

ST. AUGUSTINE UNIVERSITY OF TANZANIA



THE COMMUNITY ENGAGEMENT AND OUTREACH POLICY

ACKNOWLEDGEMENT

A University is responsible for imparting knowledge, facilitating knowledge acquisition, and researching. Additionally, it is expected to connect with the community and offer valuable services actively. Hence, SAUT prioritises implementing community engagement initiatives following institutional policies and strategies that foster cooperation between the university and various stakeholders at the local, national, and regional levels. This collaboration facilitates sharing knowledge and resources in a mutually beneficial manner, emphasising the principles of partnership and reciprocity.

As part of implementing the above directive by the Tanzania Commission for Universities (TCU), I would like to acknowledge the team responsible for developing this policy. Specifically, I would like to thank the team chairperson, Prof. Clara Rupia, for her leadership in accomplishing this task. I also wish to extend my acknowledgement to team members Rev. Fr. Dr. Innocent Sanga, Dr. Emmanuel Lwankomezi, Mr Noel Alute and Mr. Ngogo Mang'enyi Ngogo.

PREFACE

St. Augustine, the University of Tanzania's mission is to foster the holistic development of the human person by being a centre of excellence that provides high-quality education, research, and community services. Coupled with the rise of global deepening and expanding public engagement, community engagement and outreach have become pivotal for well-functioning higher-learning institutions to engage more closely with the communities encompassing them to ensure the vibrancy and sustainability of their livelihoods.

The university is keenly aware of this social obligation. Thus, there is a need for a policy on community engagement and outreach that will provide a guiding framework on how to encourage, facilitate and systematically implement outreach services. This policy aligns with the university's mission and the Three-Year Rolling Strategic Plan 2022-2023–2024/2025, emphasising the importance of giving outreach services the same consideration as consultancy, teaching, and research activities. Therefore, this policy aims to determine the responsibility for coordinating and managing outreach activities done by the university community. To achieve this objective, the community's involvement will enhance the processes of research, teaching, and learning, resulting in the creation of knowledge results and products that hold significant value for academia and the public sphere. This will broaden the scope of higher education, transforming it from a passive entity that generates information to an engaged participant in joint discovery endeavours that yield a wide range of direct advantages for multiple stakeholders.

This policy should enable the university to fully contribute to local, national, regional, and international development through outreach services. Through community engagement and outreach, the university supports communities in improving their livelihoods, as contemplated by Tanzania's Vision 2025 and the Sustainable Development Goals (SDGs). Moreover, implementing the policy is anticipated to increase outreach activities and enlarge the university's visibility, mobilisation of resources, transparency, and performance standards. It is believed that the policy's shared vision, mission, and objectives will be realised because all the responsible actors will play their roles efficiently and diligently.

Prof. Costa Ricky Mahalu

Vice Chancellor

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DEFINITION OF TERMS

The purpose of this section is to furnish precise definitions for phrases that are specific or require additional interpretation to this policy.

Community: Community encompasses individuals who are part of a group at the local, regional, provincial, or national level. Within a tertiary educational institution, the term "community" pertains to distinct and cohesive interest groups that actively engage, or possess the capacity to engage, in the many community involvement initiatives undertaken by the university.

Community Engagement: Community engagement refers to a deliberate and strategic utilisation of resources and knowledge in education, scholarship, and inquiry to explore the dynamics between SAUT (the institution) and the wider community. The ultimate aim is to attain advantageous outcomes for both parties involved. Implementing these actions aligns with the overarching vision and objective of the organisation.

Community Services: Community services encompass a wide range of endeavours wherein individuals, including staff and students, dedicate their resources, including time, effort, expertise, and talents, to contribute to the betterment of the community.

Partnership: Partnership is a form of collaborative engagement wherein two or more parties come together, sharing a common vision and working towards a shared objective. This is achieved by developing and executing a mutually agreed-upon approach while preserving each party's individual identities and agendas.

Service: In the context of social transformation at a higher education institution, service involves demonstrating social accountability and responsiveness to development challenges through the fundamental activities of teaching and research. This is achieved through close collaboration with communities and the service sector, emphasising mutual benefit and reciprocity.

Scholarship of Application: refers to a research approach employed by postgraduate students and faculty members, wherein academic researchers collaborate with external community members and social partners to generate disciplinary or trans-disciplinary knowledge mutually beneficial for both the community and the researcher.

Social Innovation and Social Value: is a focal point in pursuing methods, concepts, and ideas that address societal needs while aligning with the government's renewed emphasis on socio-economic development in Tanzania. The primary objective of this endeavour is to make substantial contributions towards the social, economic, and scientific progress of both domestic and global communities.

University Social Responsibility: encompasses a broader scope beyond mere community engagement. The concept enhances society by incorporating social responsibility into various aspects of institutional management, teaching, research, services, and public activities. The expansion of universities' conventional objectives encompasses pursuing resolutions to economic, social, and environmental challenges to foster a more equitable, inclusive, harmonious, and enduring global community.

LIST OF ABBREVIATIONS AND ACRONYMS

CEMS	Community Engagement Management System
DRICE	Directorate of Research, Innovation, and Community Engagement
ICT	Information and Communication Technology
SAUT	Saint Augustine University of Tanzania
SDGs	Sustainable Development Goals
TEC	Tanzania Episcopal Conference

CHAPTER ONE

BACKGROUND INFORMATION

1.1 Introduction

A University assumes the responsibility of imparting knowledge, facilitating the acquisition of knowledge and conducting scholarly investigations, engaging with the community, and delivering services to the community. The responsibility for ensuring community engagement activities are conducted by institutional policies and strategies, which promote collaboration between the university and local, national, and regional stakeholders for mutual knowledge and resource exchange within the framework of partnership and reciprocity, lies with the University (TCU Standard Guidelines 2019).

When effectively executed, community involvement facilitates the exchange of knowledge, fosters the formation of mutually advantageous collaborations, and enhances the quality of learning experiences. Higher education at the university level enhances its ability to address societal, economic, and environmental challenges. Therefore, it is evident that the collaboration between universities and communities might yield extensive advantages. Engaged universities have a significant role as valuable intellectual assets in numerous countries, actively contributing to address national challenges and prioritising societal concerns. Within the given framework, one might posit that community involvement and outreach initiatives contribute to providing universities with superior educational and research experiences while concurrently yielding substantial social, environmental, and economic advantages. Hence, the value of the university can be easily seen in the eyes of many community members.

1.2 Situational Analysis

The incorporation of community activities and participation has been an intrinsic aspect of St. Augustine University of Tanzania since its inception. The Catholic University has a distinct role in fostering social growth and cultural engagement. Through active involvement with objective reality, individuals possess the capacity to foster significant and influential encounters for students, instructors, and staff within educational establishments. One productive approach for promoting growth and progress entails supporting the active engagement of students and staff

members within their local communities. The university has collaborated with various stakeholders, including the community, through its diverse units, departments, faculties, and schools within the given environment.

The university's inclination and eagerness to interact with the community have been hindered by the absence of a unified and coordinated community engagement policy, resulting in a lack of strategic guidance and organisation. Various departments and faculties have independently initiated outreach activities without engaging in interdisciplinary collaboration with other departments. Therefore, the absence of a multi-disciplinary approach has hindered universities from effectively engaging with communities meaningfully. The absence of a formally established policy for community engagement has resulted in intermittent instances of interaction, unresolved community concerns, and overlooked prospects for collaboration. The prevailing conditions have given rise to a lack of confidence, leading to missed opportunities for cooperative advancement, a view that the university operates in seclusion, and hindering the overall development of the school and the surrounding community. As a result, the institution aims to address this challenge by adopting a comprehensive strategy regarding community engagement. This strategy aims to mitigate the current disparity and establish a well-organised framework that enables continuous dialogue, cooperative resolution of issues, and collective progress. It is important to acknowledge that SAUT is located in a unique geographical region that offers particular agriculture, mining, and fishing opportunities.

Nevertheless, it is crucial to recognise that a considerable segment of the populace still faces circumstances characterised by inadequate living standards. Individuals can undergo significant and transformative changes through self-help endeavours, contingent upon receiving suitable guidance and assistance. Hence, implementing this policy would not only facilitate the restoration of confidence and foster a unified sense of purpose, but it will also enable the University, local community, and other pertinent stakeholders to flourish and enhance educational and vocational pursuits.

1.2 Rationale of the Policy

- i) Over the years, the university has provided outreach services to various stakeholders. Such interventions have been uncoordinated and haphazard. This is because there was no

policy guiding the delivery of these services. As a result, the services have not been implemented systematically. Therefore, this policy is intended to guide university engagement and outreach services.

- ii) This policy is important because it aims to develop and boost professionalism by promoting research and innovative outreach services that address the needs of various stakeholders in a changing socio-economic environment. This aligns with the University's Vision and Mission of providing holistic education to SAUT and its neighbouring communities.
- iii) SAUT has multi-disciplinary professionals who can use their knowledge, skills, and competencies to transform these communities through systematic dialogue and linkages. Therefore, this policy is creating an avenue through which SAUT can significantly impact the communities around the lake zone region.
- iv) This complies with the Tanzania Commission for Universities (TCU) standard 1.10, which requires every university to engage in community and outreach activities to fulfil one of the core functions and shall document and include the activities in the institutional annual report submitted to the Commission. The Commission further urges the university to develop and operationalise an institutional community engagement and outreach policy to benefit the broader society.

1.3 Policy Vision

To transform SAUT's internal and external communities through engaging in dialogue and utilising academic skills to improve the communities.

1.4 Mission Statement

The university aims to provide high-quality research, competencies, and skills to benefit internal and external university communities.

1.5 Scope of the Policy

The policy addresses engagement between the university and a wide range of stakeholders, including but not limited to residents, businesses, non-profit organisations, local government bodies, students, faculties, schools, staff, and alumni. The policy additionally encompasses various forms of engagement activities, such as partnerships, collaborative projects, utilisation of

information and communication technology, enhancement of organisational capacity, joint research endeavors, promotion of good governance and ethics, as well as networking, collaboration, and engagement in developmental initiatives within the communities surrounding the university and those aligned with the university's thematic expertise. Contributing to resolving pressing societal issues, enhancing academic knowledge, research, and innovation, and fostering institutional creativity. By actively participating in developing educational curricula and facilitating teaching and learning processes, educational institutions play a crucial role in preparing individuals to become knowledgeable and involved citizens. This includes fostering democratic values and promoting civic responsibility while also addressing pressing societal concerns and making contributions towards the betterment of the public. Additionally, educational institutions should establish effective mechanisms for collaborating with various stakeholders, including local communities and the general public, to engage in sustainable development initiatives within the country actively.

1.6 Objectives of the Policy

The general objective of the policy is to provide guidelines and procedures for operationalising institutional community engagement and outreach activities.

This policy has four overarching objectives:

- i) Providing a solid foundation for understanding and cooperating with our community - encouraging shared responsibility for decisions and trust in the decision-making process
- ii) To share appropriate expertise with communities for mutual benefit through engaged teaching-learning, engaged research, and volunteerism/outreach.
- iii) To improve partnerships and cooperation between SAUT and the local community.
- iv) To promote a holistic relationship between the three main goals of higher education: teaching and learning, research, and community involvement.

CHAPTER TWO

POLICY ISSUES, STATEMENTS, AND STRATEGIES

2.1 Introduction

Community engagement drives collaboration and social transformation; it promotes advocacy that raises awareness and hears the local voices. Within this context, universities partnering enrich scholarship, research and innovation, enhance the curriculum and be curriculum responsive. Enhance learning and teaching; prepare educated, engaged citizens; strengthen democratic values and social responsibility; address critical societal issues; and contribute to the public good. Below are the policy interventions by the university establishing mechanisms and strategies for partnering with stakeholders in the community for engagement in the country's sustainable development activities.

2.2 CURRICULUM DEVELOPMENT, TEACHING AND EDUCATION FUNDING

2.2.1 Policy Issue

Community engagement in education is widely recognized as a vital force in the effort to remove barriers to achieving quality education for all. Successful engagement empowers communities to participate in multiple facets of education support. Furthermore, Community involvement increases accountability for both learning outcomes and school resources; involvement in curriculum development, which ensures the cultural relevance of subject content and teaching styles, leads to a wider embrace of the educational process. However, in today's fast-paced world, where technological advancements and teaching methodologies are rapidly changing, university members must remain adaptable and well-versed in contemporary educational practices. Insufficient access to relevant professional development opportunities has been observed to hinder university members' ability to engage students and utilise modern teaching tools effectively. This, in turn, has impacted the overall educational outcomes and impedes the university's mission to provide staff, students and the general public with the skills they need to succeed in a dynamic global landscape.

- i) To establish a comprehensive professional development framework that caters to the diverse needs of the university.
- ii) To enhance funding and support attendance at workshops, conferences, and online courses related to pedagogy and subject matter expertise.
- iii) To promote continuous improvement in peer mentoring, cross-disciplinary collaborations, and research on effective teaching methods.
- iv) Reviewing and updating the university curriculum to ensure educational offerings remain current, impactful, and aligned with the demands of the modern world.

2.2.3 Policy Statement

- i) The university shall ensure that all stakeholders receive quality, affordable, adequate, and timely education and training that meet their needs and aspirations.
- ii) The university shall ensure access to funding (scholarships) for training, research, and innovations.
- iii) The university shall engage local communities and other relevant stakeholders in creating a need-based curriculum by selecting appropriate content, designing courses and instruction manuals, reviewing the running programs, and incorporating changes wherever necessary.

2.2.4 Policy Strategies

- i) Conduct regular training needs and institute training pathways for staff and community, leading to community empowerment.
- ii) Design and implement the demand-driven curriculum in training programmes by designing and testing new concepts and methodologies.
- iii) Develop collaborative arrangements in developing and delivering education and training locally and internationally.
- iv) To enhance staff capacity to access national and international funding opportunities for professional development.
- v) To train communities to formulate their organisations that deal with local problems
- vi) Undertake backstopping, follow-up, and monitoring of education and training programmes.

2.3.2 Policy objectives

- i. The university shall establish dedicated centres or departments that act as conduits for connecting university expertise with local communities and organisations to address specific community needs.
- ii. The university shall foster a collaborative environment that brings faculty, students, and external stakeholders together.
- iii. The university shall provide sustainable solutions that directly benefit society while nurturing a sense of social responsibility in the academic community.
- iv. The university shall drive positive social change while equipping students with practical skills and fostering a culture of civic responsibility.

2.3.3 Policy Strategies

- i. Enhance access to quality and timely provision of community advisory services.
- ii. Strategically leveraging academic expertise and collaborative partnerships,
- iii. Harnessing intellectual resources to develop innovative, contextually relevant solutions.
- iv. Build the capacity of staff to engage in community advisory services effectively.
- v. Engage in soliciting and executing assignments to various clients on a cost-sharing or voluntary basis.
- vi. Establishing mechanisms that facilitate collaboration among academia, local governments, NGOs, and industry partners,
- vii. Develop joint community and advisory services delivery programmes.
- viii. Engage the community regularly by the use of appropriate channels.

2.4 Information Communication Technology and Innovation

2.4.1 Policy Issue

Integrating Information and Communication Technology (ICT) within higher education presents a dynamic opportunity to revolutionise teaching, learning, and research. This policy highlights the imperative of harnessing the potential of ICT to foster innovation within university settings. However, as the digital landscape evolves, universities' adoption of improving strategies to

integrate ICT effectively has remained unsatisfactory. Thus, the university has unequipped students and staff with the skills and resources to drive innovation and succeed in a technology-driven world. This policy emphasises the importance of reimagining educational paradigms to empower the university with digital fluency, critical thinking, and adaptability.

2.4.2 Policy objectives

- i) The university shall ensure ICT integration within university sections like administrative, research and academic functions.
- ii) The university shall encourage cross-disciplinary partnerships and provide platforms for collaborative research leading to groundbreaking discoveries and solutions that address complex societal challenges.
- iii) The university shall promote open access to research findings through digital repositories and online journals to stimulate further innovation.

2.4.3 Policy Strategies

- i. Build staff capacity on contemporary ICT-related issues to enhance the provision of outreach services.
- ii. Explore emerging technologies, engage with industry partners, and discover the potential of cutting-edge tools.
- iii. Nurture a generation of technologically skilful university students and staff to drive innovation across various domains.
- iv. Develop forward-thinking policies prioritising ICT integration in teaching, research, and administration.
- v. Serve as hubs of knowledge creation and dissemination, making them natural catalysts for research and innovations.

2.5 Governance and Capacity Enhancement

2.5.1 Policy Issue

The university is instrumental in promoting the socio-economic development of members, communities, and the nation through effective governance that is essential for the success and

sustainability of the university as a centers of learning and innovation. This policy underscores the significance of implementing good governance practices alongside capacity enhancement initiatives to ensure the university is well-equipped to adapt to modern challenges, provide high-quality education, and contribute meaningfully to societal progress. Good governance at universities encompasses transparent decision-making, accountability, and stakeholder engagement. However, achieving such governance has been complex due to the diverse interests and responsibilities within the university. Thus, the university has remained unable to exploit existing and emerging opportunities, develop internal capacity, and successfully operate in a highly competitive environment. Therefore, this policy emphasises the establishment of clear governance frameworks that involve faculty, students, administrators, and external stakeholders in decision-making processes.

2.4.2 Policy objectives

- i) The university shall provide training aiming to strengthen the organisational capacity of the university and other member-based organisations.
- ii) The university shall produce skilled graduates, conduct cutting-edge research, and foster innovation.
- iii) The university shall invest in faculties and school development programs, providing modern teaching tools and encouraging interdisciplinary collaboration.
- iv) The university shall foster institutional growth, academic excellence, and positive societal impact.

2.5.3 Policy Strategies

- i. Design and execute demand-driven organisational development programmes for the university and other member-based organisations.
- ii. Empower members, staff, university leaders and other member-based organisations to improve bargaining power for their products and services.
- iii. Build stakeholders' capacity to design by-laws, policies, and business plans.
- iv. Create awareness among leaders, staff, university members and other organisations on various available business models, innovation, and entrepreneurial skills.
- v. Coordinate the volunteering and custodianship programme for the university and other member-based organisations.

- vi. Effective governance structures, including ethics committees, administrative transparency measures, and well-defined roles, enable universities to operate efficiently and maintain public trust.
- vii. Collaborate with other stakeholders in facilitating university and other member-based organisations to develop community engagement and outreach governance instruments.
- viii. Conduct coaching and backstopping on governance practices.
- ix. Document and disseminate good governance practices to the university and other member-based organisations.
- x. Foster a culture of adherence to governance instruments in the university and other member-based organisations.

2.6 Enriching research, scholarship, and innovations

Community engagement plays crucial role in promoting scholarship, research and innovations. A purposeful community engagement revolves around creating and applying new knowledge and prioritizing not only community identification of needs but also social problem-solving strategies. This can be done through community-based participatory research, participatory action research, and practice-based research networks. The advantage of this approach is that, it increases the validity of findings and also designs meaningful and effective community interventions that are culturally appropriate for communities and increased knowledge between the communities and a university through publications, innovations and hence increased visibility of the university. This has not been practiced at the university.

2.6.1 Policy objective

- i) To encourage the participation of different departments and faculty/schools in community engagement activities
- ii) To encourage members of the staff to participate in community engagement and outreach programs
- iii) To encourage the university use the participatory and action research in identifying community challenges
- iv) To increase creativity, innovation attitudes

- v) To increase multi-disciplinary approach in addressing societal problem and increased publications

2.6.2 Policy statement

- i) The university shall encourage different members of academic staff through their department and faculties to engage with communities in addressing social challenges facing different communities in Tanzania
- ii) The university will put guidelines in place guiding the modalities of department to engage communities
- iii) The university shall through the directorate of research, innovations and community engagement train members of academic staff action research and participatory research
- iv) The university shall ensure each economic engagement brings out the scholarly work and innovations related to problem solving in given communities

2.6.3 Policy strategies

- i) Raise awareness among the members of academic staff to survey and find out area which need university interventions
- ii) Identify the kind of discipline required to address identified societal problem
- iii) Provide guidance on how to engage communities
- iv) Train members of academic staff participatory and action research
- v) Produce at least one research publication from each engagement
- vi) Document the innovations developed in the process of solving community problems
- vii) Engage different stakeholders in identifying community problem
- viii) Document and sent the annual report on community engagement initiative to TCU

2.7 Engaging the community and sustainable development

Participation of stakeholders in every aspect of planning, development and implementation, evaluation and feedback are key components of sustainability and ownership in any community engagement initiative. Because of that community engagement helps local governments to promote sustainable decisions. This is a clear testimony as it drives social transformation and

promotes advocacy that not only works to raise awareness, but passionate, locally-informed voices can be heard. The need for Community Engagement is explicitly identified in the Sustainable Development Goals, goal 16 which calls for responsive, inclusive, participatory, and representative decision-making at all levels. Whereas the main aim of sustainable development was basically social and economic growth. The main challenges of realizing these goals include Poverty, increasing rate of unemployment, building institutions that follow strong governance and climate change

2.7.1 Policy objectives

- i) To sensitize community members on the important of good governance
- ii) To ensure graduates in higher education get employable skills
- iii) To raise awareness on the impact on climate changes on the lives of people Tanzania
- iv) To educate communities on the importance of environmental issues
- v) To build capacities among community members on key aspects of key aspects on sustainable development e.g. planning, implementation, evaluation and feedback

2.7.2 Policy statement

- i) The university shall introduce program like “Development Studies” as an institutional course
- ii) The university management shall mainstream sustainable development issues in various programs offered at different levels
- iii) The university shall work in collaboration with local government to identify and work together to address areas which call for the intervention of the university expertise
- iv) The university shall work in collaborations with NGOs and CBOs to regularly build capacity of different members of the communities to enable them participate their social and economic development in their local area.

2.7.3 Policy strategies

- i) Collaborate with local government in identifying area which need university intervention
- ii) Identify NGO/CBOs which will work together with the university in building capacities of community members to ensure they participate effectively in the

development of their communities

- iii) Introduce the course of development studies as an institutional course
- iv) Mainstream issues of Sustainable Development Goals in many courses offered at the university at different levels

CHAPTER THREE

POLICY IMPLEMENTATION

3.1 Introduction

The SAUT Engagement and Outreach Policy will be implemented within the university's organisational structure. The Directorate of Research, Innovation, and Community Engagement (DRICE) shall supervise the implementation of the policy by coordinating outreach activities and providing technical assistance and services to all other university departments and units. A policy implementation plan that identifies activities to be carried out requires resources, a timeframe, and the responsible parties must be developed and routinely updated. Therefore, the DRICE shall translate the policy into executable programmes, formulate policy guidelines and regulations, and take the lead in implementing the policy. The DRICE shall submit reports on outreach to the University Management.

3.2 The Role of DRICE

- i. To approve Policy implementation plans and budgets.
- ii. To oversee the implementation of the policy.
- iii. To report the implementation of the policy to the University Senate and other committees.
- iv. To manage community engagement activities based on good governance principles
- v. To support and appropriately acknowledge staff and student involvement and excellence in all forms of community engagement.
- vi. To register all community engagement activities on the Community Engagement Management System (CEMS).
- vii. Develop a sustainable community engagement plan at the programme level as part of curriculum development.
- viii. To advise on changes needed for the Policy Review.

3.3 Organisation and Management of the Policy

The SAUT Outreach Policy's success will depend on all university members' participation. Therefore, all University departments and units are responsible for developing and

implementing community engagement and outreach programmes.

- i. Each student association shall have committees that plan, implement and monitor voluntary student engagement in the community and report to the respective department.
- ii. All departments shall establish a committee for outreach to coordinate the development and implementation of their outreach plans and activities.
- iii. Departmental outreach committees shall disclose their activities to the
- iv. Outreach Committees of their respective faculties/ schools or centres.
- v. All outreach committees in the faculties/schools or centres outreach committees shall be responsible and report outreach-related matters to DRICE.
- vi. The DRICE shall be reconstituted and, in this instance, shall serve as a standing committee for the outreach functions of the university.
- vii. Under DRICE, a Community Engagement and Outreach Manager shall be nominated by the Vice-chancellor or Principal, as the case may be.
- viii. The Manager shall train and liaise with faculties/schools, centres, and communities to integrate community engagement.
- ix. The Manager shall develop and maintain an effective Community Engagement Management System (CEMS).
- x. The Manager shall interact with the national body, the Tanzanian Higher Education Community Engagement Forum, on behalf of the university.

CHAPTER FOUR

POLICY MONITORING AND EVALUATION

Monitoring and evaluation are the processes that allow policy-makers and other stakeholders to assess how effectively a policy was implemented and whether there are gaps between the planned and achieved results. Specifically, monitoring is defined as systematic data collection to gain insight into the policy at a given time concerning targets and results. It aims at determining whether or not the intended objectives have been achieved.

On the other hand, evaluation is the process that follows monitoring, which is based on previously acquired data. Thus, it analyses the impact of a particular policy upon its implementation. The evaluation draws on the data and information generated by the monitoring system to analyse the trends in the effects and impact of the policy.

Both monitoring and evaluation represent indispensable elements of the Policy cycle and are the prerequisites of the well-elaborated and applicable policy. The exercise also provides credible information for decision-makers to identify effective ways of achieving more of the desired results. Evaluation of this Policy shall be done after every three years.

Regular and timely monitoring of progress regarding the implementation of this policy and associated action plans shall be carried out by the appropriate university units mandated to oversee its implementation. However, review of this policy shall also be done whenever needed, and the review process shall involve the stakeholders and university organs.

The Policy objectives, issues, statements, and strategies shall be reviewed to see if they apply to professional, university, national and international agendas and practices.

Approved by the SAUT Council in its 75th Meeting held on 14th September 2023.



A handwritten signature in blue ink, appearing to read "Rt. Rev. Flavian Kassala".

Rt. Rev. Flavian Kassala
Chairman of SAUT Council