

SOKOINE UNIVERSITY OF AGRICULTURE



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

GUIDELINES FOR MANAGING GENDER-BASED VIOLENCE, SEXUAL HARASSMENT, AND SEXUAL EXPLOITATION AND ABUSE

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ABBREVIATIONS AND ACRONYMS

CEDAW	Convention on the elimination of all forms of discrimination against women
CSP	Corporate Strategic Plan
DVC (ARC)	Deputy Vice Chancellor (Academic, Research and Consultancy)
DVC (PFA)	Deputy Vice Chancellor (Planning, Finance and Administration)
GBV	Gender-Based Violence
GD	Gender Desk
GFP	Gender Focal Person
GU	Gender Unit
HLIs	Higher Learning Institutions
HoD	Head of Department
KPI	Key Performance Indicator
M&E	Monitoring & Evaluation
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
SEA	Sexual Exploitation and Abuse
SH	Sexual Harassment
SUA	Sokoine University of Agriculture
SUAAA	SUA Alumni Association
SUASA	Sokoine University of Agriculture Academic Staff Association
SUASO	Sokoine University of Agriculture Students Organization
TCU	Tanzania Commission for Universities
URT	United Republic of Tanzania
VC	Vice Chancellor
SOSPA	Sexual Offences Special Provision Act

DEFINITIONS OF KEY TERMS AND CONCEPTS

Gender-based Violence	Act(s) of violence that is directed at an individual based on his or her biological sex or gender identity, or perceived gender roles, norms, expectations and stereotypes.
Sexual Exploitation	Actual or attempted abuse of a position of vulnerability, power or trust, for sexual purposes such as profiting monetarily, socially or politically from the sexual exploitation of another.
Sexual Exploitation and Abuse	Any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes including but not limited to, profiting materially, socially or politically from the sexual exploitation of another.
Sextortion	A form of GBV in which a perpetrator uses power/position to extort sexual favours from another person [a minor]; can be used as blackmail such as where [sexual] information/images are used to extort sexual favours from another person.
Sexual Harassment	Any unwanted sexual behaviour (verbally, non-verbally, visually and physically) that makes someone feel upset, scared, offended or humiliated.
Sexual Abuse	The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions without one's consent.
Sexual Assault	A physical attack of a sexual nature on another person without explicit consent.
Consent	A voluntary, informed and ongoing agreement to engage in sexual activity.
Confidentiality	The act of keeping sensitive information private and sharing it only with authorized individuals on a need-to-know basis.
Survivor	An individual who has experienced GBV, SH or SEA.
Perpetrator	An individual who has committed GBV, SH or SEA.
Prevention	Actions taken to stop GBV, SH or SEA from happening in the first place.
Response	Actions taken in the aftermath of an incident of GBV, SH or SEA including providing support and justice to survivors and holding perpetrators accountable.

First-line Responders	Persons who in the course of their professional or obligatory duties respond and offer assistance immediately to incidents of GBV, SH or SEA as they occur.
Gender Mainstreaming	A strategy that seeks to ensure that gender perspectives and concerns are integrated into all aspects of policy, planning, research and teaching.
Power Dynamics	Different ways in which individuals or groups in the society behave to influence each other.
Safe Spaces	Physical or virtual environment that is free from discrimination, harassment and violence.

FOREWORD

Mainstreaming gender issues across all SUA programs and activities to create an inclusive working and learning environment is a key Corporate Strategic Objective (CSO) in the 5th SUA Corporate Strategic Plan (SUA CSP) 2021-2025/2026. In alignment with this strategic objective and its associated targets, SUA has developed these guidelines for managing GBV, SH, and SEA. This decision marks the culmination of extensive research, consultations, and collaboration with a broad range of stakeholders, including students, staff, and the entire SUA community.

GBV, SH and SEA are serious human rights violations that affect all societies, regardless of their economic, social, or cultural status. SUA has a responsibility to ensure that its campuses are safe and free from all forms of violence, including GBV, SH and SEA. SUA recognizes the importance of addressing GBV, SH and SEA and creating good learning and working environments. Hence, decided to develop comprehensive guidelines to prevent and respond to incidents of GBV, SH and SEA within SUA community.

These guidelines provide clear procedures for managing incidents of GBV, SH and SEA as well as a framework for accountability in addressing the needs of survivors. Additionally, the guidelines highlight the importance of prevention including awareness-raising campaigns, training, and the establishment of safe and supportive learning and working environments for students, staff and other SUA community members.

The guidelines further complement the Sexual Offence Special Provisions Act (SOSPA) of 1998 by covering gender issues related to men and boys besides women and girls only that are explicitly covered in the Act. These guidelines are a testament to SUA's commitment to create a safe and supportive environment for all and to promote a culture of respect, equity, equality and inclusivity. I, therefore, commend the efforts in developing these guidelines and urge all members of the SUA community to familiarize themselves with the contents of this document and to work together to prevent and respond to incidents of GBV, SH and SEA. I am confident that these guidelines will be an important resource for our community as we work together to prevent and address GBV, SH and SEA to meet SUA's mission, vision and core values.

Prof. Raphael T. Chibunda

VICE CHANCELLOR

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Tanzania has implemented a range of measures to address issues of GBV, SH and SEA, which remain prevalent across different sectors of the country. To inform its response to these issues, Tanzania has ratified several international agreements, including the CEDAW of 1985; the Beijing Platform of Action of 1995; the African Union Strategy for Gender Equality and Women's Empowerment for the period of 2018-2028; the Maputo Protocol to the African Charter on Human and Peoples Rights of Women in Africa of 2003; the SADC Protocol on Gender and Development (2008); the East African Community Gender Policy (2018); and the Agenda 2063: the Africa We Want.

At the national level, several policies and legal institutional frameworks in support of the development of these guidelines. Among others, these include: the Constitution of the United Republic of Tanzania (URT) (1977) (as amended in 2005); the Tanzania Standing Order for Public Service of 2009; the Code of Ethics and Conduct for the Public Service of 2005; and the Standing Orders for Public Servants of 2009. In addition, the Gender Development Policy of 2002; the National Strategy for Gender Development of 2005; the Employment and Labour Relations Act of 2004; the National Plan of Action to Prevent Violence against Women and Children of 2016/17-2022/23; the Sexual Offences Special Provisions Act (SOSPA) of 1998; the Law of the Child Act of 2009; and the Penal Code, Cap 16, S130 of 2002 provide guidance on how to prevent and address gender issues, GBV, SH and SEA included.

Likewise, other relevant legal instruments such as the Evidence Act of 1967; the Minimum Sentences Act of 1972; and the Criminal Procedures Act of 1985 directly and/or indirectly address the problem of GBV, SH and SEA. Furthermore, the guidelines for the establishment, operationalization, and monitoring of Gender Desks in Tertiary and Higher Learning Institutions of 2021 and the Persons with Disability Act of 2010 are important legal institutional frameworks for GBV, SH and SEA.

Therefore, SUA acknowledges the commendable actions at global, continental and national levels in combating the incidence of GBV, SH and SEA. SUA perceives the issue of GBV, SH and SEA not just as a human rights concern but also as an essential component for achieving Sustainable

Development Goal (SDG) No 5. SUA has been progressively implementing policies and institutional structures that are gender-responsiveness, aiming to advance women's rights and achieve gender equality within the University. Likewise, SUA continues to promote gender equity, equality and inclusivity through many initiatives including advocacy, training, research, outreach and mainstreaming to all SUA's core activities.

To address gender and sexual misconduct at the institution, the University has established SUA Staff Code of Conduct and Ethics of 2010 and the Anti-Sexual Harassment Policy and Implementation Framework of 2023 that advocates for the protection and prevention of GBV, SH and SEA. These policies and commitments are contained in the University Charter of 2007 and the 5th CSP (2021-2026). These policies and institutional framework provide guidance on preventing, reporting, managing and monitoring instances of GBV, SH and SEA.

1.2 Situation Analysis and Rationale

Despite the fact that SUA has various measures in place to prevent and manage GBV, SH and SEA, including an Anti-Sexual Harassment Policy and Implementation Framework (2023), Gender Policy (2012), Staff Code of Conduct and Ethics (2010), and other documents, such issues are still persisting and have far-reaching negative consequences for students, staff and service providers. Therefore, SUA has undertaken initiatives to develop guidelines to address the problem.

The guidelines are crucial in addressing GBV, SH and SEA at SUA for several reasons including:

- i). Prevention: Provide information and guidance to prevent incidents of GBV, SH and SEA from happening.
- ii). Response: Provide clear procedures for reporting and responding to incidents of GBV, SH and SEA as well as ensure survivors receive the necessary support while perpetrators are held accountable for their actions.
- iii). Protection: Provide an institutional framework for safeguarding individuals including measures to ensure their safety, privacy, confidentiality and creating a safe and supportive environment for all individuals at the University.
- iv). Accountability: Set clear outlines for handling gender-related grievances and feedback mechanisms on GBV, SH, and SEA.

1.3 Objectives of the Guidelines

The guidelines provide a framework for managing GBV, SH, and SEA at SUA by creating a safe environment. It provides clear procedures for handling incidents of GBV, SH, and SEA. Specifically, the guidelines aim to:

- i). Prevent and eliminate GBV, SH and SEA at SUA.
- ii). Create a safe and respectful learning and working environment for all members of SUA community.
- iii). Raise awareness to staff, students and service providers on GBV, SH and SEA.
- iv). Establish reporting and feedback mechanisms on GBV, SH and SEA.
- v). Provide referral mechanisms to survivors of GBV, SH and SEA.

1.4 Scope of the Guidelines

The guidelines apply to all members of SUA community (students, staff and residents) as well as service providers, contractors and visitors.

CHAPTER TWO

2.0 ORGANIZATIONAL AND GOVERNANCE STRUCTURES

2.1 Organizational Structure

The organizational structure of SUA (*Appendix 1a*) provides a framework for the effective implementation of these guidelines at all levels of governance. The Gender Unit (GU) (*Appendix 1b*), operating under the office of the Deputy Vice Chancellor for Planning, Finance, and Administration (DVC PFA), is responsible for coordinating and overseeing the execution of gender-related initiatives outlined in the guidelines. The primary role of the Gender Unit is to facilitate the integration of gender equity, equality, and inclusivity across SUA's policies, programs, and institutional practices. This includes ensuring the recruitment and retention of female staff, increasing the enrollment and support of female students and students with special needs, and fostering a gender-responsive learning and working environment. Additionally, the Gender Unit provides capacity-building programs, conducts gender analysis and monitoring, and advises university leadership on gender-sensitive decision-making. Through these efforts, the unit plays a crucial role in reinforcing SUA's commitment to creating an inclusive and equitable institution for all.

2.2 Governance Structure

The decision to establish the Gender Unit (GU) is in line with the 5th SUA CSP (2021-2026) that derives its mandates from the SUA Charter of 2007. University decisions are made at various levels as stipulated in the SUA Charter of 2007. The major decision-making body is the Council, which approves all internal policies, strategies and regulations while the University Senate is the major decision-making body of all academic-related matters. These decisions are reached after being scrutinized by various Boards and Committees of the Council and Senate respectively. Other decision-support organs include the Workers' Council and students, staff and alumni associations such as the Sokoine University of Agriculture Students Organization (SUASO), Sokoine University of Agriculture Academic Staff Association (SUASA) and the SUA Alumni Association (SUAAA).

2.3 SUA Vision, Mission, Strategic Objectives and Core Values

2.3.1 Vision and Mission

According to the 5th SUACSP (2021-2026), the SUA's vision is *to be a leading University in the provision of quality knowledge, skills and innovations in agriculture and allied sciences* with a

mission to undertake training, research in agriculture and allied sciences and deliver highly competitive outputs that contribute to national, regional and global socio-economic development.

2.3.3 Core Values

According to the 5th SUA CSP (2021-2026), SUA undertakes its day-to-day activities based on the following eight (8) main core values *namely effectiveness, pursuit of excellence, creativity and innovativeness, equality and social justice, integrity, transparency and accountability.*

CHAPTER THREE

3.0 MANAGEMENT OF GBV, SH AND SEA

The GBV, SH and SEA are serious matters **that** have long-lasting effects on individuals and communities. Henceforth, SUA has responsibility for prevention, protection, responding, monitoring and being accountable against all forms of violence and abuse within its community. Therefore, the following measures shall be implemented:

3.1 Prevention

3.1.1 *Strengthen relationship skills*

SUA shall strengthen the relationship skills of its community members by doing the following:

- a) Conduct capacity-building programmes on GBV, SH and SEA for SUA community members through teaching, research and seminars.
- b) Empower survivors to break the silence and report incidences of GBV, SH and SEA.
- c) Equip students, staff and other stakeholders with soft skills to promote self-confidence against GBV, SH and SEA.
- d) Facilitate the sharing of information, knowledge and experience on available support services about GBV, SH and SEA.
- e) Build the capacity of peer educators to appropriately manage GBV, SH and SEA.
- f) Conduct capacity building on the Code of Conduct on GBV, SH and SEA for management and referral procedures.
- g) Support the establishment of students' self-help groups and clubs.
- h) Empower SUA community with social skills (culture, traditions and norms), attitude and behavioral changes on GBV, SH and SEA.

3.1.2 *Facilitate access to GBV, SH and SEA referral services*

SUA shall introduce and manage access to GBV, SH and SEA referral services by doing the following:

- a) Establish prevention and referral mechanisms for GBV, SH and SEA.
- b) Strengthen the prevention mechanisms and handling of the post-care services.
- c) Establish the GBV, SH and SEA response teams at all campuses which shall be responsible for providing linkages to resources and services such as **the** Gender Desk, and GFPs.

3.1.3 Enhance institutional capacity for GBV, SH and SEA response

This shall be implemented by:

- a) Strengthening the capacity of the Gender Unit, Gender Desk, Counseling Centre under the Deans of Students office, and Health Centre for the provision of guidance on preventing, handling and managing post-GBV, SH and SEA care services to survivors.
- b) Allocate material and non-material resources for GBV, SH and SEA.

3.2 Protection

In addressing GBV, SH and SEA SUA shall undertake the following measures:

- i. Enhance the care practices against GBV, SH and SEA.
- ii. Map potential and risky areas in the learning and working environments for GBV, SH and SEA.
- iii. Enhance equity in the representation of students and staff in the GBV, SH and SEA protection programmes/campaigns.
- iv. Build the capacity of students and staff on self-defence skills against incidences of GBV, SH and SEA.
- v. Implement security measures to prevent incidents of GBV, SH, and SEA.
- vi. Establish partnerships with local, national and international organizations and community groups to prevent and combat all forms of GBV, SH, and SEA incidents.

3.3 Response

SUA shall respond to GBV, SH, and SEA, and hold perpetrators accountable for their actions by doing the following:

- i. Establish referral and feedback mechanisms including an emergency hotline that victims can call to report incidents of GBV, SH and SEA.
- ii. Create awareness-raising programmes on necessary procedures to respond to GBV, SH and SEA.

3.4 Accountability

To promote accountability in addressing the GBV, SH, and SEA; SUA shall undertake the following initiatives:

- i. Ensure proper implementation of policies and guidelines against GBV, SH, and SEA.
- ii. Establish a clear line of accountability at all levels in governing GBV, SH and SEA.

- iii. Establish clear rights and duties relevant to GBV, SH and SEA for SUA community actors.
- iv. Provide appropriate support (counselling, medical services, and legal assistance).to victims of GBV, SH, and SEA
- v. Enhance confidentiality on the reported GBV, SH and SEA cases.

CHAPTER FOUR

4.0 IMPLEMENTATION FRAMEWORK

4.1 Organizational Structure

The implementation of this guideline shall be institutionalized within the organizational structure of the University (**Appendix 1a**). The office of the DVC (PFA) shall oversee the implementation of this guideline (**Appendix 1b**). The day-to-day implementation of the guideline shall be under the coordinator of the gender unit. The gender unit and the gender desk (GD) coordinators shall translate the guideline into work plans, programmes and projects and play a leading role in its implementation.

4.2 Key Players in the Implementation of the Guidelines

The following shall be the key players in implementing these guidelines as detailed in the Anti-Sexual Harassment Policy and Implementation Framework of 2023.

- i). SUA management
- ii). Gender unit coordinator
- iii). Gender desk coordinator
- iv). Gender-focal persons
- v). Integrity committee

4.3 Reporting Mechanism

All SUA community members have a duty to report any incidents of GBV, SH, and SEA to the appropriate authorities, organs, or channels. Reporting shall be done using diverse mechanisms such as a physical visit to the gender desk office, use of suggestion boxes, telephone, email and **online platform management systems**. The following procedures shall be followed:

- i). Survivors and or third parties shall immediately report incidences of GBV, SH and SEA at the SUA GD office or GFPs where appropriate guidance and support or referral mechanisms will be provided.
- ii). Any person who receives information on the alleged incident of GBV, SH and SEA must report it within 24 hours of receipt.
- iii). SUA GD coordinator shall develop the working tools (forms and online platforms) for receiving, recording, case management and reporting the incidents of GBV, SH and SEA.

iv). The coordinator of the GD shall ensure the following in reporting incidents of GBV, SH and SEA:

- There is no need to prove before reporting but all reports must be made in good faith.
- Do not investigate.
- Always maintain strict confidentiality.
- Respect the dignity, wishes and rights of those affected by GBV, SH and SEA.

v). The coordinators of the gender desk shall record the following mandatory information:

- Description of the details of what she/he knows or suspects of a GBV, SH and SEA incident
- Who was involved?
- Were there any witnesses?
- When and where did the incident take place?
- Providing dates and times, if at all possible.

4.4 Standard Operating Procedures in Managing GBV, SH and SEA Cases

The coordinator of GD and GFPs shall adopt the six-step procedures in managing the GBV, SH and SEA cases (*Appendix 2*).

4.5 Accountability Approach

- i). The GD coordinator is responsible for documentation, reporting and case management in consultation with relevant structures.
- ii). The GD and GU coordinators are responsible for the dissemination of management strategies and policies.
- iii). SUA management is responsible for providing resources and guidance for the implementation of the process of case management.

4.6 Case Management

The management of GBV, SH and SEA cases will adopt a six-step process which is (i) introduction and engagement; (ii) assessment; (iii) case action planning; (iv) case implementation; (vi) case follow-up and case closure (*Appendix 2*).

CHAPTER FIVE

5.0 MONITORING AND EVALUATION

5.1 Monitoring and Evaluation Mechanisms

SUA GD and GU coordinators shall be responsible for the following:

- i). Develop the key performance indicators (KPIs) to measure progress towards achieving the goals of the guidelines.
- ii). Prepare tools for data collection and analysis to monitor the implementation of the guidelines.
- iii). Review the guidelines to assess their effectiveness and identify gaps or areas that need improvement.
- iv). Establish feedback mechanisms on the implementation of the guidelines.
- v). Prepare and submit quarterly and annual progress reports to SUA authorities.
- vi). Manage the budget for GBV, SH and SEA activities.

5.2 Review and Amendments

The guideline shall be reviewed every five years to take into account lessons learnt and new developments.

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National Anti-Corruption Strategy and Action Plan III (2017-2022)

Standing Orders for Public Servants (2009)

SUA Corporate Strategic Plan (CSP) 2021-2026

SUA Staff Regulations (2003)

SUA Student by-laws (2016)

SUA Staff Code of Conduct and Ethics (2010)

SUA Charter and Rules (2007)

The Code of Ethics and Conduct for Public Services (2005)

The Employment and Labour Relations Act (2004)

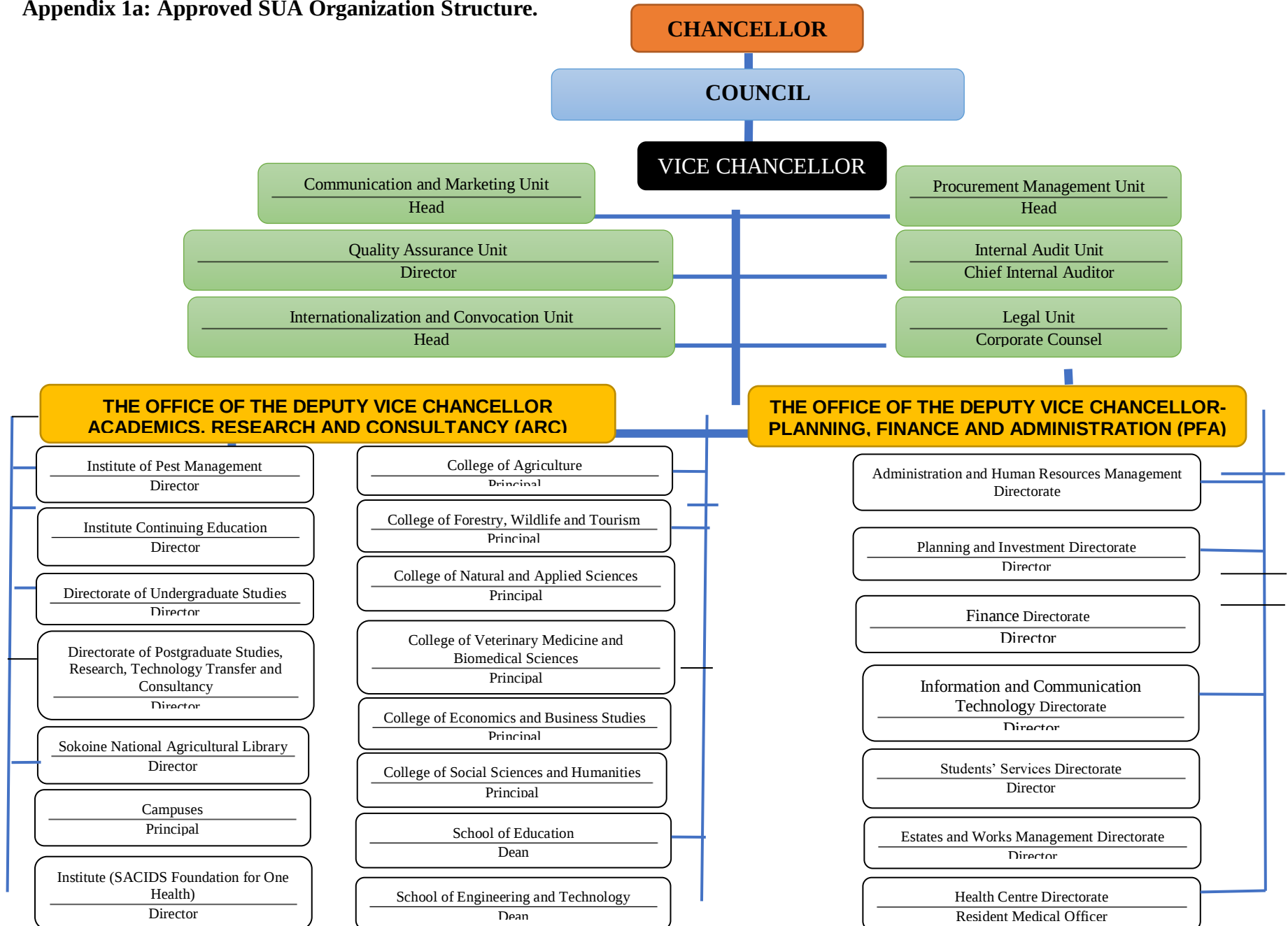
The Universities Act No. 7 (2005)

‘Mwongozo wa Uanzishwaji, Uendeshaji na Ufuatiliaji wa Dawati la Jinsia katika Taasisi za Elimu ya Juu na Elimu ya Kati’ (2021).

SUA Gender Policy (2012).

APPENDICES

Appendix 1a: Approved SUA Organization Structure.

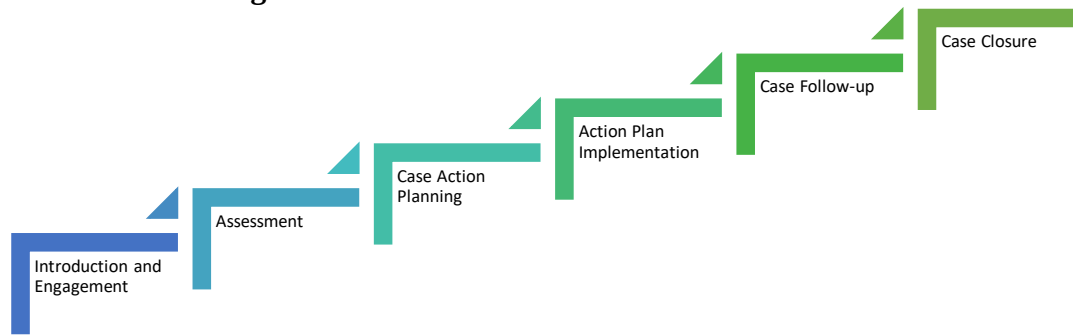


Appendix 1b: Detailed organization structure indicating the placement of a Gender Office/Unit.

S/N	COLLEGE/SCHOOL/INSTITUTE/ ADMINISTRATIVE ENTITIES	DEPARTMENTS/SECTIONS/UNITS
A: Main Campus		
1.	Vice Chancellor's Office	i. Legal Services Unit ii. Internal Audit Unit iii. Communication and Marketing Unit iv. Quality Assurance Bureau v. Procurement Management Unit vi. Internationalization and Convocation Unit
2.	Deputy Vice Chancellor (Academic, Research and Consultancy)	i. International Office ii. Directorate of Postgraduate Studies, Research, Technology Transfer and Consultancy iii. Directorate of Undergraduate Studies
2.1	College of Agriculture (CoA)	i. Crop Science and Horticulture ii. Agricultural Extension and Community Development iii. Soil and Geological Sciences iv. Human Nutrition and Consumer Sciences v. Animal, Aquaculture and Range Sciences vi. SUA Model Training Farm
2.2	College of Forestry, Wildlife and Tourism Management (CFWT)	i. Forest and Environmental Economics ii. Forest Technology and Wood Science iii. Forest Biology and Ecosystem Management iv. Wildlife Management v. Tourism and Recreation
2.3	College of Veterinary Medicine and Biomedical Sciences (CVMBBS)	i. Veterinary Anatomy and Pathology ii. Veterinary Physiology, Biochemistry and Pharmacology iii. Veterinary Surgery and Theriogenology iv. Veterinary Microbiology, Parasitology and Biotechnology v. Veterinary Medicine and Public Health
2.4	College of Economics and Business Studies (CEBS)	i. Agricultural and Natural Resources Economics ii. Finance and Accounting iii. Management and Entrepreneurship.
2.5	College of Social Sciences and Humanities (CSSH)	i. Development and Strategic Studies ii. Policy Planning and Management iii. Language Studies
2.6	School of Engineering and Technology (SET)	i. Agricultural Engineering ii. Civil and Water Resources Engineering iii. Food Science and Technology
2.7	Institute of Pest Management (IPM)	
2.8	Institute for Continuing Education (ICE)	

S/N	COLLEGE/SCHOOL/INSTITUTE/ ADMINISTRATIVE ENTITIES	DEPARTMENTS/SECTIONS/UNITS
2.9	SACIDS Foundation for One Health Institute	
2.10	Sokoine National Agricultural Library (SNAL)	
2.11	National Carbon Monitoring Centre (NCCMC)	
B	Solomon Mahlangu Campus	
2.12	College Natural and Applied Sciences (CoNAS)	i. Informatics and Computational Sciences ii. Mathematics and Statistics iii. Geography and Environmental Studies iv. Biosciences v. Chemistry and Physics
2.13	School of Education (SoE)	i. Educational Psychology and Counselling ii. Curriculum and Instruction iii. Educational Foundations and Management
C	Mizengo Pinda Campus	i. Department of Natural Resources Management and Conservation ii. Department of Agricultural Sciences iii. Department of Social Sciences and ICT
2.14	Deputy Vice Chancellor (Planning, Finance & Administration)	i. Directorate of Planning and Development ii. Directorate of Human Resources and Administration iii. Directorate of Finance iv. Directorate of Estates and Works v. Directorate of Hospital and Health Services vi. Directorate of Student Services vii. Directorate of Communication and Information Technology viii. SUA Housing and Accommodation Bureau ix. University Farm/Model Farm x. Sports and Games Unit xi. Auxiliary Police and Security Unit xii. Gender Office/Unit

Appendix 2: Case management ladder



1.0 Introduction and Engagement

Develop rapport with a survivor and build a foundation for a healing relationship by:

- ✓ Maintain normal body language.
- ✓ Greet and comfort the survivor.
- ✓ Create a comfortable, safe and private environment.
- ✓ Communicate in a warm and open way.
- ✓ Get informed consent from the survivor to provide case management services.
- ✓ Explain the case management process.
- ✓ Explain survivor's rights.
- ✓ Explain safety and security measures in place to make sure that written information and other case file information are protected.
- ✓ Full involvement of the survivor(s) in the development of the case from introduction to closure.
- ✓ Ask the survivor(s) if they have any questions and if they would like to continue.

2.0 Assessment

Assessment is the act of gathering information or data from a client and evaluating it to make decisions with the client about her/his care. Ensure the following:

- ✓ Record survivor(s) information (name, age.)
- ✓ Invite the survivor(s) to report the incident (nature of the violence/abuse)
- ✓ Inquire about the perpetrator(s) and their relationship with the survivor
- ✓ Identify the survivor's concerns and key needs
- ✓ Determine if other responders (medical doctors, lawyers, police) are involved.
- ✓ Document the provided information
- ✓ Inquire about the survivor's safety after the incident
- ✓ Address any urgent medical needs
- ✓ Determine if the incident has been reported somewhere else for appropriate choice of responder(s)

2.0 Case Action Planning

- ✓ Summarize your understanding of the survivor's key needs
- ✓ Give information about what services and supports are available and what can be expected from them
- ✓ Plan with the survivor(s) how to meet needs, set personal goals and make decisions about what will happen next
- ✓ Develop and document a case action plan

- ✓ Discuss the positive and negative aspects of each referral option (medical, psychosocial, legal needs)
- ✓ Confirm with the survivor regarding a general understanding of the case and avoid imposition of the options
- ✓ Get informed consent by explaining:
 - i. What will happen as a result of the referral?
 - ii. The benefits and risks of each referral option
 - iii. The survivor has the right to decline or refuse any referral option
 - iv. Document the plan
 - v. Conduct a final review
 - vi. Ensure all relevant forms are signed for referrals

4.0 Case Implementation

Referrals and support to survivors

Assist the survivor in accessing the services by:

- ✓ Accompanying survivors to service providers (where necessary)
- ✓ Advocating on their behalf (where necessary):
 - With security personnel to take protective measures
 - For compassionate and quality medical care and treatment
 - For the survivor's views and opinions to be followed and her/his rights upheld
- ✓ Lead case coordination
- ✓ Advocate for timely and quality care
- ✓ Work with responders (hospital, police station, gender desk) to reduce obstacles to survivors accessing services.
- ✓ Ensure survivors are in control of the services are involved in

5.0 Follow Up

Meet with or contact the survivor as agreed

- ✓ As outlined in the case action plan
- ✓ Convene a comfortable, safe and confidential location
- ✓ Observe the date, time and place

Reassess safety

- ✓ Assess the safety of the survivor during every visit
- ✓ Ask specific questions about safety
- ✓ Make an updated safety plan if necessary

Reassess the psychosocial state and functioning of the survivor

Review the case action plan with the survivor

- ✓ Discuss which referral services were accessed
- ✓ Discuss the emerging challenges
- ✓ Identify new needs that have emerged

Revise the case action plan

- ✓ Document outcomes of referrals
- ✓ Document any new needs
- ✓ Schedule another follow-up visit

Implement a revised case action plan

- ✓ Obtain consent for any new referrals

6.0 Case Closure

In closing the case of GBV, SH and SEA review and ensure the following have been undertaken:

How to close a case

- i. Determine if the case meets the criteria for closure
- ii. Document when a case is closed and the specific reasons for doing so
- iii. Safely store the closed case file

When to close a case

- i. When the survivor's needs are met and/or the support systems are functioning
- ii. When the survivor wants to close the case
- iii. When the survivor leaves the area or is relocated to another place
- iv. When you have not been able to reach the survivor for a minimum of 30 days

Elements for case closure

- i. Ensure clear and open communication around the closure to **the** parties involved
- ii. Follow up with the survivor and discuss his/her situation
- iii. Review together the final action plan you made with his/her and the status of each goal
- iv. Review all of the progress made, and changes in his/her life, and discuss her future aspirations
- v. Explain that his/her case will close but reassure that can always return for services

Documenting case closure

- i. Complete a case closure form if your institution has one
- ii. Review the case with the survivor and obtain approval for the closure
- iii. Review all of the forms in the survivor's file and ensure the file is complete

Safe storage of closed case

- i. Move the survivor's file to a "closed cases" cabinet
- ii. Do not include the consent form in the closed file
- iii. Leave the consent form in the original cabinet for consent forms or
- iv. Move the consent form to a "closed case consent form" cabinet/file

Survivor feedback survey

Obtain informed consent from the survivor by telling them:

- ✓ The purpose of the survey – to help improve services
- ✓ That it is completely voluntary
- ✓ That all responses will be kept confidential
- ✓ That his/her responses will not impact their current position