff, Departmental or college Staff, Student Support, Health and Wellbeing Services staff, University Estates Services, Security and Residences, University Library Staff, Student Union representatives and staff providing support services, Trade Union Representatives.

4.1 Top Management Team

The top Management team consists of Vice Chancellor, Deputy Vice Chancellor Academic, Research and Consultancy (DVC-ARC) as well as Deputy Vice Chancellor Planning, Finance and Administration (DVC-PFA). They have a big role to play in monitoring and evaluation of GBV trends through close follow up and decision making on reported GBV issues at the University. To report to the Senate and Council on issues related GBV as well as support services.

4.1.1 Vice Chancellor

- (i) As the Chief Executive Officer of the University, he/she is responsible on day-to-day gender assurance activities;
- (ii) Ensure short-, medium- and long-term implementation of gender programmes;
- (iii) Ensure gender balance is achieved in decision-making positions;
- (iv) Approve financial and other resources for the implementation of the Policy and guidelines; and
- (v) Ensure University need to be place where GBV are challenged and prevented.

4.1.2 Deputy Vice Chancellor-Academic Research and Consultancy

- (i) Ensures that qualified academic staff are employed, developed and capacity building based on gender related programmes;
- (ii) Appoint a task force to accomplish various gender tasks related to programme, curriculum and others;
- (iii) Lead coordination of the gender policy and guidelines implementation strategies;
- (iv) Evaluate with gender perspectives the current progress of academic and recommending future programmes (i.e., enrollment, retention, recruitment and completion);
- (v) Recommend approval of appropriate gender responsive budgets;
- (vi) Ensure the operationalization of the work plan;
- (vii) Coordinate and establish gender-responsive academic programmes;
- (viii) Oversee admission processes that are gender responsive;
- (ix) Plan and oversee preparation gender responsive and related activities for sensitization in other education settings like secondary schools;
- (x) Ensure and oversee gender responsive research and consultancy activities at the University;
- (xi) Translate the Gender Policy into implementable actions plans; and
- (xii) Coordinate, monitor and evaluate all gender-related activities within the University.

4.1.3 Deputy Vice Chancellor-Planning, Finance and Administration

- (i) Mobilize and allocate resources for the implementation of the Gender Policy Guidelines;
- (ii) Handles all financial matters for required activities, materials and facilities;

- (iii) Recommend gender responsive budgets for the implementation of the Gender Policy Guidelines; and
- (iv) Ensure design of construction of gender responsive infrastructures.

4.2 Centre for Gender Studies

- (i) Audit, report and advice Top Management on GBV issues related to the university activities and programmes;
- (ii) Compile various gender reports from Stakeholder, Stakeholders 'reports, evaluation form results and propose way forward;
- (iii) Conduct various research and statistics on GBV and make all statistics gender-sensitive with a view to identifying differences between the genders.
- (iv) Check on capacity building, coordinate, prepare, facilitate seminars and training related to GBV issues;
- (v) Provide gender services, pre-advocacy service and recommend measures;
- (vi) Promote the concept of gender equality and look at all the University activities from a gender lens;
- (vii) Prepare work plan as per developed policy and guidelines;
- (viii) Provide long and short courses on gender related issues;
- (ix) Establish network linkages with other stakeholders;
- (x) Ensure a gender-sensitive choice of images when preparing any public relations materials within university;
- (xi) Realize the importance of developing gender responsiveness of the University towards the needs of women and men and transgender staff and students; and
- (xii) Check gender compliance on national and international standards.

4.3 Principals and Directors

The role of Principals and Directors in making college and directorate gender sensitive are:

- (i) Act as a central role in college and directorate in establishing a gender responsive environment'

- (ii) Understand what is happening in the college and to take a proactive role in bringing about positive change;
- (iii) Be role models and gender champions for gender equality; and
- (iv) Promote gender equality and be seen to practise it through education.

4.4 Head of Departments

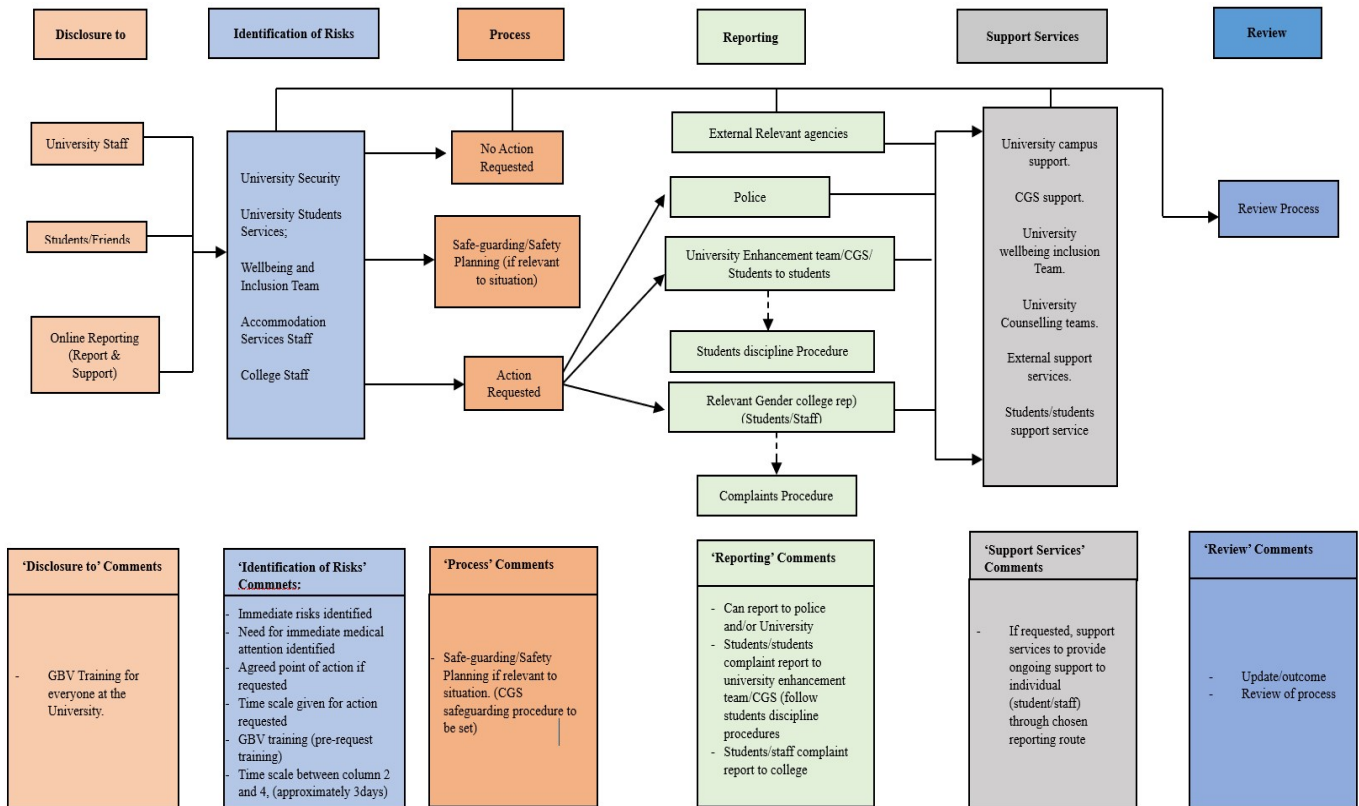
- (i) Take a lead in promoting gender equality within the department;
- (ii) Discusses with staff the importance of making curricula gender responsive.
- (iii) Where possible, embedding gender equality in the curriculum and teaching and learning materials; and
- (iv) Observe lecturers as a way of helping to improve gender practice.

4.5 Review of Gender Based Violence Guidelines

The Guidelines will be reviewed after three (3) years. Prior to that, they may also be reviewed from time to time as deemed necessary.

5.0 RESPONSE TO STUDENT/STAFF GBV DISCLOSURE

In order to facilitate swift response to GBV some procedures need to be followed if there are concerns about the safety or wellbeing of a student/staff. The following flowchart provides an example of the key elements of a response pathway within university education settings.



6.0 PARAMETERS TO BE MONITORED

In order monitoring of GBV at university it needs GS-GBV 1-13 Forms to be filled to facilitate evaluation and data analysis in relation to the following:

- (i) GBV prevention
- (ii) GBV responses
- (iii) GBV case management
- (iv) Awareness rising to staff/students and CGS case workers

6.1 Monitoring Tools

GBV at the University will be monitored and evaluated through the use of checklist and other tools as indicated in Appendix by filling the Forms (GS-GBV1-8). The collected data, will be analyzed and written report will be presented as findings to the Committee or Management as feedback. Committee recommendations will be presented at the Management for action.

REFERENCE

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APPENDICES
FORM NO.DGS-GBV- 01

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



CENTRE FOR GENDER STUDIES

Monitor and Assess the GBV Knowledge(To be filled by MUST community member)

Date:

Location:

Sex:

- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help the University to evaluate the effectiveness of the GBV prevention programme.

Please identify which of the following statements you think are true and which are false. Mark your answer with an "X".

GENDER INEQUALITY STATEMENTS			
	Agree	Disagree	Neutral
Academic background can play a role in promoting gender inequality by giving more opportunities to boys than girls and teach boys and girls that they have different roles to play in the academic workspace.			
Men are naturally violent/cruel than women			
Women are too soft and emotional to occupy leadership roles			
Men and women biological differences should determine the role they play in academic and society			
GBV SERVICES STATEMENTS			
There are GBV practices at MUST			
Existing forms of GBV affects men and female differently			
All the support a GBV survivor needs can be provided by the University only.			
Access to GBV services is often restricted especially to adolescent girls and women.			
If the violence stops, the survivor no longer needs help			
Economic violence or the denial of resources among students and staff are forms of GBV			
SUPPORT TO GBV SURVIVORS			

Lack of knowledge about GBV and fear of getting involved pose significant barriers to encouraging people to provide support for the peers			
There is a particularly high level of shame associated with speaking about personal experiences of GBV			
Support from other women can make it easier for women/men and adolescent girls/boys to get out of situations where they are at risk of or exposed to GBV			
Available ant-GBV initiatives supports eliminations of gender malpractices			
More efforts need to be done in provision of awareness on GBV			
UNIVERSITY VIOLENCE			
Sexual violence is one of the most common forms of GBV in the MUST community			
Sexual violence causes long-term and sometimes irretrievable physical and emotional damage to sufferers.			
The doers of GBV lacks awareness on the offences they commit			
Lack of strong measures against doers of GBV contribute to continuity of practices at MUST			
Sharing rooms among students of different economic levels contribute to the GBV			
Existing ant-GBV investigation measures are not sufficient to eliminate the challenge.			
When students see violence taking place, they learn that it is acceptable practices norm in the society.			
Students who threatened with violence learn to be submissive and non-contributive in classes and other areas.			

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CENTRE FOR GENDER STUDIES

Assessment of Gender Desk and CGS (To Be Filled by CGS visitors and survivors)

Date:
Location:
Sex:
Age:.....

A. Background

- 1. When did you start coming to this Gender Desk?
2. How many times have you visited it in the past month?
3. How and when did you first hear about the Gender Desk?
.....
4. Why did you decide to come to the Gender Desk?.....
5. Did the Gender Desk meet your expectations and helped you fulfill the objective of your visit?
6. Have you ever invited others to come?.....
7. If yes, who did you invite?.....
8. Have you shared, or do you plan to share, the knowledge you gained at Gender Desk with anyone? [] Yes [] No [] Don't know
9. If yes, who? [] Family member [] Students [] Neighbors [] Other - Specify:
.....

B. About the Gender Desk and CGS in General

- 1. How easy is it to get here?.....
2. Which obstacles may prevent you/others from coming here?.....
3. Do you think that the Gender Desk is accessible to all who need the service?
4. If not, who is being excluded?.....
5. What do you think could be improved?.....
6. Overall, do you think that these activities/service address the needs of vulnerable at the University?.....
7. Which types of information/materials do you think need to be accessed at the center.....
8. How is this information being helpful?.....
9. Are there any topics that you would like to learn more about? Please explain.....

10. In a scale from **1 to 4**; with 1 being weak, 2 average, 3 good and 4 excellent; how do you rate the quality of the staff at the Gender Desk?.....
 Why?.....
 Any recommendations for improvement?.....
11. In a scale from **1 to 4**; with 1 being weak, 2 average, 3 good and 4 excellent; how do you rate the quality of the infrastructure the CGS?.....
 Why?.....
 Any recommendations for improvement?
12. Has this Gender Desk affected, positively or negatively, your life in any way?.....
 How? Please explain.....
13. Do you think the university programs address all forms of GBV, including sexual assault, domestic violence, dating violence, and stalking? Yes No Don't know
14. Do you think the university have tools in place for different staff/students to submit reports of GBV? _____
15. Where do those reports go to? _____
- 16.

“Thank you again for sharing your time and this information. We look forward to using this information to help improve the Gender Desk activities and CGS in general”

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CENTRE FOR GENDER STUDIES

Feedback on the quality and usefulness of the GBV awareness by the facilitator. (To be filled by training participants)

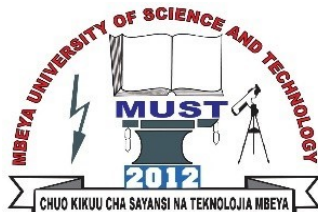
Date:

Location:

Sex:

PARTICIPANTS/MARKERS	RATING		
	Agree	Disagree	Neutral
KNOWLEDGE & SKILLS			
Understands the methodology for delivering GBV awareness raising sessions.			
Can define sex, gender, power, violence and consent with examples of each			
Can list types and consequences of GBV with examples of each			
Can name causes and contributing factors of GBV			
Can define the referral pathways relevant to the communities or University or where GBV incidence happened			
Can articulate the sensitivity of GBV information-sharing from a case management and awareness-raising perspective			
Can explain the prevention of sexual exploitation and abuse responsibilities within the University response			
SESSION DERIVERY			
Facilitator arrives to the session on time			
Has prepared and brought all required materials			
Welcomes the participant			
Is an advocate for gender equality throughout the session			
Listens to participant on GBV questions			
Challenges participants respectfully			
Shows respect for different points of view			
Clarifies instructions for GBV activities			
Summarizes statements made by participants			
Asks open-ended questions that encourage discussion			
Encourages participant(s) to contribute			

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CENTRE FOR GENDER STUDIES

Women Students/Staff GBV Understanding(To be filled by Women and Girls)

Date:

Location:

- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help us estimate the effectiveness of the prevention programme.

Section 1: Please identify which of the following statements you think are true and which are false.

STATEMENTS	TRUE	FALSE	For CGS, Facilitator Use Only
Gender inequality causes GBV.			
All GBV involves physical violence.			
A man shouting at women is a form of GBV.			
GBV to students only happens within university area than surrounding communities.			

Section 2: Please identify which of the following statements you agree or disagree with.

STATEMENTS	AGREE	DISAGREE	For CGS, Facilitator Use Only
Girls/women deserve to have the same education opportunities as boys/men			
Women should be included in all decision-making in the University bodies and communities			
Women and girls are sometimes to blame for the violence they suffer, especially violence in the University			
A girl or a woman who suffers from sexual violence should be able to talk about it safely. She should be able to seek help.			

Section 3: Please identify which of the following you think are appropriate messages to share in your University and other surrounding community.

STATEMENTS	TRUE	FALSE	For CGS, Facilitator Use Only
Everybody has the right to seek help if have suffered from violence.			
Women and girls should never go outside university campus			

at night. It's too dangerous			
It is to be expected that we might have to give something in return for the University gender services we receive			
Sexual violence is not just a private issue			
Section 4 – Please identify which of the following actions you have taken during the past month.			
	YES	NO	FALSE For CGS, Facilitator Use Only
During the period of my study at University, I have discussed GBV with my fellow student/staff member			
During the period of my study at University, I have discussed GBV with a non-university member or friend.			
I would intervene if I saw somebody acting violently or aggressively towards somebody else			
During the period of my study at University, I have thought about what I can do to help prevent GBV in University and my surrounding community.			
During the period of my study at University, I have discussed the risks of sexual harassment with an adolescent girl student			

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CENTRE FOR GENDER STUDIES

Male Students/Staff GBV Understanding(To be filled by Men and Boys)

Date:

Location:

- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help the University to improve the effectiveness of the prevention programme.

Section 1: Please identify which of the following statements you think are true and which are false.

STATEMENTS	TRUE	FALSE	For CGS, Facilitator Use Only
Sometimes male students/staff cannot help getting away from violent. It's in their nature.			
Violence that occurs in the University should be considered a private matter.			
It is just harmless fun when boys tease girls about their bodies or clothes.			
A female student who suffers from sexual violence should avoid talking about it to protect her reputation and the reputation of her family.			
A male has the right to hit female if she doesn't do what he tells her.			
Men should be included in all decision-making in the University bodies and communities than women			
Men are to be blamed for the violence in the community			
Men who suffer from sexual violence should be able to talk about it safely. She should be able to seek help			
Everybody has the right to seek help if you have suffered violence			
Male students/staff should never go outside university campus at night. It's too dangerous			
It is to be expected that we might have to give something in return for the University gender services we receive			
Men and boys are naturally violent. Women and girls have a responsibility to not make them angry.			
Sexual violence is not just a private issue			

Section 2 - Please identify which of the following actions you have taken during the past month.

	YES	NO	FALSE For CGS, Facilitator Use Only

During the period of my study at University, I have discussed GBV with my fellow student/staff member			
During the period of my study at University, I have discussed GBV with a non-university member or friend.			
I would intervene if I saw somebody acting violently or aggressively towards somebody else			
During the period of my study at University, I have thought about what I can do to help prevent GBV in University and my surrounding community.			
During the period of my study at University, I have discussed the risks of sexual harassment with an adolescent girl student			

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CENTRE FOR GENDER STUDIES

Identifying and assessing University GBV related sites(To be filled by students/staff/University community)

A: Security Service

1. In the University and surrounding area is there a place(s) where students, staff or community worry about their security during day or night?)_____
2. If Yes, please name the place(s): _____
3. What makes this place (s) dangerous? _____
4. From whom can women and girls seek assistance in case of a security problem?

5. Are there security personnel patrolling inside or outside the University? _____
6. If the answer is Yes, when the patrol usually takes place? - day or night *-(cycle appropriate response)*
7. According to you, what could be done in this community to create a safe environment for women, girls and community at large?

8. University's services like shops and restaurants are easily accessible and safely
 Excellent Good Average Poor Very poor.
9. Have you ever heard/witness sexual violence inside or near the University?
(YES/NO)
10. Did you report the incidence/case? _____
11. If yes, where did you report the case/incidence? _____

B: Health Service

1. Are health workers in the University's health center trained to treat GBV victims? _____
2. Are there other services available in the University to assist people who have experienced sexual or domestic violence? _____
3. If yes, what services are available? _____
4. Is GBV Committee established and operate in the University? _____
5. Are men's and women's latrines and bathhouses within university premises separated? _____
6. Are latrines gender-sensitive? _____

7. Are women's latrines and bath houses positioned in such a way attracting violence from men?_____

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CENTRE FOR GENDER STUDIES

Feedback from person receiving the GBV service after Managing GBV.(To be filled by person received the service)

If you are the person receiving the service:

I am 15-19 years old I am 20-24 years old I am 25-49 years old I am 50 years or older.

A: Tell us about our GBV services at CGS

a. How did you find out about our services? (Tick all that apply)

Friend member Student, Neighbor or community member

Flyer or adverts Referral from another argan e.g., MUSTSO

Other(s) (please specify) _____

B: Tell us about the service

i) There was a staff member to interview and help me with whom I felt comfortable. Yes No

ii) I was referred to another place because a service could not be provided.

Yes No Not applicable

iii) I was satisfied with the quality of the services to which I was referred.

Yes Somewhat No Not applicable

iv) The staff respects confidentiality. Yes No

v) I met with a caseworker or other staff in private without being overheard.

Yes No

C. Tell us about the staff

i. How do you rate the performance of the staff?

Excellent Good Average Poor Very poor

ii. The staff were/was friendly. Yes No

iii. The staff was open-minded. They didn't judge me. Yes No

- iv. The staff was able to answer all my questions to my satisfaction. Yes No
- v. The staff used language I could understand. Yes No
- vi. The staff allowed time to let me express my problems in my own words.

Yes No

vii. Do you have any recommendations for improving the performance of the staff? _____

viii. Do you feel like we helped you with your problem? Yes No

ix. If YES or NO Please explain: _____

x. In general, did you feel better after meeting with us? Yes No

xi. If YES please explain: _____

xii. Would you recommend a friend who has experienced GBV to come here for help?

Yes No

xiii. Are there any improvements to our service you would like to suggest or other comments you would like to make? _____

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CENTRE FOR GENDER STUDIES

GBV Case Management (To be filled by GBV respondent staff/student)

CGS Case worker	
Name Supervisor	
Assessment Date	
Score	

QUESTIONS

1. What is GBV? _____
2. What are the main types of GBV? _____

3. What are the causes of GBV? _____

4. What are the possible consequences of sexual violence?

5. What are the techniques for helping GBV survivors?

6. What are some of the reasons for survivor's avoidance to report GBV case?

7. What techniques could make the survivor feel more comfortable when visiting the Gender Desk? _____

8. Describe how CGS caseworkers should start their first interview with the survivor (introduction and engagement).

9. When collecting GBV data, what are some of the important measures and precautions you should take? _____

10. What are the limits to confidentiality in GBV cases?

11. Explain the main areas of need that you must assess with survivors?

12. What are the steps of case management?

13. What documentation we need to prepare when we want to link the client with the services?

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CENTRE FOR GENDER STUDIES

Assessing Impacts of GBV capacity development training.

(To be filled by GBV respondent staff/student)

Please indicate extent to which you agree/disagree with the following statements:

1. It is easy for girls to lie about rape.
 Strongly Agree Agree Undecided Disagree Strongly Disagree
2. Some women get raped because they behave or dress in a way that makes men want to have sex.
 Strongly Agree Agree Undecided Disagree Strongly Disagree
3. If a survivor doesn't fight back, s/he wasn't really raped.
 Strongly Agree Agree Undecided Disagree Strongly Disagree
4. If a man is drunk when he forces sex on a woman, it isn't rape.
 Strongly Agree Agree Undecided Disagree Strongly Disagree
5. You can tell if a girl has been sexually assaulted by the way she acts when you talk to her.
 Strongly Agree Agree Undecided Disagree Strongly Disagree
6. Rape is a sexual act.
 Strongly Agree Agree Undecided Disagree Strongly Disagree
7. Physical injury is the only health outcome of rape.
 Strongly Agree Agree Undecided Disagree Strongly Disagree
8. People who have been raped should keep it a secret.
 Strongly Agree Agree Undecided Disagree Strongly Disagree
9. A good indicator to measure the success of GBV mainstreaming is a decrease in the number of reported GBV cases. True False
10. Increasing girls' participation is one example of a GBV risk mitigation strategy.

True False