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# **PENTECOSTAL LIFE UNIVERSITY**

## **GENDER AND SEXUAL HARASSMENT POLICY**

**REVIEWED JUNE 2021**

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## FOREWORD

Gender disparities, discrimination and harassment have been reported among various sectors in Malawi. National indices show that women and girls are marginalized in almost all sectors of our society. And in institutions of Higher Learning, both staff and students are discriminated against as evidenced by their little numbers in decision making positions like management and students' Union positions. However, legally, both men and women, boys and girls are supposed to enjoy their full rights as enshrined in the National and International Gender Policies and Human Rights declarations duly ratified by the Malawi Government.

The development and review of this Gender Policy was driven by PLU's commitment to ensure that staff, students and all stakeholders are not subjected to behaviours, practices or processes that may constitute discrimination, harassment, workplace bullying, vilification, or victimization. Pentecostal Life University is committed to developing and maintaining an environment that is free of discrimination and harassment and which promotes respect for persons' integrity, equitable treatment and natural justice.

It is with great esteem that I present to you this Gender and Sexual Harassment Policy for Pentecostal Life University. The Policy was reviewed by the PLU Gender Coordinating Committee in June 2021 at a workshop that was held at *Silver Sands Holiday Resort* in Salima District. The policy has been modelled after the Gender Model Policy that was developed by the National Council for Higher Education for institutions of higher education.

Professor Francis Moto  
Vice Chancellor

## ACRONYMS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CEDAW</b>	Convention on the Elimination of all forms of Discrimination Against Women
<b>COVID-19</b>	Corona Virus Disease 2019
<b>GBV</b>	Gender Based Violence
<b>GEA</b>	Gender Equality Act
<b>HEIs</b>	Higher Education Institutions
<b>HIV</b>	Human Immunodeficiency Virus
<b>ICT</b>	Information and Communications Technology
<b>MDG</b>	Millennium Development Goals
<b>MDGS II</b>	Malawi Growth and Development Strategy II
<b>NCHE</b>	National Council for Higher Education
<b>ODL</b>	Online Distance Learning
<b>PWPC</b>	Persons with Physical Challenges
<b>SADC</b>	Southern Africa Development Community
<b>SDGs</b>	Sustainable Development Goals
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Education, Scientific, and Cultural Organization

## DEFINITIONS, TERMS, ACRONYMS

**Discrimination** in this policy means less favourable treatment, or proposed less favourable treatment of a person on the basis of an Attribute.

**An attribute** in this policy means one of the attributes contained within the Malawi Constitution eg sex, relationship status, pregnancy, or potential pregnancy, parental status, breastfeeding, age,

race, including colour, nationality, national or ethnic origin and immigration status, disability or impairment, religious belief or religious activity, political belief or activity, trade union activity, lawful sexual activity, gender identity, sexuality, social origin, criminal record, family or career's responsibilities, association with, or relation to, a person identified on the basis of any of the above attributes.

**Vilification:** (speaking bad words in public against someone or some group of people) on the grounds of race, religion, sexuality or gender identity is unlawful.

**Direct Discrimination** at the University occurs on the basis of one (or more) of the above attributes i.e. if a person treats, or proposes to treat, a person with an attribute less favourably than another person without the attribute is or would be treated in circumstances that are the same or not materially different.

**Indirect Discrimination** occurs on the basis of one (or more) of the above attributes, if a person imposes, or proposes to impose, a term –

- with which a person with an attribute does not or is not able to comply; and
- with which a higher proportion of people without the attribute comply or are able to comply; and that is not reasonable.
- Whether a term is reasonable depends on all relevant circumstances of the case, including for example – the consequences of failure to comply with the term; and
- the cost of alternative terms; and the financial circumstances of the person who imposes, or proposes to impose, the term.

It is not necessary that the person imposing, or proposing to impose, the term is aware of the indirect discrimination.

'Term' includes condition, requirement to practice whether or not written.

**Harassment and/or bullying** - behaviour towards an individual or group of individuals, that may or may not be based on the attributes referred to in the *Government of Malawi Gender Equality Act 2013* and could be defined as "the repeated less favourable treatment of a person by another or others in the University, which may be considered unreasonable and inappropriate practice. It includes behaviour that intimidates, offends, degrades or humiliates ..." in circumstances where a reasonable person would have anticipated the possibility that the other person would be offended, humiliated or intimidated by the conduct".

**Harassment/bullying** often involves a misuse of power. Harassment/bullying may occur between people of any gender. It can also occur between staff and students, amongst co-workers, students and between students and staff.

Harassment/bullying may be subtle or overt and includes, but is not limited to, the following forms of behaviours:

- Abusive and offensive language or shouting,

- Constant unreasonable criticism about work or academic performance, often about petty or insignificant matters,
- Deliberate exclusion, isolation or alienation of a staff member or student,
- Allocation of humiliating or demeaning tasks, or sabotaging a person's work,
- Setting of impossible deadlines with unrealistic expectations of work,
- Spreading gossip or false and malicious rumours with an intent to cause harm to a person,
- Sarcasm or ridicule,
- Threatening gestures or actual violence,
- Inappropriate comments about personal appearance,
- Electronic harassment such as through email, SMS,
- Hazing or bastardisation (such as harmful or humiliating initiation rituals).

Except in the case of Sexual Harassment, a single incident of harassing type behaviour does not, of itself, constitute harassment. Nevertheless, such behaviour is unacceptable at The Pentecostal Life University.

A reasonable and lawful direction of a supervisor will not constitute harassment/bullying for the purpose of this policy.

Appropriate provisions of guidance, conducting performance counselling, invoking diminished performance procedures, unsatisfactory performance procedures or misconduct procedures do not constitute harassment. Managers and lecturers are expected to offer constructive and legitimate advice and comments as a legitimate aspect of their role.

**Victimization** - when a person does an act, or threatens to do an act against a person because:

- they have made a complaint (complainant), or are associated with a person who has made a complaint, under this policy, or
- they have had a complaint made against them (respondent), or are associated with a person who has had a complaint made against them, under this policy.

Adverse action taken against a complainant may be unlawful under the *Malawi Employment Act 2000, Part II, Section 4 (1) (2))*). The University will not tolerate victimization of a complainant, respondent or person legitimately associated with the resolution of a grievance.

**Affirmative Action:** Policies or programs of taking steps to increase the representation of certain designated groups in all areas of life in institutions.

**Curriculum:** Outline of concepts to be taught to learners which also includes methods and resources used in teaching.

**Cyber Harassment:** A form of harassment which uses electronic means.

**Engender:** The Process of ensuring that Planning and Programming is appreciative of and considers gender differences and concerns.

**Gender Awareness:** The recognition of the differences in the interests, needs and roles of women and men in society and how these result in differences in power, status and privilege.

**Gender Balance:** A situation where no gender is more dominant than the other in terms of numbers, influence and power among many factors.

**Gender Based violence:** Any harmful act be it sexual, psychological or physical, that is perpetrated against a person based on their gender.

**Gender Blindness:** The conscious development of objectives, plans and programs in an organization or institution with no effort to recognize or incorporate gender issues that might influence the functioning of that organization, the production of plans, the implementation of programs and the outcomes of the programs.

**Gender Discrimination:** The unequal treatment of individuals or groups of people on the basis of their gender.

**Gender Disparities:** Differences in women's and men's access to resources, status and wellbeing, which usually favor men and are often institutionalized through law, justice and social norms.

**Gender Equality:** The equitable treatment of males and females so that they can both enjoy the equal benefits of development including equal access to and control of opportunities and resources.

**Gender Equity:** The practices of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power and opportunities.

**Gender Gap:** A difference in any aspect of the socio-economic status of women and men, arising from the different social roles ascribed by society for women and men.

**Gender Issues:** A gender issue/concern arises when there is a discrepancy, discrimination and injustice.

**Gender Justice:** Full equality and equity between men and women in all spheres of life.

**Gender Knowledge:** Awareness of socially constructed relationships between men and women.

**Gender Mainstreaming:** The consistent integration of gender concerns into the design, implementation, monitoring, and evaluation of policies, plans, programs, activities and projects at all levels.

**Gender Parity:** A numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population

**Gender Responsiveness:** Refers to action taken to correct Gender Imbalances.

**Gender Sensitivity:** A mind set where people are aware of gender-based discrimination which hinders enjoyment of human rights.

**Gender Transformation:** Programs and interventions that endorse people to challenge gender norms, promote women participation and address gender inequalities in the society.

**Gender:** A term used to identify social, cultural and psychological features that identify one as a man, woman, boy or girl.

**Good Governance:** Processes and institutions producing results that meet specific needs of the society while working with available resources.

**Human Rights:** Standards that recognize and protect the dignity of all human beings.

**Inclusive Education:** A model in education where students with special learning needs spend most or all learning time with students without special learning needs.

**Patriarchy:** A system of society in which males hold major power dominate in roles of political leadership, moral authority, social privilege and control of property.

**Positive Discrimination:** The process of favoring some members of a certain group because they possess a specific protected characteristic.

**Sexual Harassment:** Unwelcome acts, sexual advances, requests for sexual favours or unwanted physical, verbal or non- verbal conduct of a sexual nature.

**Women Empowerment:** Equipping women with knowledge, skills, and capacity to fully participate in decision-making and access to power.

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## **1. INTRODUCTION**

This policy outlines Pentecostal Life University's commitment to ensuring that staff, students and all stakeholders are not subjected to behaviours, practices or processes that may constitute discrimination, harassment, workplace bullying, vilification, or victimization.

As outlined in the Code of Conduct Policy and in the Students' Charter, the University actively discourages behaviours and actions that do not produce a positive, safe and respectful work and study environment.

Discrimination and harassment, including sexual harassment, will not be tolerated at the Pentecostal Life University. Under the Malawi constitution (the Employment Act (No.6 of 2000) which was last amended in 2010, and The Gender Equality Act 2013, discrimination of persons in any form is prohibited and all persons are, under any law, guaranteed or other opinion, nationality, ethnic or social origin, disability, property, birth or other status. and is unlawful under State or Commonwealth law.

All staff and students have therefore a responsibility to behave in a respectful and equitable manner towards other staff, students, and members of the community as detailed in the Staff Code of Conduct and Student Charter.

## **2. LEGAL AND POLICY FRAMEWORK**

This Gender Policy is premised on an international and national legal framework including the Convention on the Elimination of Discrimination Against Women (CEDAW), Maputo Protocol, the Malawi Constitution and the Gender Equality Act. While this Policy is premised on this framework, it is in itself fundamental as it speaks to PLU directly.

## **3. RATIONALE**

This Gender Policy is a statement of the University's commitment to taking positive steps in gender planning for the institution's sustenance and the promotion of gender equality, gender justice, the management and prevention of gender-based violence, discrimination and exclusion. This Policy commits the University to making human and financial capacity and resources available to support the quest for gender equality.

The attainment of gender equality is regarded as vital from a human rights perspective. Commitment to achieving equality demonstrates that HEIs are considering the human rights of all staff and students, including women, persons with disability and other marginalized groups. This Policy reaffirms the rights, responsibilities and duties of all stakeholders in HEIs.

Furthermore, this policy acts as a tool of measuring HEIs institutional advancement. In today's society, commitment to equality is one of the most significant indicators of a progressive

institution. As such, a gender policy is a benchmark. The gender-responsiveness of Higher Education Institutions (HEIs) as well as implementation and monitoring contribute to the overall advancement of the institution.

#### **4. VISION**

The vision for the policy aligns with the University's vision. The University vision is to enable students and staff to accomplish their academic and professional passions in an environment that is diverse and inclusive and fosters equality for all students and staff. The vision for this Gender Policy therefore is to facilitate and provide for a gender equal environment for the effective management of staff and students, as well as teaching and learning.

#### **5. SITUATION ANALYSIS**

Both students and staff face gender disparities in higher education institutions. For staff, one of the major issues is low female representation and participation in decision making.

For example, as at June, 2021, at Pentecostal Life University there had never been a female Vice Chancellor, female Registrar, and female Senior Director. There is only one Dean among five Deans. Female Lecturers are less than five among more than twenty Lecturers. And among students, there has never been a female students' union President since the establishment of PLU.

Women's participation in employment is consistently low in Malawi. A Labour Force Survey conducted in 2013 showed that out of those people who reported to be employed, only 11.3 percent were in formal employment, from which 6.4 percent were women and 16.2 percent were men (Chikapa, Gender Regime and Policies in Malawi: A Literature Review 2017). The situation is not different in HIEs. According to University of Malawi Gender Policy, a research that was conducted at UNIMA shows that in 2016 at the College of Medicine, there were no female deans. At the University Office, there had never been female Vice Chancellor, University Registrar, or Finance Officer. At Chancellor College, only 8.33% of Deans, Vice Deans, Heads and Deputy Heads of Departments were females. Some other issues include sexual harassment and general lack of regard for the unique needs of female staff such as sanitation facilities, essential child care facilities, and maternity leave. Students on the other hand face gender disparities with respect to enrolment, performance, participation, accommodation and curricula that are not gender sensitive. From 1992 to 2000, the enrolment of female students was less than 30 percent in public universities in Malawi with the highest enrolment percentage of 25 percent in 2000 (University of Malawi Gender Policy, December 2016). As the grade level of education increases, the number of female students starts to decline. The very few women that are fortunate enough to join higher learning institutions can be characterized by lower academic performance and higher forced withdrawal.

Sexual harassment is also one of the issues which disproportionately affect female students and other marginalized groups. Sexual harassment is perpetrated by both staff and students and affects both men and women although predominantly women. Research conducted at University of Malawi showed 67% of students suffered sexual harassment on campus and 12.6% of the students were raped (Ogbonnaya LU, Ogbonnaya CE, Emma-Echiegu 2011).

Another problem is lack of access to tertiary education for People Living with Disabilities (PWD) particularly females. While the data is very scarce, the information that is available paints a dire picture. For example, studies indicate that far fewer women with disabilities attend school (59 per cent) than both women without disabilities (79 per cent) and men with disabilities (71 per cent). Another problem for PWD is lack of inclusive education. Persons with disabilities face challenges such as lack of accessibility, cultural biases, lack of special needs education services, and lack of full and effective participation.

## **6. GUIDING PRINCIPLES AND APPROACHES**

This gender policy will be guided by the following principles and values:

- Right to education
- Gender equality
- Non-discrimination
- Affirmative action or positive discrimination
- Gender mainstreaming
- Transparency, accountability and good governance
- Partnership and collaboration

The policy adopts mixed approaches, including the following:

- A human rights and social legal approach: In the context of the current legal framework, it is critical for the policy to adopt a human rights and social legal approach which reflects applicable normative content of the relevant rights and principles as espoused in the various Conventions and Laws.
- An appreciative inquiry and perceptive: This allows for the policy development process to be guided by positive experiences drawn from the HEI and the people concerned.

A transformative approach: considering the many efforts that go into developing blue prints that are rarely translated into reality, it is important to develop a policy that is implementable, budgeted and can be easily monitored in order to bring about the desired change.

## **7. POLICY OBJECTIVES**

The overall goal of this policy is to create a gender-transformative environment in HEIs for the betterment of all staff and students, particularly women and persons with disabilities.

The specific objectives of this Gender Policy are:

- to ensure equality of male and female students in enrolment, performance, retention, participation;
- to ensure equal representation of male and female staff in recruitment and decision making, to eradicate discriminatory conditions of service and to strengthen reporting and disciplinary systems;
- to effectively prevent and respond to sexual harassment and GBV;
- to ensure PWD's full and effective accessibility to higher education, infrastructure and materials, and to eradicate discrimination against PWD and

- to prevent the spread of HIV/AIDS, and COVID-19, and access to effective sexual and reproductive health services and information.

## 8. PRIORITY AREAS

This Gender policy identifies five key priority areas:

- a) Gender and Students
- b) Gender and Staff
- c) Sexual Harassment and Gender Based Violence (GBV)
- d) Inclusive Education
- e) Pandemics and Epidemics: HIV Aids and Covid 19

### 8.1 PRIORITY AREA 1: GENDER AND STUDENTS

Gender and Students is one of the key priority areas in the Gender and Sexual Harassment Policy for Higher Education Institutions (HEIs). Pentecostal Life University has taken this priority area as one of the most important priority.

#### Objectives

The key objectives of this criterion for PLU as guided by the Model Gender Policy are:-

- To ensure safe and convenient facilities for students, especially female students
- To enhance equal participation in decision-making by students, particularly female students
- To ensure that curricula is gender-sensitive and responsive and
- To ensure that gender is a key consideration in the enrolment of students

#### 8.1.1 Enrolment

**8.1.1.1 Problem:** The enrolment criteria for students selected into Pentecostal Life University (PLU) is not based on gender since it is a private university and the number of students enrolled is on a lower side as compared to public universities.

**8.1.1.2 Policy Statement:** The selection board shall ensure that the enrolment process into PLU programmes or modules result in a gender balance of students, and that special consideration is given to female students (or male students where applicable), especially those from rural and poor background and those with disabilities.

**8.1.1.3 Strategies:** To make gender a key consideration in the enrolment process, the enrolment/selection body shall consider the following:-

#### 8.1.2 Selection

- i. Reduce tuition fees by a small margin (e.g. 2%) to incentivize a particular sex to enrol in a program which would otherwise be patronized by the opposite sex

- ii. Set a 40/60 ratio of male and female in the enrolment process for each program of study; whereby if a certain program has a much higher ratio (e.g. 30/70), then consideration should be made to recruit students into that particular program until the set rule of 40/60 is achieved
- iii. Encourage more female students to apply for a particular program, where mostly male students are enrolling, through adverts
- iv. Use other forms of media rather than the website (e.g. Radio) to provide equitable access to information about the enrolment process for both sexes. Student Union representatives will also be used to relay information about enrolment to prospective students
- v. Where enrolment criteria states minimum of 6 MSCE credits, the university can set measures whereby for example in a male-dominated program, females may be allowed to enrol with less credits
- vi. Monitor enrolment statistics in all programs to ensure that gender balance (40/60) is maintained. Deans will be engaged to assess enrolment and will use class registers to monitor enrolment statistics
- vii. Use media platforms and website such as Pentecostal Life FM (PLFM) and Great Dominion Television (GDTV) to publicize values that encourage inclusive enrolment at the university

### 8.1.3 Curriculum

#### 8.1.3.1 Problems:

- Few standalone gender programmes and courses, or gender sensitive courses and
- Lack of gender transformative teaching, learning and assessment methods

**8.1.3.2 Policy Statement:** Curricula, teaching methods, and systems of monitoring and evaluation of course content and delivery shall be gender sensitive and transformative

**8.1.3.3 Strategies:** In order to achieve this, the following strategies shall be taken into consideration:-

- i. Ensure that gender is specifically addressed and provided as a mandatory course in all programs
- ii. Vice Chancellor and/or University Registrar to monitor if indeed the Gender course is being offered across all programs
- iii. Deans and HODs to ensure that lecturers receive gender orientation and training
- iv. Ensure further training and education of academic staff in Gender mainstreaming
- v. Ensure gender sensitive teaching materials. Deans and HODs to censor teaching materials and discourage lecturers from using teaching methods or materials that can be gender insensitive and demeaning to a particular sex
- vi. Ensure that lecturers use a universal language which is gender sensitive
- vii. Ensure that teaching methods do not encourage negative gender culture, attitudes and practices (e.g. group work should encourage gender balance and class representatives should include both male and female students)

### 8.1.4 Performance and Retention

**8.1.4.1 Problem:** Poor performance of students, especially female students, due to unique female needs leading to low retention of female students

**8.1.4.2 Policy Statement:** There shall be special efforts to improve the academic performance and retention of female students

The main objective of this parameter is to ensure that special effort is made to improve the academic performance and retention of students.

**8.1.4.3 Strategies:-**

- i. Deans and HODs should ensure that underperforming students are given support such as tutorials and bridging courses before they move to another semester.
- ii. Design activities to raise profile of both sexes. For example the Student Union leadership should have both male and female students as President and Vice President and alternate the position of President so that if in a year the President is male, the following year it should be a female.
- iii. Ensure that female students interact with female role models. For instance women in leadership roles could be invited to do career talks at the university. The university could also employ more female lecturers to inspire female students to work hard in class.
- iv. Ensure that grants/loans bodies such as the Higher Education Students' Loans and Grants Board (HESLGB) prioritize needy female students when disbursing loans.
- v. Ensure that the university has female friendly facilities such as having waste baskets in each cubicle in the ladies toilets and providing affordable sanitary pads at all times.
- vi. Ensure that sexual and reproductive health services are available and accessible to students. The University Nurse shall be engaged to handle this task.
- vii. Facilitate a back to school policy for students that withdraw from studies due to health reasons or pregnancy. For instance female students who miss exams due to pregnancy shall be allowed to sit for deferred exams for free (as per current set-up).
- viii. Ensure that there is availability and accessibility of counselling services at all times. The University Chaplain shall be engaged to offer counselling services.

*8.1.5 Access to safe and convenient facilities*

**8.1.5.1 Problem:** Inadequate library and other learning materials for students

**8.1.5.2 Policy Statement:** there shall be adequate library and other learning materials on campus for students and equal access to other university facilities for both female and male students

The main objective of this criterion is to ensure that there are safe and convenient facilities for students at the campus.

**8.1.5.3 Strategies:**

- i. Ensure that proper lighting is provided at the campus (particularly for evening classes)
- ii. Ensure the provision of effective security services at the campus at all times.
- iii. Ensure that there is an extension of internet services at the campus

- iv. Ensure that students have overnight access to all books and journals from the university library including e-books.

#### 8.1.6 *Equal Participation in Decision-Making*

**8.1.6.1 Problem:** Low female representation and participation in decision making structures, curricular and extra-curricular activities

**8.1.6.2 Policy Statement:** The institutions shall promote female students' participation in decision making structures, curricular and extra-curricular activities.

The key objective of this criterion is to promote the participation of female students in decision-making structures, curricular and extra-curricular activities at the university.

#### **8.1.6.3 Strategies:**

- i Encourage female students to take up leadership roles and support them in voicing out their concerns in decision-making platforms.
- ii Ensure female students are encouraged and supported to contest influential positions
- iii Dean of Students shall ensure that Student Union elections are peaceful, fair and gender sensitive.
- iv The Vice Chancellor shall ensure that negative stereotyping of female students who contest or hold influential positions is not tolerated by raising awareness and punishing offenders.
- v The Vice Chancellor shall ensure that female students' welfare associations are created, supported and encouraged.
- vi The Vice Chancellor shall encourage female students to participate in curricular and extra-curricular activities at the university. A patron shall be elected to handle extra-curricular activities at the university.

#### 8.1.7 *Examinations*

**8.1.7.1 Problem:** Unfair attitude and practice of grading female student's coursework and examinations

**8.1.7.2 Policy Statement:** PLU shall put in place in its assessment system a deliberate effort to ensure fairness in grading coursework, research, and examinations for all students especially female students.

#### **8.1.7.3 Strategies**

- (i) Pentecostal Life University shall put in place a system of cross checking grading of projects/dissertation
- (ii) Pentecostal Life University shall protect students against victimization if they report sexual offences or decline advance from lecturers or other staff
- (iii) Pentecostal Life University shall provide and enforce clear guidelines on student-lecturer relationships
- (iv) Examinations and coursework: Pentecostal Life University shall get committed to ensuring fairness in examinations and coursework by putting in place measures to correct on prevent abuses based on the grades of the lecture or student



## 8.2 PRIORITY AREA 2: GENDER AND STAFF

### Objectives:

- To ensure equal representation of male and female staff in employment recruitment
- To eradicate discriminatory conditions of service
- To strengthen reporting and disciplinary systems

#### 8.2.1 *Equal Access and Recruitment*

**8.2.1.1 Problem:** Minimal representation of females at all levels especially at leadership levels, and gender blind recruitment processes

**8.2.1.2 Policy Statement:** There shall be equal representation of men and women at all levels

#### 8.2.1.3 Strategies:

- i. When advertising vacancies, it has to be stated that women are encouraged to apply as one way of meeting the 40-60 employment representation requirements of the Gender Equality Act and other affirmative actions.
- ii. There is need for affirmative action to incorporate under-represented sex in programmes and modules for both students and staff. All deans shall be encouraged to incorporate both sexes.
- iii. Apart from encouraging women to apply, the VC shall encourage presence of female representation on all interview panels.

#### 8.2.2 *Equality in conditions of service*

**8.2.2.1 Problem:** Gender blind condition of service including promotion criteria, inadequate maternity leave, lack of paternity leave, lack of essential childcare facilities and nurseries, poor sanitation facilities

**8.2.2.2 Policy Statement:** Condition of service shall be gender sensitive, and the institution shall provide for adequate maternity leave, essential childcare facilities and sanitation facilities

#### 8.2.2.3 Strategies:

The University shall:

- i. Apply conditions of service and promotion criteria in a gender sensitive and responsive manner and where appropriate provide and undertake affirmative action to ensure equitable access to promotions, trainings, scholarships, research grants and other opportunities especially for female staff. In addition, PLU will ensure that the Conditions of Service copy is equally accessed by both male and female staff members.
- ii. Prioritise females in further education opportunities and research grants without neglecting male members.

- iii. ensure that members of staff who started the job on the same day and have same qualifications, get same salary regardless of differences in the sex to achieve equal pay for work of equal value.
- iv. shall provide pre and postnatal maternity leave of not less than three months as provided by the law;
- v. shall make provision for paternity leave of not less than two weeks.
- vi. shall provide childcare facilities
- vii. shall provide clean, private, accessible sanitation facilities with suitable bins in all the female toilets and an incinerator for used sanitary wear.
- viii. shall adopt flexible working conditions like rescheduling of the teaching timetable and adjust working organization to suit the needs of women with family responsibilities like breastfeeding mothers.

### 8.2.3. *Equal participation in University decision making structures*

**8.2.3.1 Problem:** Unequal representation of males and females in decision making processes

**8.2.3.2 Policy Statement:** Promote equal representation and participation in decision making bodies especially for female members of staff

#### **8.2.3.3 Strategies:**

The Vice Chancellor shall:

- i. ensure that there is no less than 40 percent of men and women in all committees and sub committees.
- ii. The VC shall provide leadership training to staff especially females, in leadership positions to ensure that they effectively speak out and influence decisions when they sit on decision making bodies; and
- iii. The VC shall ensure gender mainstreaming of all decisions made by any decision-making body of the University. For example, the VC will be responsible to promote gender affirmative action (putting females in decision making positions) to achieve equal representation in decision making positions.

### 8.2.4 *Prevention and response to gender discrimination in employment*

**8.2.4.1 Problem:** Prevalence of patriarchal attitudes, segregated roles, and gender discrimination

**8.2.4.2 Policy Statement:** The institution shall eradicate patriarchal attitudes, segregated roles, and gender discrimination in general

#### **8.2.4.3 Strategies:**

- i. PLU shall intensify awareness on gender, negative and positive discrimination, and gender equality through poster that will be sourced from the Ministry of Gender and pasted in classrooms, offices, corridors, notice board and at the university's entrance. Some posters will be distributed to staff by hand. PLU will also organise gender

- orientations for staff and talks targeting new students. PLU will also come up with a motto and use promotional materials like gender messages branded t-shirts.
- ii. PLU will ensure implementation of gender policies and gender sensitive criteria and guidelines.
  - iii. PLU will have systems/guidelines to ensure no negative repercussions for those that report gender discrimination.
  - iv. PLU shall have grievance and disciplinary systems and structures that are effective, expeditious, sensitive and confidential.
  - v. PLU shall have grievances and reporting structures that shall have equal representation of males and females.
  - vi. PLU shall have a disciplinary committee with female representation, and this committee will ensure that appropriate disciplinary action is taken for reported cases of discrimination
  - vii. PLU shall provide training to staff on gender and gender discrimination at work.
  - viii. PLU shall deliberately engage either sex in non-traditional sectors, by bringing in the representation of the underrepresented sex in areas that the society has labelled to be appropriate for a particular sex; and
  - ix. PLU shall avoid occupationally segregated provision of training

#### *8.2.5 Equality in association and collective bargaining*

**8.2.5.1 Problem:** Underrepresentation of women in staff welfare committees especially in leadership roles.

**8.2.5.2 Policy Statement:** Pentecostal Life University shall make sure that both men and women are given consideration to participate in staff welfare committees.

#### **8.2.5.3 Strategies:**

- i. PLU shall promote equal representation and participation in staff welfare committees.
- ii. PLU shall ensure that any forum responsible for speaking on behalf of staff welfare is complying with the 20% minimum quota for women provided for in the Labour Relations Act or the higher standard of the 40-60 quota as provided under the Gender Equality Act (GEA).
- iii. PLU shall support training and awareness on equality in welfare committees and collective bargaining;
- iv. PLU shall promote the representation of females as members and leaders; and
- v. PLU shall support activities of the forum responsible for the welfare of staff including check-off systems.

## 8.3 PRIORITY AREA 3: SEXUAL HARASSMENT AND GENDER BASED VIOLENCE (GBV) AT PLU

### Objectives:

- To prevent and adopt a zero-tolerance approach against sexual harassment and GBV.
- To establish effective reporting and complaints mechanisms.
- To swiftly respond to reports of sexual harassment and GBV.
- To protect victims and survivors of sexual harassment and GBV.
- To provide support systems such as rehabilitation and counselling for victims and perpetrators.

### 8.3.1 Prevention and Awareness of Zero Tolerance against Sexual Harassment and GBV

**8.3.1.1 Problem:** Lack of awareness of the different forms, nature and harm caused by sexual harassment and other forms of GBV.

**8.3.1.2 Policy Statement:** Pentecostal Life University shall raise awareness amongst staff and students on prevention of and zero tolerance against sexual harassment and GBV, including the definition of sexual harassment in the Gender Equality Act.

### 8.3.1.3 Strategies:

#### *a. Students*

- (i) The institution shall provide ongoing sensitization of students on sexual harassment, and corresponding regulations and policies with a focus on those that suffer multiple discrimination including people with disabilities and the poor.
- (ii) The institution shall ensure that new students shall receive information on sexual harassment together with other information given during orientation.
- (iii) New students shall fill in questionnaires to enable the institution to analyze their attitudes and beliefs regarding gender issues and GBV to enable the institution tailor training and orientation to raise awareness amongst new students.
- (iv) The institution shall establish gender transformative, student-led initiatives such as legal clinics, clubs, societies and extra-curricular programs that engage in research, awareness and gender equality advocacy.
- (v) The institution shall form partnerships with programs that address shared risk factors for violence e.g. drug and alcohol abuse prevention, pregnancy prevention, sexually transmitted infection prevention etc.
- (vi) The institution shall ensure that there is adequate security on the campus, as well as any place where our students are conducting their activities.
- (vii) The institution shall provide ongoing training to our Security staff on response to sexual harassment.

- (viii) The institution will assign the University chaplain and a nurse as responsible officers on prevention of sexual harassment and GBV and shall work with a multi-disciplinary team that will respond to violence when it occurs, as well as work on shifting the culture of the campus to prevent violence.
- (ix) The institution shall use Social events as opportunities to spread awareness about sexual harassment e.g. merchandise such as caps and t shirts with messaging on sexual harassment that could be distributed at social weekends.
- (x) Materials shall be developed on sexual harassment to be distributed to students, and shared on the institution's website, social media platforms. All the materials shall be accessible to students with disabilities.
- (xi) The institution Prohibition of zero tolerance against sexual harassment and GBV shall be a clearly stated in all rules, regulations and codes of conduct of students' clubs and societies.

*b. Staff*

- (i) Questions on GBV and sexual harassment shall be incorporated into the recruitment process including application and interviews.
- (ii) Newly recruited staff shall undergo vetting to check their history regarding sexual harassment and GBV, and also their attitudes and beliefs and this shall include a written self-declaration on record of non-involvement in any case of sexual harassment.
- (iii) Newly recruited staff shall undergo orientation in sexual harassment and GBV.
- (iv) All staff shall undergo on annual orientation in gender issues, especially sexual harassment and GBV.
- (v) The institution shall ensure that Staff are empowered to report GBV.
- (vi) The institution shall provide all staff with accessible materials with information on sexual harassment and GBV, as well as reporting and complaint procedures.
- (vii) The institution shall develop guidelines and codes of conduct for staff relations and also staff –students' relations, clearly describing power dynamics in consensual relationships, and prohibiting sexual harassment and GBV.
- (viii) Staff with disabilities shall have full access to GBV information.

*c. Online Harassment*

- (i) The institution shall raise awareness on and prevent cyber-harassment.
- (ii) The institution shall raise awareness of the meaning of cyber-harassment including the provisions of the Electronic Transactions and Cyber Security Act, 2016.
- (iii) Awareness shall comprise of simplified messaging in common languages.
- (iv) Our curricula shall include modules on cyber-harassment.
- (v) Staff, as well as the team designated to handle sexual harassment, shall be trained in cyber harassment to enable them to deal with such cases.

- (vi) Institution shall have regulatory framework for cyber-harassment.
- (vii) Information and Communication Technology (ICT) personnel shall be oriented and consulted in decisions to do with cyber-harassment.

*d. Male Victims of Sexual Harassment and GBV*

- (i) The institution shall raise awareness on males being victims of sexual harassment and GBV.
- (ii) The institution shall encourage holistic understanding of GBV, including power dynamics and deconstruction of gender stereotypes, for example undermining a woman in position just because she is a woman.
- (iii) The institution shall dispel myths about men not being victims of GBV through gender initiatives and programming.
- (iv) All gender training shall emphasize that both men and women can be victims of GBV.
- (v) Male students shall be given safe spaces to talk about sexual harassment and GBV, and the institution shall support this by establishing societies, clubs and other initiatives.
- (vi) The institution shall raise awareness on positive masculinities for example be a better man.
- (vii) Male students in minority groups such as those with disabilities shall be supported and encouraged to speak out against sexual harassment and GBV.

*e. Students Harassing Fellow Students and Non-Students Off-Campus*

- (i) The institution shall raise awareness on sexual harassment amongst students
- (ii) The unique circumstances of students living off-campus shall be considered in all sexual harassment and GBV-related decisions, initiatives and guidelines.

*f. Community Members: Off-Campus*

- (i) The institution shall foster relationships with local support services, the police, counsellors, community rape crisis centers, and advocates- particularly those in areas where students live.
- (ii) The students will be advised to report to their nearest Police station if there is any incident of sexual harassment or GBV.
- (iii) The institution shall have an annual review of off-campus accommodation by way of survey.

Data will be collected from students, landlords, and community members.

*g. Lecturers Demanding Sexual Favours from Students in Exchange for Grades*

- (i) The institution shall prevent sexual harassment by staff and ensure an effective reporting system in response to complaints. In this circumstance the students will be advised to report to the Dean of Students, the Nurse, University Chaplain or any female member of staff.
- (ii) Institution shall have guidelines for student-staff relations. These guidelines will detail what conduct is and is not allowed, and will explicitly prohibit sexual harassment related to teaching, learning, supervision and assessment.
- (iii) Each staff member, especially those just joining the institution, must make a declaration that they have never committed a sexual offence including sexual harassment. This will act as a way of checking one's history, and also showing the institution's commitment to safeguarding staff and students from sexual harassment.
- (iv) Every staff member will have a responsibility to prevent sexual harassment and to report it when brought to their attention including through anonymous reporting.
- (v) Recognizing that students may not always be comfortable reporting a matter directly to the institution's authorities, lecturers to whom a report has been made about a fellow lecturer shall report the matter.
- (vi) A Complaints Form shall be available to everyone, both in hard copy and soft copy. It shall be anonymously accessible i.e. one may download it from their student portal or may collect it from a place on campus where their identity is not compromised. This form shall require details about the staff-member alleged to have sexually harassed a student.

### 8.3.2 Reporting and Responding to Cases of Sexual Harassment and GBV

**8.3.2.1 Problem:** Lack of reporting of sexual harassment cases.

**8.3.2.2 Policy Statement:** There shall be an effective and accessible informal and formal complaints system.

**8.3.2.3 Strategies:**

- (i) The institution shall ensure that programming for prevention and response is survivor centered and trauma-informed and that at all times, the complainant's right to dignity and privacy shall be respected.
- (ii) In the event of rape, sexual assault and any other criminal sexual offence, the victim should immediately report the incident to the nearest police station and thereafter attend the nearest health facility.
- (iii) An anonymous complaints box shall be set up in a place on campus that is private in order to protect the complainant's identity. The Complaints Form shall be accessible either online through their portal or from the same place where the complaints box is.
- (iv) The institution shall ensure that persons with disabilities have full and equal access to the reporting and complaints mechanisms. This includes access for persons with visual impairments, hearing impairments and other physical disabilities.
- (v) A complaints committee shall be established to formally preside over sexual harassment matters.

- (vi) The institution shall establish committee involving the Dean of Students, Councillor, Student Union President and his/her Vice, Director of post graduates Studies, University Chaplain, Dean of Media Studies and the Nurse. The committee shall have rules and regulations which will govern it.

*a. Informal Complaints*

The institution shall provide for settlement of sexual harassment and GBV cases by informal mechanisms where the case is not of a criminal nature and the complainant prefers such informal settlement.

The complaints committee shall:

- afford the alleged perpetrator the right to be heard;
- if need be, and with the consent of the victim, facilitate dialogue between both parties in order to achieve an informal resolution which is acceptable to the complainant
- ensure that confidential records are kept of the complaints process;
- follow up after the outcome to ensure that the harassment has stopped;
- ensure that the procedure is carried out within reasonable time, in any case, not later than two weeks from the date that the incident is reported, depending on the circumstances.

*b. Formal Complaints*

The complaints committee shall:

- interview the victim and the alleged perpetrator separately;
- interview relevant third parties;
- make the final decision on whether or not the incident(s) of sexual harassment took place;
- produce a report detailing the investigations, findings and any recommendations;
- decide what the appropriate remedy including an apology, a change to working arrangements, training for the perpetrator or to refer the matter to a disciplinary committee;
- follow up to ensure implementation of the recommendations, that the behaviour has stopped and that the victim is satisfied with the outcome;
- If it is not determined that harassment took place, recommendations may still be made to ensure proper functioning of the workplace;
- Keep a record of the process and all actions taken on cases of sexual harassment and GBV;
- Ensure that all records concerning the matter are confidential; and



- Ensure that the procedure is carried out within reasonable time, in any case, not later than two weeks from the date that a complaint was lodged, depending on the circumstances.

### 8.3.3 Protection and Support to Victims and Survivors of Sexual Harassment and GBV

**8.3.3.1 Problem:** Lack of protection and support to survivors of gender-based violence.

**8.3.3.2 Policy Statement:** Victims and survivors shall be protected upon reporting a case of sexual harassment and GBV, and shall be offered support by the institution.

#### 8.3.3.3 Strategies:

- (i) The institution will ensure that victims are given adequate medical attention where physical violence has occurred including emergency contraceptives and post-exposure prophylaxis treatment as appropriate;
- (ii) The institution shall provide victims with psychological support such as counselling;
- (iii) The institution shall provide a safe house to temporarily accommodate students whose safety and wellbeing is at immediate risk;
- (iv) The institution will take swift action against perpetrators and ensure they are no longer a risk to the victim's safety and well-being;
- (v) The institution will suspend the perpetrator from the institution until the determination of the case;
- (vi) The institution will put in place a tracking mechanism to check in with survivors and ensure their safety the tracking mechanism will be by phone or any means of communication.
- (vii) The institution will protect any sexual harassment victims and witnesses from intimidation or threats of any kind;
- (viii) The institution will identify, in consultation with the employers' and workers' organizations concerned and through other means, the sectors or occupations and work arrangements in which workers and other persons concerned are more exposed to violence and harassment and taking measures to effectively protect such persons. For example the ministry of labour and the victim support unit.
- (ix) The institution will take all necessary measures to prevent the victimization, intimidation or reprisal of victims and witnesses of sexual harassment.
- (x) The institution will ensure that the Victims of violence and harassment will be compensated by the perpetrator of the incident.
- (xi) The institution will ensure that perpetrators of violence and harassment must also be punished but also offered appropriate rehabilitation services where appropriate to prevent reoccurrence
- (xii) The institution will ensure that there are links with and details of referral systems closest to the institution.

## 8.4 PRIORITY AREA 4: INCLUSIVE EDUCATION

### Objectives

- To ensure that PWD have equal access to opportunities to be enrolled or recruited
- To provide appropriate infrastructure and information
- To ensure equal treatment of PWD
- To mainstream disability

#### 8.4.1 Access to opportunities including Tertiary Education

**8.4.1.1 Problem:** Lack of equitable access, no formal quotas and inadequate recruitment of PWD

**8.4.1.2 Policy Statement:** there shall be equitable access, formal quotas and enrolment/recruitment of persons with disabilities

**8.4.1.3 Strategies:** The institution shall:

- i) Ensure that primary consideration in selecting candidates to the institution
- ii) Reserve a percentage of places for PWD
- iii) Apply affirmative action measures and develop relevant guidelines; and
- iv) Acquire key inclusive learning facilities.

#### 8.4.2 Accessibility to people with Disabilities as Workers

**8.4.2.1 Problem:** There nominal access to PWD as workers and nominal reasonable accommodation for workers with disability

**8.4.2.2 Policy Statement:** There shall be equitable access to people with disabilities as workers

**8.4.2.3 Strategies:** PLU shall:

- i) Deliberately integrate PWD in employment at all levels
- ii) Make recruitment information accessible in all formats accessible to PWD
- iii) Distribute information in disability networks and organisations
- iv) Undertake affirmative action measures to integrate PWD as works by encouraging them to apply on vacancy adverts.
- v) Promote the representation and participation or workers with disabilities with outside PWD trade unions.

#### 8.4.3 Access to Facilities, Services, Materials and Other Resources

**8.4.3.1 Problem:** Inaccessible infrastructure and lack of resources including; key disability facilities, educational materials, inclusive teaching methods, and specialist personnel or qualified learning support assistants

**8.4.3.2 Policy Statement:** The institution shall ensure PWDs full and effective accessibility to infrastructure and materials.

**8.4.3.3 Strategies:** The institution shall ensure that;

- i) any new infrastructure is disability friendly including access to buildings and appropriate sanitation facilities and that old infrastructures shall be modified to suit PWD.
- ii) It allocates 3% in its budget to support inclusive education
- iii) It purchases all key disability facilities such as wheelchairs, salbutamol
- iv) All academics are trained and oriented on PWD friendly teaching methods
- v) All leaders are trained and oriented on inclusive education
- vi) Inclusive education shall be a key consideration in all planning and allocation of resources including brochures with services for PWD
- vii) The nurse trains staff on First Aid

#### 8.4.4 Support and Adaptation

**8.4.4.1 Problem:** There is minimal practical support/adaptation for PWD to enable them to learn.

**8.4.4.2 Policy Statement:** The institution shall provide practical support for PWD

**8.4.4.3 Strategies:** The institution shall

- i) Set out a 2-year to acquire practical support and facilities as well as adaptations to start enrolling PWD or increase the number of PWD staff and students
- ii) Develop reasonable alternatives to facilities and services wherever standard access mechanisms are unavailable
- iii) Provide counselling and psychological support for PWD and ensure availability of all aids, appliances, technologies and support systems that facilitate healthy functioning of PWD

#### 8.4.5. Discrimination

**8.4.5.1 Problem:** Negative attitudes and systematic discrimination of PWD continues

**8.4.5.2 Policy Statement:** Negative attitudes and norms, and systematic discrimination shall be eradicated

**8.4.5.3 Strategy:**

- i) The institution shall regularly facilitate continued trainings and orientations in inclusive education and enrol PWDs every year
- ii) The institution shall raise awareness on disability rights and facilitate sensitization of students

#### 8.4.6. Participation

**8.4.6.1 Problem:** there is no full and effective participation for PWDs

**8.4.6.2 Policy Statement:** PWD shall have full and effective participation in decision making bodies

**8.4.6.3 Strategies:** The Institution will

- i) Reserve a place for a PWD representative in all student unions, disability shall be a key factor in staff recruitment
- ii) PWD shall be encouraged to participate in decision making with support from the institution
- iii) Ensure that the nature of electoral processes of the students' union are inclusive and consider need of PWD candidates
- iv) Office in students' union designated to PWD shall be empowered and given special attention to ensure its effectiveness
- v) Reserve a vehicle parking space for PWD within the inner car park.

#### 8.4.7 Disability mainstreaming

**8.4.7.1 Problem:** There is minimal disability mainstreaming in programs, planning and operations of the institution

**8.4.7.2 Policy Statement:** PWD shall have full and effective participation in decision making bodies

**8.4.7.3 Strategies:** The Institutions shall;

- i) Undertake disability mainstreaming and disability responsive curriculum content and delivery and this shall be key consideration in all future curriculum development and reviews.
- ii) All human rights related programs shall include disability rights as a key component of the curriculum
- iii) Extracurricular activities such as clubs, societies shall incorporate disability rights information and inclusion

## 8.5 PRIORITY AREA 5: PANDEMICS AND EPIDEMICS (HIV/AIDS AND COVID-19)

### Objectives:

- To prevent the spread of pandemics such as HIV/AIDS and COVID-19.
- To increase access to sexual and reproductive health services and information.
- To ensure equal participation of students during the COVID-19 pandemic.
- To effectively respond to gendered effects of COVID-19

## 8.5.1 Prevention, Access to Information, Awareness and Behavioral Change

### a. HIV/AIDS

**8.5.1.1 Problem:** Continued risky behaviour amongst students, unavailability of condoms, lack of awareness on HIV/AIDS.

**8.5.1.2 Policy Statement:** The institution shall prevent risky behaviour amongst students, make condoms available, and raise awareness on HIV/AIDS.

### 8.5.1.3 Strategies:

Pentecostal Life University shall:

- (i) Organize training in HIV/AIDS prevention and management during first year students' orientation and for newly recruited staff;
- (ii) Regularly have HIV/AIDS awareness talks and encourage students and staff to get tested for HIV;
- (iii) Adopt innovative methods such as the use of drama, music and art in HIV/AIDS and COVID-19 awareness;
- (iv) Involve students in every stage of development of awareness campaign strategies;
- (v) Incorporate HIV/AIDS sensitization into social events e.g. distribution of male and female condoms and HIV/AIDS information during entertainment activities (eg sports, concerts)
- (vi) Ensure that all washrooms have both male and female condoms;

### b. COVID-19

**8.5.2.1 Problem:** Lack of enforcement of preventive measures, lack of holistic online learning.

**8.5.2.2 Policy Statement:** The institution shall effectively enforce all COVID-19 preventive measures and ensure holistic online learning for all students.

### 8.5.2.3 Strategies

- (i) Establish a task force for COVID-19 management;
- (ii) Convene task force meetings on a monthly basis;
- (iii) Ensure that there are adequate sanitation points at all major entries on campus;
- (iv) Ensure that all students wear face masks at all times when on campus;
- (v) Ensure that there is adequate social distancing in all classrooms, offices and all other places on campus;
- (vi) Provide holistic online learning;

- (vii) Develop online distance learning materials;
- (viii) Provide support to needy students to access online learning

### 8.5.3 Provision of Resources and Support

**8.5.3.1 Problem:** Lack of transparency, information sharing and support.

**8.5.3.2 Policy Statement:** The institution shall ensure that information sharing is transparent, and that there is support for those with HIV/AIDS or COVID-19.

**8.5.3.3 Strategies:**

- (i) Ensure transparency regarding the institution's management of HIV/AIDS and COVID-19;
- (ii) Create transparent and effective information sharing systems for all pandemics;
- (iii) Ensure that all information is accessible to staff and students with disabilities;
- (iv) Organize awareness campaigns, using media such as social media, radio, and television;
- (v) Ensure that students and staff have access to HIV/AIDS and COVID-19 testing;
- (vi) Support student-led clubs to engage in advocacy and awareness on HIV/AIDS and COVID-19;
- (vii) Have isolation centres for students with COVID-19;
- (viii) Provide counselling to those with HIV/AIDS or COVID19; and
- (ix) Create support groups for staff and students with HIV/AIDS or COVID-19.

### 8.5.4 Non-discrimination and Mainstreaming

**8.5.4.1 Problem:** Discrimination, stigmatization of HIV/AIDS, lack of HIV/AIDS curriculum mainstreaming.

**8.5.4.2 Policy Statement:** The institution shall ensure that there is no HIV/AIDS discrimination and stigma, and that HIV/AIDS is appropriately mainstreamed into curricula.

**8.5.4.3 Strategies:**

- (i) Develop an HIV/AIDS policy;
- (ii) Ensure non-discrimination on the basis of HIV/AIDS or any pandemic;
- (iii) Ensure that there is no pre-employment HIV/AIDS testing or testing for educational opportunities;

- (iv) Comply with all obligations under the HIV/AIDS (prevention and management) Act, 2018;
- (v) Integrate and mainstream HIV/AIDS into the curriculum;
- (vi) Allocate 3 percent towards pandemics support in the budgets;
- (vii) Provide nutritional support to HIV positive students and willing staff (this will be achieved in partnership with local health care providers)
- (viii) Develop guidelines on pandemics planning, support and management; and
- (ix) Provide regular counselling and support to all students and staff who are HIV/AIDS or COVID-19 positive.

#### *8.5.5 Response to Gendered Effects of COVID-19*

**8.5.5.1 Problems:** Increased domestic violence due to more time spent at home; higher risk of teenage pregnancies and failure of female students to keep up with academic obligations due to household chores.

**8.5.5.2 Policy Statement:** The institution shall provide support for students experiencing domestic violence during online distance learning, continue to share sexual and reproductive health information and services, and support students failing to keep up with their studies.

#### **8.5.5.3 Strategies:**

- (i) Put in place remote support mechanisms for victims of domestic violence such as hotlines, facilitating remote communication between counsellors and students, etc.;
- (ii) Partner with local health care providers to facilitate safe and easy access to contraceptives for students during the COVID-19 pandemic;
- (iii) Conduct research on the unique needs of female students in online learning due to domestic circumstances; and
- (iv) Provide support to female students struggling to keep up with new teaching methods.

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## 9. IMPLEMENTATION PLAN

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### 9.1 Implementation Principles

The implementation plan will be guided by a number of principles including the following:

- **Efficiency:** Available resources should be transformed into intended results in terms of quantity, quality and timeliness.
- **Effectiveness:** Effectiveness relates to the extent to which results of the policy achieve its outcome and the purpose. Impactful implementation requires that the purpose and outputs positively affect the lives of large numbers of the institution's community and that the wider policy objectives are achieved.
- **Sustainability:** Sustainability considerations ensure that the positive results of the policy's implementation are long lasting and contribute to the long-term functioning of the institution and well-being of staff and students.

### 9.2 Implementation Structure

In its implementation, the policy shall follow the logic of the University committee and administrative system, chaired by the office of the Vice Chancellor. At Faculty level, the Dean will be focal points that will work with Heads of Department, under the Dean or as appropriate.

There shall also be a committee to ensure gender sensitivity and responsiveness at the University. This committee will comprise of members with a variety of expertise in order to ensure intersectionality. It shall also have both male and female staff and student representatives.

### 9.3 Collaboration

All staff, students and affiliates of the university have a role to play in realizing the objectives of the gender policy, and in creating and maintaining an environment free from injustice, harassment and discrimination.

All stakeholders of the university shall be responsible for complying with the Policy.

The university shall work closely with the Ministries responsible for education and gender, as well as NCHE to ensure that the policy is implemented in line with the National Gender Policy and other legal frameworks. The university shall also work with development partners and institutions.

The university, through the office of the Registrar shall also engage the media in publicizing gender activities



## 9.4 Coordination unit

A Gender Co-ordination Unit shall be established. The role of the Gender committee shall be:

- To facilitate the achievement of gender policy objectives at departmental, faculty and university level.
- To operate as a source of expertise on gender mainstreaming at the university.
- To keep gendered records, track and facilitate implementation and monitoring of the policy
- To liaise with Ministries responsible for Gender and for Higher Education, NCHE, Development Partners and NGOs on current gender reforms at local, national, regional and global levels.

Each Faculty and/or Department shall appoint a Gender Mainstreaming Coordinator/Desk Officer.

Further, the Students and Staff Welfare Committees shall each, establish positions of gender mainstreaming co-coordinators / Desk Officer.

## 9.5 Financial Resources

Resource accumulation: Human, technical, material and financial resources are needed for effective policy implementation.

Effective resource management shall require:

- **Identifying appropriate funding requirements** to be used throughout the implementation process. All material relating to financial resources developed during the policy design phase shall be used in the implementation phase. This is to ensure that resourcing strategies continue to be fit for purpose and also to enable decision-makers to see how the implementation is tracking against key milestones. 3% of the total annual budget will be allocated to gender policy implementation activities.
- **Formulating a resource management strategy** outlining the delivery and management approach. The strategy shall detail how all resources will be managed to support delivery such as production of promotional materials eg branded t-shirts and caps, engaging media to publicize gender activities for the University on promoting staff and students.
- **Establishing agency resourcing requirements:** Human resources are fundamental in effective implementation, so there shall be an appropriate variety of skills and expertise. Different types of expertise will be required for different phases of implementation.

## 9.6 Capacity: People with Expertise and Training

For effective implementation of the policy, the university shall engage people with variety of expertise, training and experience in different fields, such as:

- Experts in sexual harassment prevention, protection and response
- Financial accounting experts

- Trained HIV/AIDS experts, particularly those experienced in HIV/AIDS management in universities
- Community members experienced in gender based violence interventions
- Experts in gender sensitive monitoring and evaluation
- Experts in advocacy and awareness of policies and gender issues
- ICT experts
- Communications experts for awareness and facilitating sharing of information
- Experts in inclusive education

### 9.7 Dissemination and Awareness of policy and its contents

A sensitization programme shall be organized on the gender policy for the University community, including both staff and students. The policy will be made available to all. Contents of the policy as well as implementation structures shall be prominently posted on University websites; sent electronically to the school community; available at various locations throughout the campus; and included in the university’s major publications such as handbooks, codes of conduct and catalogs for students, faculty and staff.

For newly enrolled students in particular, sensitization of the policy and its contents shall take place during their orientation period when they are acquainted with key information about the university. The students shall be given information packs which include both a detailed version of the policy, as well as a simplified version. Newly recruited staff shall also be furnished with the policy info-pack in both hard and electronic copies.

### 9.8 Implementation Barriers

A barrier is an obstacle which prevents a policy from being effectively implemented, or limits its implementation. In the extreme, barriers may lead to a policy being completely overlooked, and the intended strategies being ineffective. It is therefore fundamental to identify barriers to implementation and corresponding mitigation strategies.

Barriers	Mitigation	Enablers
Resistance  <i>Implicit individual resistance</i> can be expressed by an individual’s insufficient action or lack of action	All levels of staff must be enabled to realise the value of gender equality work. This may involve training or specific time allocation	Highest level of leadership  Critical mass of staff and students

<p>or disengagement/disinterest in the Policy.</p> <p><b>Explicit individual resistance</b> can be expressed by an individual’s overt actions and statements which can target the Policy or actively seek to discredit or dismantle it.</p> <p><b>Institutional resistance</b> consists of a systematic and sustained pattern of non-engagement with gender equality and a lack of support for the Policy. Quotas or other actions deemed radical may be particularly vulnerable to resistance.</p>	<p>for policy-related work or initiatives.</p> <p>Highest levels of management must demonstrate unequivocal and visible commitment to overcome resistance and to ensure progress in relation to gender equality.</p> <p>Various stakeholders must play a role in identifying problems and proposing solutions. This way ownership of the solutions is not only held by one group or person.</p>	
<p>Lack of understanding of gender equality and the Policy</p> <p>There exists a fundamental lack of understanding of the need for and importance of gender equality. This can lead to lack of engagement and involvement of key actors, minimizing the importance of the work and considering gender equality a ‘woman’s issue’.</p>	<p>It must be clearly reiterated that gender equality is not a minority, marginal issue but concerns all who work in the institution.</p> <p>Gender equality may also need to be framed as critical to a successful, open and progressive institution, that respects and enables all who work and study in it</p>	<p>Communication Policy</p>
<p>Lack of sufficient, on-going resources: human and financial</p> <p>A lack of human and financial resources for gender equality work and for implementing and monitoring the Policy is a common obstacle. This may lead to underresourcing of the work, which may lead to only ‘cost-neutral’ actions and policies being resorted to.</p> <p>Allocating tasks to inexperienced or junior staff and not financially supporting the Policy actions gives</p>	<p>To overcome this obstacle, the value of gender equality work should be clearly outlined and emphasized, such as increased staff retention, more gender balance in decision making, and more diversity in staff make up.</p>	<p>Gender Budgeting</p>

a strong impression that gender		

<p>equality is not valued at an institutional level.</p> <p>Not funding training on gender and allowing for time in staff schedules to attend such training is also a form of not resourcing gender equality work.</p>		
<p>Ensuring sustainability and resilience</p> <p>Progress and success in relation to the implementation of the Policy can be vulnerable to changes, especially where decisions or progress is reversed or halted.</p> <p>This is likely when key supporters or drivers at senior management level change functions/roles or leave. Budget changes, cutbacks, re-structuring and apathy can also</p>	<p>To overcome this obstacle, emphasizing commitment to both gender equality and the work related to the Policy into the institutional structures is key.</p> <p>This means that support for the Policy will need to be sought from multiple stakeholders and not only allocated to a specific department.</p> <p>Allocating gender equality related work a specific multi-annual budget that does not only</p>	<p>Monitoring and accountability by HEL governance structures</p>

lead to reduced or limited sustainability of the Policy.	originate from one department alone also contributes to sustainability.	
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## 10 MONITORING

Monitoring is one of the most important aspects of a gender policy because it is the only way to know whether or not a policy is effective and achieving its objectives. The University's monitoring plan shall be guided by the following principles; tracking progress based on responsiveness of the university curricula, structures and systems in the advancement of gender equality; reporting on

results referring to targets and the totality of the results chain; reporting on both quantifiable results and indications of relational and status changes at the Department, Faculty and university levels; distinct reporting on current activities and results as well as the sustainability of results; and student and staff involvement in monitoring and evaluation.

### 10.1 Monitoring plan

The implementation of the policy shall be evaluated every five years. At University level, evaluation shall be done by an internal team of experts to be appointed by the university through its Quality Assurance Committee. Monitoring and evaluation shall be conducted using provided monitoring tools applicable at different levels within the University to track and assess effectiveness and the level of compliance to this policy.

Data shall be collected through both quantitative and qualitative methods and shall be updated at least annually by responsible persons and authorities. A review of the data collected and reported shall be conducted. Review of provided data shall be based on validity, reliability, timeliness, precision and integrity. This data will be used to evaluate compliance to this policy at University.

Specific Objectives	Indicators	Source of data	Responsible for implementation	frequency
To ensure equality of male and female students in	<ul style="list-style-type: none"> <li>Proportion of females enrolled in university, programmes and modules</li> </ul>	<ul style="list-style-type: none"> <li>PLU publications</li> <li>Reports from Department and faculties,</li> </ul>	<ul style="list-style-type: none"> <li>UR</li> <li>Deans</li> <li>Heads</li> </ul>	Annually

<p>enrolment, performance, retention, participation</p>	<ul style="list-style-type: none"> <li>• Number of Faculties offering gender as a course</li> <li>• Proportion of gender mainstreamed courses at faculty and university levels</li> <li>• Rate of gender-based curriculum review at faculty level</li>   <li>• Incidents of robbery or security threats both on campus and off campus</li>   <li>• Proportion of female students holding decision making positions</li>   <li>• Proportion of students by sex with below average performance</li>   <li>• Proportion of students by sex withdrawn on academic grounds</li> </ul>	<p>Departments and Centres</p>		
<p>To ensure equal representation of male and</p>	<ul style="list-style-type: none"> <li>• Proportion of women hired in the University</li> <li>• Proportion of females holding</li> </ul>	<p>Reports from faculties, Departments</p>	<p>UR Deans Heads</p>	<p>Annually</p>

<p>female staff in recruitment and decision making, to eradicate discriminatory conditions of service and to strengthen reporting and disciplinary systems</p>	<ul style="list-style-type: none"> <li>• three top positions at faculty, departmental and administrative levels</li> <li>Proportion of women offered scholarships, trainings, promotions and other opportunities</li> <li>• Representation by gender in decision making platforms</li> <li>• Proportion of staff by gender accessing maternity/paternity leave, child care services and recreational activities</li> </ul>			
<p>To effectively prevent and respond to sexual harassment and GBV</p>	<ul style="list-style-type: none"> <li>• Number of reported sexual harassment cases</li> <li>Increased rate of sexual harassment reporting</li> <li>Level of awareness of sexual harassment issues</li> </ul>	<p>GBV reports</p> <p>Reports and cases on gender related issues</p>	<p>UR</p> <p>Deans</p> <p>Heads</p>	<p>Annually</p>
<p>To ensure people with physical disabilities are fully and effective accessibility to infrastructure and materials, and to eradicate discrimination</p>	<ul style="list-style-type: none"> <li>• Proportion of students with special needs by sex enrolled on the campus</li> <li>• Proportion of students with special needs by sex with below average grades</li> </ul>	<p>Publications</p> <p>Reports from Campus, Departments and Centres</p>	<p>UR</p> <p>Deans</p> <p>Heads</p>	<p>Annually</p>

against PWDs.				
	<ul style="list-style-type: none"> <li>• Proportion of students by sex withdrawn on academic grounds</li> </ul>			
<p>To prevent the spread of HIV/AIDS, and COVID-19.</p> <p>To effectively access to sexual and reproductive health services and information</p>	<ul style="list-style-type: none"> <li>• Proportion of students by sex infected by HIV/AIDS and COVID-19</li> <li>• Level of awareness about HIV/AIDS and COVID-19</li> </ul>	<p>Reports from University, Departments and Centres</p> <p>Media Reports</p>	<p>UR Deans PLU committee on COVID</p>	<p>Annually</p>

### 10.3 Facilitation Process

PLU shall facilitate the implementation, monitoring and evaluation of this policy, through gender coordinating committee and shall have the following responsibilities

Body/person	Responsibilities
Vice Chancellor	<ul style="list-style-type: none"> <li>• Facilitating monitoring and evaluation of this policy by providing financial and technical support</li> <li>• Providing data at university levels required for monitoring and evaluation of this policy</li> <li>• Tracking of all activities designed to respond to this policy</li> <li>• Providing university monitoring and evaluation reports for this policy</li> </ul>



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- |                  |                                                                                                                                                                                                                                                                                            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Faculty Deans    | <ul style="list-style-type: none"> <li>• Facilitating monitoring and evaluation of this policy at faculty level</li> <li>• Providing data at faculty level required for monitoring and evaluation of this policy</li> <li>• Providing faculty monitoring and evaluation reports</li> </ul> |
| Dean of Students | <ul style="list-style-type: none"> <li>• Facilitating monitoring and evaluation of this policy</li> <li>• Providing data required for monitoring and evaluation of this policy</li> <li>• Providing monitoring and evaluation reports</li> </ul>                                           |

## 11 BUDGET

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This policy will be implemented in a manner that ensures the mainstreaming of gender in all areas of the university rather than through ad hoc activities that demand separate costs. This entails that while some of the activity results will not require additional financial resources, those that require the mainstreaming of gender in all key areas would need resource mobilisation and provision.

### 11.1 Financing Principles

This policy has been premised on the following efficiency principles:

- The university budget shall include funding for gender mainstreaming and shall
- Meet the costs of gender mainstreaming through collaborative inputs from partners

### 11.2 Gender Budgeting

PLU shall have specific budget for the implementation

- Analysing budgets and policies from a gender perspective
- Linking gender budgeting to overall gender equality objectives
- Integrating gender perspectives throughout budget circles
- Monitoring and evaluation of achievements
- Transparency of the budgeting process
- Equal participation in the budgeting process through stakeholder consultation and use of gendered data.

### 11.3 The Cost of Implementing the Policy

Below are some of the policy demands that require financing;

Priority Area	Activities
Staff	<ul style="list-style-type: none"> <li>• Data collection and management</li> <li>• Special training</li> <li>• Support of women welfare associations</li> <li>• Creation of new positions for gender balance</li> <li>• Establishment of child care facilities</li> <li>• Policy review</li> </ul>

Students

- Support of female students' associations; and gender related clinics, clubs and societies
- Awareness campaigns

	<ul style="list-style-type: none"><li>• Improvement of access to college resources for students</li><li>• Support of female student leaders and aspirants</li><li>• Security boost on campus</li><li>• Curriculum review</li><li>• Teaching, learning and assessment resources</li></ul>
Sexual Harassment	<ul style="list-style-type: none"><li>• Training</li><li>• Awareness campaign</li><li>• Gender related clinics, clubs and societies</li><li>• Support systems such as counseling</li><li>• Support to complaints handling structures</li><li>• Policy review</li></ul>
Inclusive Education	<ul style="list-style-type: none"><li>• Curriculum review</li><li>• Teaching, learning and assessment resources</li><li>• Training academic staff, support staff and students</li><li>• Support of students with special learning needs' associations</li></ul>
HIV/AIDS & COVID-19	<ul style="list-style-type: none"><li>• Awareness campaigns</li><li>• Training</li><li>• Counseling and testing</li><li>• Management materials and resources</li><li>• Data collection and management</li><li>• Online learning management</li></ul>

The following table provides a breakdown of the estimated budget by year and output:

<b>PRIORITY AREA</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>TOTAL</b>
Staff	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	<b>5,000,000</b>
Students	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	<b>5,000,000</b>
Sexual Harassment	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	<b>5,000,000</b>
Inclusive Education	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	<b>5,000,000</b>
HIV/AIDS & COVID-19	500,000	500,000	500,000	500,000	500,000	<b>2,500,000</b>
Monitoring and evaluation	500,000	500,000	500,000	500,000	500,000	<b>2,500,000</b>
<b>TOTAL</b>	<b>5,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>	<b>25,000,000</b>

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## 12 ADDENDUM

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### 12.1 SELECTED KEY LEGAL AND POLICY INSTRUMENTS

- (i) Constitution of the Republic of Malawi, 1994
- (ii) Education Act, Chapter 30:01 Laws of Malawi
- (iii) Employment Act, Act No. 6 of 2000
- (iv) Gender Equality Act, Act No. 3 of 2013
- (v) Higher Education Students' Loans and Grants Act, Chapter 30:14 Laws of Malawi
- (vi) Legal Education and Legal Practitioners Act, Chapter 3:04 Laws of Malawi
- (vii) Lilongwe University of Agriculture and Natural Resources (LUANAR) Act, 30:11 Laws of Malawi
- (viii) Malawi Institute of Management (MIM) Act, Chapter 30:07 Laws of Malawi
- (ix) Malawi University of Science and Technology (MUST) Act, Chapter 30:13 Laws of Malawi
- (x) Mzuzu University (MZUNI) Act, Chapter 30:09 Laws of Malawi
- (xi) National Council for Higher Education Act, Act No. 15 of 2011
- (xii) Prevention of Domestic Violence Act, Act No 5 of 2006
- (xiii) University of Malawi (UNIMA) Act, Chapter 30:02 Laws of Malawi
- (xiv) ILO Convention 190
- (xv) ILO Recommendation 260

## **12.2 MONITORING TOOL**

This monitoring tool has been developed with the explicit objective of assisting PLU to implement Gender Policies for its institution. The monitoring tool was developed with a specific purpose of providing reference document for the Higher Education Institutions (HEI) which was contextualized based on the specific realities of PLU. The aim of the tool is to firstly, provide HEIs with a common understanding of how to assess gender issues within their institutions in order to create a sound basis of comparable data for the gender policy. Monitoring is an ongoing systematic process of assessing and measuring achievements towards the agreed-upon indicators of achievement of the policy.

### **PRIORITY AREAS 1.GENDER AND STUDENTS**

#### **Key objectives under Gender and Students**

- To ensure that gender is a key consideration in enrolment of students;
- To ensure that curriculum is gender sensitive and responsive;
- To improve student's academic performance and retention with a focus on female students especially those in Science and Technology;
- To ensure safe and convenient accommodation and other facilities for students especially female students and
- To enhance equal participation in decision making by students with a special focus on female students.

#### **Questions and data to collect**

- How many female and male students are enrolled in the University, college, programmes and modules?
- What is the ratio of female to male students?
- How many faculties are offering gender as a core course?
- What is the proportion of faculties offering gender as a core course to faculties not offering gender as a core course
- How many courses have mainstreamed gender? What is the proportion of gender mainstreamed courses at faculty and college levels to courses that have not mainstreamed gender at faculty and college levels?
- What is the rate of gender-based curriculum review at faculty level?
- What is the number of incidents of robbery or security threats both on campus and off campus per year?
- What is the proportion of female students holding decision making positions?
- What is the proportion of students by sex with below average performance?
- What is the proportion of students by sex withdrawn on academic grounds?

### **2. GENDER AND STAFF**

#### **Key objectives under Gender and Staff**

- to ensure equal representation of male and female staff in employment recruitment
- to eradicate discriminatory conditions of service to strengthen reporting and disciplinary systems.

#### **Questions and Data to Collect**

- what is the proportion of men and women hired in the university?
- What is the proportion of females to males holding three top positions at faculty, departmental and administrative levels?
- What is the proportion of women offered scholarships, trainings, promotions and other opportunities?
- What is the representation by gender in decision making platforms?
- What is the proportion of staff by gender accessing maternity/paternity leave, child care services and recreational activities?
- How many cases on gender discrimination have been reported or taken to disciplinary hearing at the institution?

### **3. SEXUAL HARASSMENT AND GENDER BASED VIOLENCE**

#### Objectives under Sexual Harassment

- To prevent sexual harassment and GBV
- To establish effective reporting and complaints mechanisms
- To swiftly respond to reports of sexual harassment and GBV
- To protect victims and survivors of sexual harassment and GBV
- To provide support systems such as rehabilitation and counselling for victims

#### Questions and Data to Collect

- What is the number of reported sexual harassment and GBV cases by gender?
- Is there an increased rate of sexual harassment and GBV reporting? Why?
- What is the level of awareness of sexual harassment issues and GBV among students and staff?
- How effective has the response to sexual harassment and gender based violence been?
- How has the institution supported victims and survivors?

### **4. INCLUSIVE EDUCATION**

#### Objectives under Inclusive Education

- To ensure that PWD have equal access to opportunities to be enrolled or recruited
- To provide appropriate infrastructure and information
- To ensure equal treatment of PWD
- To mainstream disability

#### Questions and Data to Collect

- What is the proportion of students with special needs by sex enrolled in college?
- What is the proportion of students with special needs by sex with below average grades?
- How disability friendly is the infrastructure at the institution?
- What is the proportion of students with special needs by sex withdrawn on academic grounds?

### **5. PANDEMICS (HIV/AIDS AND COVID-19)**

#### Objectives under Pandemics (HIV/AIDS and COVID-19)

- To prevent the spread of HIV/AIDS and COVID-19
- To increase access to sexual and reproductive health services and information
- To ensure equal participation of students during pandemics
- To effectively respond to gendered effects of HIV/AIDS and COVID-19

#### Questions and Data to Collect

- What is the proportion of students by sex infected by HIV/AIDS and COVID-19?
- What is the level of awareness about HIV/AIDS and COVID-19?
- Are staff and students involved in decisions on prevention and management of the pandemics?
- How effective was the response to recent pandemics by the institution?