



MALAWI INSTITUTE OF JOURNALISM

GENDER AND ANTI SEXUAL HARASSMENT

FOREWORD

This Gender Policy has been formulated in order to have an approach in addressing gender inequality at Malawi Institute of Journalism. The policy has five priority areas focusing on gender and staff; students; sexual harassment; inclusive education; and epidemics and pandemics. By extending the traditional areas of focus in a gender policy, this policy has taken a holistic approach in addressing issues that are closely interrelated to gender issues in any given higher education institution in Malawi.

The policy also outlines a number of strategies to address a number of problems including inequality in enrolment into higher education institutions among males, females and people with disabilities; sexual harassment among and between students and staff; gender insensitive and gender bias conditions of service among staff as well as gendered prevention and management of epidemics and pandemics have been addressed.

The policy was inspired by model gender policy developed by National Council for Higher Education (NCHE). It has also been developed with support from NCHE after a holistic gender audit.

LIST OF ACRONYMS

ACRONYM	FULL DESCRIPTION
AIDS	Acquired Immune Deficiency Syndrome
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
COVID-19	Corona Virus Disease 2019
FDGs	Focus Group Discussions
GBV	Gender Based Violence
GEA	Gender Equality Act
HEIs	Higher Education Institutions
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer and Intersex
MIJ	Malawi Institute of Journalism
MDG	Millennium Development Goals
MDGS II	Malawi Growth and Development Strategy II
NCHE	National Council for Higher Education
PWD	Persons with Disabilities
SDGs	Sustainable Development Goals
UN	United Nations
UNESCO	United Nations Education, Scientific, and Cultural Organization

DEFINITIONS

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, economic, 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.

TABLE OF CONTENTS

1. INTRODUCTION	8
2. RATIONALE	8
3. VISION	8
4. SITUATIONAL ANALYSIS	8
5. GUIDING PRINCIPLES AND APPROACHES	10
6. POLICY OBJECTIVES	10
7. PRIORITY AREAS.....	11
7.1 PRIORITY AREA 1: GENDER AND STUDENTS.....	11
7.1.1 Enrollment	11
7.1.2 Curriculum	12
7.1.3 Performance and Retention	13
7.1.4 Access to Safe and Convenient Accommodation and Other Facilities.....	14
7.1.5 Equal Participation in Decision Making	14
7.2 KEY PRIORITY AREA 2: GENDER AND STAFF	14
7.2.1 Equal Access and Recruitment.....	15
7.2.2 Equality in Conditions of Service	15
7.2.3 Equal Participation in College Decision Making Structures	16
7.2.4 Prevention and Response to Gender Discrimination in Employment.....	16
7.2.5 Equality in Association and Collective Bargaining	17
7.3 PRIORITY AREA 3: SEXUAL HARASSMENT AND GENDER BASED VIOLENCE (GBV)	17
7.3.1 Prevention and Awareness of Zero Tolerance against Sexual Harassment and GBV	17
7.3.2 Reporting and Responding to Cases of Sexual harassment and GBV.....	20
7.3.3 Protection and Support to Victims and Survivors of Sexual Harassment and GBV	22
7.4 PRIORITY AREA 4: INCLUSIVE EDUCATION.....	23
7.4.1 Access to Opportunities Including Tertiary Education.....	23
7.4.2 Accessibility to People with Disabilities as Workers.....	23
7.4.3 Access to Facilities, Services, Materials and Other Resources.....	24
7.4.4 Support, Adaptation and Accommodation	24
7.4.5 Discrimination	25
7.4.6 Participation.....	25
7.4.7 Disability Mainstreaming.....	26
7.5 PRIORITY AREA 5: PANDEMICS AND EPIDEMICS (HIV/AIDS AND COVID-19) .	26

7.5.1 Prevention, Access to Information, Awareness and Behavioral Change	26
7.5.2 Provision of Resources and Support	27
7.5.3 Nondiscrimination and Mainstreaming	28
7.5.4 Response to Gendered Effects of COVID-19	28
8. IMPLEMENTATION PLAN	29
8.1 Implementation Principles	29
8.2 Implementation Structure.....	29
8.3 Collaboration	30
8.4 Gender Coordination Committee.....	30
8.4 Financial Resources	30
8.5 Capacity: People with Expertise and Training	31
8.6 Dissemination and Awareness of policy and its contents	31
8.7 Implementation Barriers.....	32
9. MONITORING.....	36
9.1 Monitoring Plan	36
9.2 Facilitation Process	39
10 BUDGET	Error! Bookmark not defined.
10.1 Financing Principles.....	Error! Bookmark not defined.
10.2 Gender Budgeting	Error! Bookmark not defined.
10.3 The Cost of Implementing the Policy	Error! Bookmark not defined.
11 ADDENDUM	Error! Bookmark not defined.

1. INTRODUCTION

The Model Gender Policy through a gender situation analysis conducted in 2021 has identified priority areas based on evidence of specific prevalent gender issues at Malawi Institute of Journalism and its partners in internship program. These include inequality in enrolment, retention, performance and participation of students; gender and curricula; inequality in recruitment, facilities and participation of staff; sexual harassment and GBV; inclusive education and COVID-19 and HIV/AIDS. The policy also provides an implementation plan, monitoring plan, monitoring tool and budget.

2. RATIONALE

This Gender Policy is a statement of the Malawi Institute of Journalism'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 institute 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 MIJ is 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 of Malawi Institute of Journalism.

3. VISION

The vision for the policy aligns with the Institute's vision. The Institute's 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.

4. SITUATIONAL ANALYSIS

Gender Equality Act (2013) calls for gender equality, equal integration, influence, empowerment, dignity and opportunities for men and women in all functions of society. In this case, higher education institutions need to put in place policies and strategies to achieve gender equality for both students and members of staff. However, a 2021 Gender Assessment of Malawi Institute of Journalism (MIJ) has shown that there are many gender gaps that need to be addressed.

The audit has revealed that MIJ has a gender policy which focuses on staff but does not address gender issues related to students. It has also been noted that gender

issues are mainstreamed in the curriculum and school activities even though it is not done in a standardized way. In addition, despite the fact that the MIJ has Protection from Sexual Exploitation and Abuse (PSEA) Policy, there are still some cases of sexual exploitation being perpetrated by students and even sometimes by staff, signaling the policy is not being implemented effectively. The study also found that MIJ students face cyber bullying, from fellow students, showing a gap in creating awareness on cyber-harassment among the students.

Section 13 of the Constitution calls for the promotion of the rights of persons with disabilities in all spheres of life, including in higher education institutions. The gender audit, however, has revealed that MIJ structures and policies are not friendly to persons with disabilities. Most of the policies follow a 'one-size fits all' approach, with no or very little consideration for students with disabilities. In addition, there are also no learning resources and other services to cater for students with special needs. The College has also no deliberate policy to promote the enrollment of persons with disabilities and females too, every applicant is treated equally.

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 at MIJ College. Out of all 15 full time lecturers, only 2 are females, representing 13% and there is no female Center Coordinator at all the three MIJ campuses. In addition, there is only one female manager, despite drafting Workplace Gender Policy as well Recruitment, Selection and Appointments Policy.

The 2021 Gender Audit of MIJ also reveals that only 20% of the lecturers in all three campuses are aware of the College's gender related policies, signaling that the institution rarely inducts or orients employees on existing policies. Furthermore, only 1 lecturer (7%) has ever been trained on gender, while all of them have never attended any on-job training on sexual harassment or gender-based violence. Most MIJ managers also agreed to have never been trained or inducted on gender issues, nor inducted or trained their subordinates.

College students also engage in behavior that increases the risk of contracting HIV/AIDS. HIV/AIDS prevalence rate in African higher learning institutions is among the highest in the world. HIV/AIDS is stigmatized resulting in minimal access to sexual and reproductive health (SRH) services and information. This is exacerbated by the fact that MIJ students do not have access to SRH services at the campuses. Additionally, the recent COVID-19 pandemic has challenged MIJ to roll out online and distance learning programmes for continued learning in case of school closures as one way of preventing the further spread of the virus.

In this vein, although MIJ has many gender related policies in place to ensure gender equality, effective implementation seems to be a big problem. Few or very little resources are committed hence many policies are just on draft stage, waiting for operationalization. Hence, this Gender Policy has been developed to address these gender gaps and provide a road map to its effective implementation, monitoring and evaluation to achieve gender equality for staff and students as well as ensuring that everyone, including those with disabilities, has access to education at MIJ.

5. 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 / 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 College 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.

6. POLICY OBJECTIVES

The overall goal of this policy is to create a gender-transformative environment at MIJ 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.
- To prevent the spread of HIV/AIDS, and COVID-19, and access to effective sexual and reproductive health services and information.

7. PRIORITY AREAS

The Gender Policy identifies five key priority areas:

- Gender and Students.
- Gender and Staff.
- Sexual Harassment and GBV.
- Inclusive Education.
- Pandemics and Epidemics: HIV/AIDS and COVID-19.

7.1 PRIORITY AREA 1: GENDER AND STUDENTS

Objectives: The key objectives on gender and students are:

- To ensure that gender is a key consideration in enrollment 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 for technical courses.
- To ensure safe and convenient accommodation and other facilities for students especially female students.
- To enhance equal participation in decision making by students with a special focus on participation of female students.

7.1.1 Enrollment

7.1.1.1 Problem: Unequal representation of male and female students in enrolment into MIJ.

7.1.1.2 Policy Statement: The selection board shall ensure that the enrolment process into MIJ, 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.

7.1.1.3 Strategies:

The enrolment/ selection body shall:

- (i) Take gender equality as a consideration in selection.
- (ii) Ensure that there is equitable access to information about the enrollment process for both males and females.
- (iii) Ensure a gender-conscious enrollment process that encourages female or male students to enroll into programmes that the specific group of students is underrepresented.
- (iv) Develop and implement outreach programs to support females and PWD careers choices into non-traditional fields through outreach motivational programmes, confidence building and role modeling.
- (v) Publicize values that promote inclusive enrollment.
- (vi) Use affirmative action to ensure improved gender-balance based on the minimum standard of 40 – 60 representation provided under the Gender Equality Act.
- (vii) Monitor enrolment statistics in all programmes and modules to ensure that the gender balance is sustained or improved.

7.1.2 Curriculum

7.1.2.1 Problems:

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

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

7.1.2.3 Strategies:

- (i) The Head shall ensure that gender is mainstreamed in all courses, programmes and/or provided as a core course in all programs at first year or as appropriate.
- (ii) The Head shall ensure that students are exposed to concepts and theories that enable them to understand and appreciate gender and its implications for society at first year.
- (iii) Head shall ensure that all curricula are reviewed to integrate gender and respond to changes in gender related issues relevant within each course.

- (iv) The College Quality Assurance Office shall ensure that gender inclusivity is a key consideration in quality assurance management and administration of all programs.
- (v) The Head shall ensure that gender responsiveness is used as one of the criteria for assessing quality of courses in all programs.
- (vi) The Head shall ensure that all lecturers receive gender orientation and training.
- (vii) The Head shall ensure support, with appropriate resources, for further training and education of its academic staff in Gender Mainstreaming.
- (viii) The Head shall ensure gender sensitive teaching, materials and learning methods.
- (ix) The Head shall ensure that lecturers use gender-sensitive language that is inclusive of both females and males.
- (x) The Head shall ensure support of publication of books, textbooks and other teaching materials, from a gender-balanced perspective.
- (xi) The Head shall promote gender transformative approaches in pedagogy that challenge negative gender culture, attitudes and practices.

7.1.3 Performance and Retention

7.1.3.1 Problem: Poor performance of students in technical courses, especially female students, due to unique female needs and abilities.

7.1.3.2 Policy Statement: There shall be special effort to improve the academic performance and retention of female students.

7.1.3.3 Strategies:

- (i) The Head shall ensure that students who are underperforming, especially females, are given full academic support.
- (ii) The Head shall ensure that programmes embark on activities designed to raise the profiles of female scholars and professionals.
- (iii) The Head shall ensure that female students interact with positive female role models in Institute-sponsored activities.
- (iv) All responsible authorities for granting students loans/bursary shall give priority to needy female students.
- (v) The Head shall ensure that all College facilities are female friendly, by for example, providing adequate clean sanitation facilities.
- (vi) The Head shall ensure that sexual and reproductive health services are available and accessible to all students, especially females at all times.
- (vii) The Head shall ensure that there is availability and accessibility of counselling services at all times and that all students, especially females, are aware of the existence of such services.

7.1.4 Access to Safe and Convenient Accommodation and Other Facilities

7.1.4.1 Problem: Unavailability of safe accommodation for female students.

7.1.4.2 Policy Statement: There shall be a good relationship between landlords of off campus and the Institute to ensure safe and secure accommodation.

7.1.4.3 Strategies:

- (i) There shall be a periodic inspection of accommodation to determine the premises' gender-appropriateness, fitness for purpose, and safety.
- (ii) The Head/ Principal shall ensure that students have overnight access to all books, reports, journals etc. from College libraries.

7.1.5 Equal Participation in Decision Making

7.1.5.1 Problem: Low female representation and participation in decision making structures, curricular and extracurricular activities.

7.1.5.2 Policy Statement: MIJ shall promote female students' participation in decision making structures, curricular and extra-curricular activities.

7.1.5.3 Strategies:

- (i) The Head shall ensure that females are encouraged, prioritized and supported in accessing and voicing out their views in all decision-making platforms in College.
- (ii) The Head shall ensure that females are encouraged and supported to contest in influential positions in the Students' Union and other bodies.
- (iii) The Head shall ensure that the Students Union's elections are peaceful, fair and gender sensitive and responsive.
- (iv) The Head shall ensure that negative stereotyping of women who contest or hold influential positions is not tolerated by raising awareness and punishing offenders.
- (v) The Head shall ensure that gender clubs are encouraged and supported.
- (vi) The Head shall encourage and support female students to participate in curricular and extracurricular activities at the College.
- (vii) The Head shall ensure gender mainstreaming of all College curricular and extracurricular activities.

7.2 KEY 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.

7.2.1 Equal Access and Recruitment

7.2.1.1 Problems: Minimal representation of females at all levels especially at leadership levels, and gender-blind recruitment processes.

7.2.1.2 Policy Statement: There shall be equal representation of men and women at all levels.

7.2.1.3 Strategies:

- (i) The College shall develop guidelines on implementing 40-60 employment representation requirements of the Gender Equality Act and other affirmative action measures.
- (ii) The Head shall ensure that no programme or module has students or staff of only one sex.
- (iii) Gender shall be a primary consideration in recruitment and all recruitment panels shall have female representation.

7.2.2 Equality in Conditions of Service

7.2.2.1 Problem: Gender blind conditions of service including promotion criteria, poor sanitation facilities.

7.2.2.2 Policy Statement: Conditions of service shall be gender sensitive, and MIJs shall provide for adequate maternity leave, paternity leave, and sanitation facilities.

7.2.2.3 Strategies:

The College 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.
- (ii) Ensure equal education opportunities and research grants for women and men.
- (iii) Ensure equal pay for work of equal value.
- (iv) Provide pre and postnatal maternity leave of not less than two months as provided by law;
- (v) Make provision for paternity leave of not less than two weeks;

- (vi) Provide clean, private, accessible sanitation facilities with suitable bins for used sanitary wear.

7.2.3 Equal Participation in College Decision Making Structures

7.2.3.1 Problem: Unequal representation of males and females in decision making processes.

7.2.3.2 Policy Statement: Promote equal representation and participation in decision making bodies especially for female member of staff.

7.2.3.1 Strategies:

The Head shall:

- (i) Ensure that there is at least 40 percent of men and women in all committees and subcommittees at the College.
- (ii) 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.
- (iii) Ensure gender mainstreaming of all decisions made by any decision-making body of the College.

7.2.4 Prevention and Response to Gender Discrimination in Employment

7.2.4.1 Problem: Prevalence of patriarchal attitudes, segregated roles, and gender discrimination.

7.2.4.2 Policy Statement: MIJ shall eradicate patriarchal attitudes, segregated roles, and gender discrimination in general.

7.2.4.3 Strategies:

The College shall:

- (i) Intensify awareness on gender, negative and positive discrimination, and gender equality.
- (ii) Ensure implementation of gender policies and gender sensitive criteria and guidelines.
- (iii) Have systems/guidelines to ensure no negative repercussions for those that report gender discrimination.
- (iv) Have grievance & disciplinary systems and structures that are effective, expeditious, sensitive and confidential.
- (v) Grievance and reporting structures shall have equal representation of males and females.
- (vi) Ensure that appropriate disciplinary action is taken for reported cases of discrimination.
- (vii) Provide training to staff on gender and gender discrimination at work.

(viii) Avoid occupationally segregated provision of training.

7.2.5 Equality in Association and Collective Bargaining

7.2.5.1 Problem: Underrepresentation of women in trade union especially in leadership roles.

7.2.5.2 Policy Statement: MIJ shall promote equal representation and participation in trade union.

7.2.5.3 Strategies:

MIJ shall:

- (i) Ensure that all trade unions at MIJ are complying with the 20% minimum quota for women provided for in the Labour Relations Act or the higher standard of the 40- 60 quotas as provided under the GEA;
- (ii) Support training and awareness on equality in association and collective bargaining;
- (iii) Promote the representation of females as members and leaders.
- (iv) Support trade union activities including check-off systems.

7.3 PRIORITY AREA 3: SEXUAL HARASSMENT AND GENDER BASED VIOLENCE (GBV)

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.

7.3.1 Prevention and Awareness of Zero Tolerance against Sexual Harassment and GBV

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

7.3.1.2 Policy Statement: MIJ 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.

7.3.1.3. Strategies:

Students

- (i) There shall be 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, the poor, transgender and LGBTQTIs.
- (ii) New students shall receive information on sexual harassment together with other information given during orientation.
- (iii) New students shall fill in questionnaires to enable MIJ to analyze their attitudes and beliefs regarding gender issues and GBV to enable MIJ tailor training and orientation to raise awareness amongst new students.
- (iv) MIJ 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) MIJ 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) There shall be adequate security in places of on-campus social events.
- (vii) Security staff shall undergo training on response to sexual harassment.
- (viii) A full-time staff person shall be designated to focus 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) Social events shall be used as opportunities to spread awareness about sexual harassment e.g. merchandise such as cups and t-shirts with messaging on sexual harassment that could be distributed at social weekends.
- (x) Material shall be developed on sexual harassment to be distributed to students, and shared on the MIJ's website, social media platforms, and in all places of accommodation. All the material shall be accessible to students with disabilities.
- (xi) Prohibition of and zero tolerance against sexual harassment and GBV shall be a clearly stated in all rules, regulations and codes of conduct of student societies.

Staff

- (i) Questions on GBV and sexual harassment shall be incorporated into the recruitment process including application and interviews.
- (ii) Prospective 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 training in sexual harassment and GBV.

- (iv) All staff shall undergo annual training in gender issues, especially sexual harassment and GBV.
- (v) Staff shall be empowered to report GBV.
- (vi) MIJ shall provide all staff with accessible materials with information on sexual harassment and GBV, as well as reporting and complaint procedures.
- (vii) MIJ 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.

Online Harassment

- (i) MIJ shall raise awareness on and prevent cyber-harassment.
- (ii) MIJ 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) All gender curricula shall include 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) MIJ’s Students Handbook shall specify cyber harassment offences and penalties.

Male Victims of Sexual Harassment and GBV

- (i) MIJ shall raise awareness on males being victims of sexual harassment and GBV.
- (ii) MIJ shall encourage holistic understanding of GBV, including power dynamics and deconstruction of gender stereotypes.
- (iii) MIJ 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 MIJ shall support this by establishing societies, clubs and other initiatives.
- (vi) MIJ shall raise awareness on positive masculinities.
- (vii) Male students in minority groups such as those with disabilities shall be supported and encouraged to speak out against sexual harassment and GBV.

Students Harassing Fellow Students

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

- (iii) Landlords of accommodation shall be made aware of MIJ's sexual harassment and GBV policies, as well as reporting and complaints systems.
- (iv) Landlords shall be furnished with relevant contact details of MIJ to use in cases of sexual harassment and GBV amongst and by their student-tenants.

Lecturers Demanding Sexual Favours from Students in Exchange for Grades

- (i) MIJ shall prevent sexual harassment by staff and ensure an effective reporting system in response to complaints.
- (ii) MIJ 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 MIJ, 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 MIJ'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 MIJ'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.

7.3.2 Reporting and Responding to Cases of Sexual harassment and GBV

7.3.2.1 Problem: Lack of reporting of sexual harassment cases.

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

8.3.2.3 Strategies:

- (i) MIJ 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) MIJ 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 committee shall have rules and regulations which govern it and shall consist of staff, student representatives trained in sexual harassment management and also independent members of the community around MIJ who are not members of staff in order to avoid the likelihood of bias.

Informal Complaints

MIJ 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.

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 behavior 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 the all records concerning the matter are confidential.
- 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.

7.3.3 Protection and Support to Victims and Survivors of Sexual Harassment and GBV

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

7.3.3.2. Policy Statement: Victims and survivors shall be protected upon reporting a case of sexual harassment and GBV, and shall be offered support by MIJ.

7.3.3.3 Strategies:

MIJ shall:

- (i) Ensure that victims are given adequate medical attention where physical violence has occurred including emergency contraceptives and post-exposure prophylaxis treatment as appropriate.
- (ii) Provide victims with psychological support such as counseling.
- (iii) Provide a safe place to temporarily accommodate students whose safety and wellbeing is at immediate risk.
- (iv) Take swift action against perpetrators and ensure they are no longer a risk to the victim's safety and well-being.
- (v) Suspend the perpetrator from MIJ until the determination of the case.
- (vi) Put in place a tracking mechanism to check in with survivors and ensure their safety.
- (vii) Protect sexual harassment victims and witnesses from intimidation or threats of any kind.
- (viii) 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.
- (ix) Take all necessary measures to prevent the victimization, intimidation or reprisal of victims and witnesses of sexual harassment.
- (x) Victims of violence and harassment in the world of work should have access to compensation in cases of psychosocial, physical or any other injury or illness which results in incapacity to work.

- (xi) Perpetrators of violence and harassment must also be punished but also offered appropriate rehabilitation services where appropriate to prevent reoccurrence.
- (xii) Ensure that there are links with and details of referral systems closest to the MIJ.

7.4 PRIORITY AREA 4: INCLUSIVE EDUCATION

Objectives:

- To ensure that persons with disability (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.

7.4.1 Access to Opportunities Including Tertiary Education

7.4.1.1 Problem: Lack of equitable access, no formal quotas and inadequate recruitment of PWD.

7.4.1.2 Policy Statement: There shall be equitable access, formal quotas and enrolment/recruitment of persons with disabilities.

7.4.1.3 Strategies:

MIJ shall:

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

7.4.2 People with Disabilities as Workers

7.4.2.1 Problem: There is nominal access to PWD as workers.

7.4.2.2 Policy Statement: There shall be equitable access to people with disabilities as workers.

7.4.2.3 Strategies:

MIJ shall-

- (i) Make recruitment information accessible in all formats accessible to PWD.
- (ii) Distribute recruitment information in disability networks and organizations.
- (iii) Undertake affirmative action measures to integrate PWD as workers.

- (iv) Promote the representation and participation of workers with disabilities in trade unions.

7.4.3 Access to Facilities, Services, Materials and Other Resources

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

7.4.3.2 Policy Statement: MIJ shall ensure PWD's accessibility to infrastructure and materials.

7.4.3.3 Strategies:

The MIJ shall ensure that:

- (i) New infrastructure is disability friendly including access to buildings and appropriate sanitation facilities and that old infrastructure shall be modified to suit PWD.
- (ii) It allocates a percentage to support inclusive education in their budgets.
- (iii) It purchases all key disability facilities.
- (iv) Academics shall be incentivized to produce educational materials for PWD.
- (v) All academics shall be trained and oriented on PWD friendly teaching methods.
- (vi) Employ specialist personnel or qualified learning support assistants.
- (vii) There is established an inclusive education unit or focal person.
- (viii) All managers and supervisors shall be trained and oriented on inclusive education.
- (ix) Inclusive education shall be a key consideration in all planning and allocation of resources.
- (x) Information about services is available in a variety of media.
- (xi) It develops and acquires relevant distance learning accessibility facilities and services for PWD.

7.4.4 Support, Adaptation and Accommodation

7.4.4.1 Problem: There is minimal practical support/adaptation for PWD to enable them to learn. PWD are only afforded chances in limited programmes that traditionally enrolled PWD.

7.4.4.2 Policy Statement: The MIJ shall provide practical support for PWD.

7.4.4.3 Strategies:

- (i) The MIJ shall set out a 2-year plan to acquire practical support and facilities as well as adaptations to start enrolling PWD or increase the number of PWD staff and students.

- (ii) All academics shall receive training on non-material accommodations and all new staff shall be oriented in the same.
- (iii) MIJ shall have individualized education plans for PWD developed by a multidisciplinary team of specialists and make yearly reports on inclusive education activities and support.
- (iv) MIJ shall develop reasonable alternatives to facilities and services wherever standard access mechanisms are unavailable.
- (v) MIJ shall develop clear equitable access procedures to be followed by PWDs to request accommodations and these shall be made known to all students and staff.
- (vi) MIJ shall provide counselling and psychological support for PWD and ensure availability of all aids.

7.4.5 Discrimination

7.4.5.1 Problem: Negative attitudes and systematic discrimination of PWD continues.

7.4.5.2 Policy Statement: Negative attitudes and norms, and systematic discrimination shall be eradicated.

7.4.5.3 Strategy

- (i) MIJ shall regularly facilitate continued trainings and orientations in inclusive education and enroll PWD every year.
- (ii) MIJ shall raise awareness on disability rights and facilitate sensitization of students.

7.4.6 Participation

7.4.6.1 Problem: There is little and ineffective participation for PWD.

7.4.6.2 Policy Statement: PWD shall have full and effective participation in decision making bodies.

7.4.6.3 Strategies:

- (i) A place shall be reserved for a PWD representative in all student unions; disability shall be a factor in staff recruitment.
- (ii) PWD shall be encouraged to participate in decision making and shall be supported by MIJ.
- (iii) MIJ shall ensure that the nature of electoral processes of the students' union are inclusive and consider needs of PWD candidates.
- (iv) Office in students' union designated to PWD shall be empowered and given special attention to ensure its effectiveness.

7.4.7 Disability Mainstreaming

7.4.7.1 Problem: There is minimal disability mainstreaming in programmes, planning and operations of MIJ.

7.4.7.2 Policy Statement: MIJ shall ensure disability mainstreaming.

7.4.7.3 Strategies:

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

7.5 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.

7.5.1 Prevention, Access to Information, Awareness and Behavioral Change

HIV/AIDS

7.5.1.1 Problems: Continued risky behaviour amongst students, unavailability of condoms, lack of awareness on HIV/AIDS.

7.5.1.2 Policy Statement: MIJ shall promote the prevention of risky behavior amongst students, make condoms available, and raise awareness on HIV/AIDS.

7.5.1.3 Strategies:

MIJ shall:

- (i) Organize training in HIV/AIDS prevention and management for 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 social weekends.
- (vi) Ensure that all places of accommodation and toilets have both male and female condoms.

COVID-19

7.5.1.4 Problems: Lack of enforcement of preventive measures, lack of holistic online learning.

7.5.1.5 Policy Statement: MIJ shall effectively enforce all COVID-19 preventive measures and ensure holistic online learning for all students.

7.5.1.6 Strategies

MIJ shall:

- (i) Establish a task force/committee 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.
- (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.
- (ix) Ensure that students with disabilities have full and equal access to online learning.

7.5.2 Provision of Resources and Support

7.5.2.1 Problem: Lack of transparency, information sharing and support.

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

7.5.2.3 Strategies:

MIJ shall:

- (i) Ensure transparency regarding the MIJ'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, societies, legal clinics etc. to engage in research, 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 COVID-19.
- (ix) Create support groups for staff and students with HIV/AIDS or COVID-19.

7.5.3 Nondiscrimination and Mainstreaming

7.5.3.1 Problem: Discrimination, stigmatization of HIV/AIDS, inadequate HIV/AIDS curriculum mainstreaming.

7.5.3.2 Policy Statement: MIJ shall ensure there is no HIV/AIDS discrimination and stigma, and that HIV/AIDS is appropriately mainstreamed into curricula.

7.5.3.3 Strategies:

MIJ shall:

- (i) Develop an HIV/AIDS policy for the College.
- (ii) Ensure non-discrimination on the basis of HIV/AIDS or any pandemic.
- (iii) Ensure 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 a percentage towards pandemics support in the budgets.
- (vii) Provide material and nutritional support to HIV positive students and willing staff.
- (viii) Develop guidelines on pandemics planning, support and management.
- (ix) Provide regular counselling and support to all students and staff who are HIV/AIDS or COVID-19 positive.

7.5.4 Response to Gendered Effects of COVID-19

7.5.4.1 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.

7.5.4.2 Policy Statement: MIJ shall roll out E-learning programme, 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.

7.5.4.3 Strategies:

MIJ shall:

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

8. IMPLEMENTATION PLAN

8.1 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 stakeholders 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.

8.2 Implementation Structure

In its implementation, the policy shall follow the logic of the College committee and administrative system, chaired by responsible office. At departmental level, there

will be departmental focal points that will work with Coordinators of sections, under the Dean/Head of Department or as appropriate.

There shall also be a committee to ensure gender sensitivity and responsiveness at the College. This committee will comprise of members with a variety of expertise in order to ensure inter-sectionality. It shall also have both staff and student representatives.

8.3 Collaboration

- (i) All staff, students and affiliates of the institution such as media houses who host students during the internship exercise 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.
- (ii) All partners, associates, contractors, and those who offer services to the institution shall be responsible for complying with the Policy.
- (iii) The institution 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 institution shall also work with development partners and institutions.
- (iv) The institution, through the office responsible for communication, shall also engage the media in publicizing gender activities at the College.

8.4 Gender Coordination Committee

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

- To facilitate the achievement of gender policy objectives at departmental and college level.
- To operate as a source of expertise on gender mainstreaming at the institution.
- 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 Department or Section shall have a representative in the Committee. Further, the Students Union shall also have a representative in the Committee.

8.4 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 should 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.
- **Formulating a resource management strategy** outlining the delivery and management approach. The strategy should detail how all resources will be managed to support delivery. Further detail of resources required to achieve the policy's broader outcomes must be provided, including acquisition and management of resources, how long they will be needed for and estimated costs.
- **Establishing agency resourcing requirements:** Human resources are fundamental in effective implementation, so there must be an appropriate variety of skills and expertise. Different types of expertise will be required for different phases of implementation.

8.5 Capacity: People with Expertise and Training

In order for the policy to be effectively implemented, there is a need for people with a wide 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

8.6 Dissemination and Awareness of policy and its contents

A sensitization programme shall be organized on the gender policy for the College 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 College websites; sent electronically to the school community; available at various locations throughout the campus; and included in the college's major publications such as handbooks, codes of conduct and catalogs for students, faculty and staff.

For first year 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 institution. 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.

8.7 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
<p>Resistance</p> <ul style="list-style-type: none"> • <i>Implicit individual resistance</i> can be expressed by an individual's insufficient action or lack of action or disengagement/ disinterest in the Policy. • <i>Explicit individual resistance</i> can be expressed by an individual's overt actions and statements which can target the Policy or actively seek to discredit or dismantle it. • <i>Institutional resistance</i> 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. 	<ul style="list-style-type: none"> • All levels of staff must be enabled to realise the value of gender equality work. This may involve training or specific time allocation for policy-related work or initiatives. • Highest levels of management must demonstrate unequivocal and visible commitment to overcome resistance and to ensure progress in relation to gender equality. • 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. 	<ul style="list-style-type: none"> • Highest level of leadership • Critical mass of staff and students

<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, minimising the importance of the work and considering gender equality a 'woman's issue'.</p>	<ul style="list-style-type: none"> • It must be clearly reiterated that gender equality is not a minority, marginal issue but concerns all who work in the institution. • 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>Communication Policy</p>
<ul style="list-style-type: none"> • Lack of sufficient, on-going resources: human and financial • 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. • Allocating tasks to inexperienced or junior staff and not financially supporting the Policy actions gives a strong impression that gender equality is not valued at an institutional level. 	<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>

<ul style="list-style-type: none"> • 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>Not engaging potential allies and actors key in implementation process of the Policy.</p>	<ul style="list-style-type: none"> • The Policy has identified collaborators/partners who need to be communicated with and engaged in the roll-out stages of the Policy. This ensures sustainability of the Policy objectives and gender equality within the institution. • Additionally, involving middle management is vital to reducing potential obstacles that may hinder progress and full implementation of the Policy. Middle management may also be key sources of the data, statistics and sex-disaggregated information required to establish baseline figures and monitor trends and progress in 	<p>Coordination and cooperation with partners</p>

	<p>relation to gender equality.</p>	
<ul style="list-style-type: none"> • Ensuring sustainability and resilience • 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. • This is likely when key supporters or drivers at senior management level change functions/roles or leave. Budget changes, cutbacks, restructuring and apathy can also lead to reduced or limited sustainability of the Policy. 	<ul style="list-style-type: none"> • To overcome this obstacle, emphasizing commitment to both gender equality and the work related to the Policy into the institutional structures is key. • This means that support for the Policy will need to be sought from multiple stakeholders and not only allocated to a specific department. • Allocating gender equality related work a specific multi-annual budget that does not only originate from one 	<p>Monitoring and accountability by MIJ governance structures</p>

	<p>department alone also contributes to sustainability.</p>	
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9. 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 college's monitoring plan shall be guided by the following principles; tracking progress based on responsiveness of the college 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 College levels; distinct reporting on current activities and results as well as the sustainability of results; and student and staff involvement in monitoring and evaluation.

9.1 Monitoring Plan

The implementation of the policy shall be evaluated every five years. At College level, evaluation shall be done by an internal team of experts to be appointed by the college through its Quality Assurance Committee, while NCHE will be responsible for the evaluation of this policy at national level. Monitoring and evaluation shall be conducted using provided monitoring tools applicable at different levels within the College and national level 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 college level and national level.

Level of compliance and non-compliance to this policy shall affect the accreditation status of the institution by NCHE.

Specific Objectives	Indicators	Source of Data	Responsible for Implementation	Frequency
<p>To ensure equality of male and female students in enrolment, performance, retention, and participation</p>	<ul style="list-style-type: none"> • Proportion of females enrolled at MIJ • Proportion of gender mainstreamed courses at college level • Proportion of female students holding decision making positions • Proportion of students by sex with below average performance • Proportion of students by sex withdrawn on academic grounds 	<ul style="list-style-type: none"> • NCHE publications • Reports from the College, Departments and Centres 	<ul style="list-style-type: none"> • NCHE • Executive Director • Media Training Manager • Center Coordinator 	<p>Annually</p>
<p>To ensure equal representation of male and female staff in recruitment and decision making, to eradicate discriminatory conditions of service and to</p>	<ul style="list-style-type: none"> • Proportion of women hired at MIJ • Proportion of females holding three top positions at faculty/ departmental and administrative levels. 	<p>Reports from College, Departments and Centres</p>	<ul style="list-style-type: none"> • Executive Director • Media Training Manager • Center Coordinator 	<p>Annually</p>

<p>strengthen reporting and disciplinary systems</p>	<ul style="list-style-type: none"> • Proportion of women offered scholarships, trainings, promotion and other opportunities • Representation by gender in decision making platforms • Proportion of staff by gender accessing maternity/paternity leave, child care services and recreational activities. 			
<p>To effectively prevent and respond to sexual harassment and GBV</p>	<ul style="list-style-type: none"> • Number of reported sexual harassment cases • Increased rate of sexual harassment reporting • Level of awareness of sexual harassment issues 	<ul style="list-style-type: none"> • GBV reports • Reports and cases on gender related issues 	<ul style="list-style-type: none"> • Executive Director • Media Training Manager • Center Coordinator 	<p>Annually</p>
<p>To ensure PWD's full and effective accessibility to infrastructure and materials, and to eradicate discrimination against PWD.</p>	<ul style="list-style-type: none"> • Proportion of students with special needs by sex enrolled in college • Proportion of students with special needs by sex with below average grades 	<ul style="list-style-type: none"> • NCHE • Publications • Reports from Colleges, Departments and Centres 	<ul style="list-style-type: none"> • NCHE • Executive Director • Media Training Manager • Center Coordinator 	<p>Annually</p>

	<ul style="list-style-type: none"> • Proportion of students by sex withdrawn on academic grounds 			
<p>To prevent the spread of HIV/AIDS, and COVID-19, and access to effective sexual and reproductive health services and information</p>	<ul style="list-style-type: none"> • Proportion of students by sex infected by HIV/AIDS and COVID-19 • Level of awareness about HIV/AIDS and COVID-19 • Proportion of students by sex with access to Sexual Reproductive Health services 	<ul style="list-style-type: none"> • Reports from College, Departments and Centres • Media Reports 	<ul style="list-style-type: none"> • Executive Director • Media Training Manager • College COVID Task Force 	Annually

9.2 Facilitation Process

In order to facilitate the implementation, monitoring and evaluation of this policy, responsible bodies and persons shall have the following key responsibilities;

Body/Person	Responsibilities
NCHE	<ul style="list-style-type: none"> • Recording detailed, complete and updated gender-based data on enrollment process and results • Conducting and evaluation of this policy a national level
Executive Director	<ul style="list-style-type: none"> • Facilitating monitoring and evaluation of this policy by providing financial and technical support • Providing data at college levels required for monitoring and evaluation of this policy • Tracking of all activities designed to respond to this policy • Providing college monitoring and evaluation reports for this policy

Media Training Manager	<ul style="list-style-type: none">• Facilitating monitoring and evaluation of this policy at faculty level• Providing data required for monitoring and evaluation of this policy• Providing monitoring and evaluation reports
Psychology and Counseling Office	<ul style="list-style-type: none">• Facilitating monitoring and evaluation of this policy• Providing data required for monitoring and evaluation of this policy• Providing monitoring and evaluation reports

10 BUDGET

This policy will be implemented in a manner that ensures the mainstreaming of gender in all areas of the institution 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.

10.1 Financing Principles

This policy has been premised on the following efficiency principles:

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

10.2 Gender Budgeting

Besides specific policy demands that require financing, this policy demands gender budgeting. This is a strategy to achieve gender equality by focusing on how resources are generally collected and spent, and an extent which this addresses gender inequality within institutions. Gender budgeting aims at dealing with budgetary gender inequality issues, such as gender hierarchies and discrepancies between male and female salaries, allowances and opportunities. It is therefore a requirement of this policy for all Departments to apply the following gender budgeting elements in preparation of periodic budgets;

- 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.

10.3 The Cost of Implementing the Policy

Below are some of the policy demands that require financing;

Priority Area	Activities
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Staff	<ul style="list-style-type: none"> • Data collection and management • Special training • Support of women welfare associations • Creation of new positions for gender balance • Policy review
Students	<ul style="list-style-type: none"> • Support of female students' clubs; and gender related clubs and societies • Awareness campaigns
	<ul style="list-style-type: none"> • Improvement of access to college resources for off campus students • Support of female student leaders and aspirants • Security boost on campus and off campus • Curriculum review • Teaching, learning and assessment resources
Sexual Harassment	<ul style="list-style-type: none"> • Training • Awareness campaign • Gender related clinics, clubs and societies • Support systems such as counselling • Support to complaints handling structures • Policy review
Inclusive Education	<ul style="list-style-type: none"> • Curriculum review • Teaching, learning and assessment resources • Training academic staff, support staff and students • Support of students with special learning needs' associations
HIV/AIDS & COVID-19	<ul style="list-style-type: none"> • Awareness campaigns • Training • Counselling and testing • Management materials and resources • Data collection and management • Online learning management

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

Estimated Implementation Budget by Year and Output							
Priority Area	Year						Totals
	2021	2022	2023	2024	2025	2026	
	mk	mk	mk	mk	mk	mk	mk
Staff	-	400,000	440,000	506,000	607,200.00	728,640.00	2,681,840
Students	-	900,000	990,000	1,138,500	1,366,200.00	1,639,440.00	6,034,140
Sexual Harassment	-	600,000	660,000	759,000	910,800.00	1,092,960.00	4,022,760
Inclusive Education	-	1,800,000	1,980,000	2,277,000	2,732,400.00	3,278,880.00	12,068,280
HIV/ AIDS & COVID 19	-	700,000	770,000	885,500	1,062,600.00	1,275,120.00	4,693,220
Monitoring & Evaluation	-	1,050,000	1,155,000	1,328,250	1,593,900.00	1,912,680.00	7,039,830
							-
Totals	-	5,450,000	5,995,000	6,894,250	8,273,100	9,927,720	36,540,070

11 ADDENDUM

Selected Key Legal and Policy Instruments

- (i) Constitution of the Republic of Malawi, 1994
- (ii) Gender Equality Act, Sec No. 14 of 2013
- (iii) National Gender Policy, 2015