



KAMUZU UNIVERSITY
OF HEALTH SCIENCES

Gender Policy

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Employees Subject to this Policy	All staff, students and visitors of the University
Responsible Officer(s)	Deputy Vice Chancellor/Registrar/ Director of Student Affairs
Responsible Office(s)	Vice-Chancellor

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5. FOREWORD

This Policy reaffirmed itself with global Sustainable Development Goals, the crucial synergy between gender equality and development. The Policy is aligned with the provisions of the Constitution of Malawi, Malawi 2063, Model Gender and Anti-Sexual Harassment Policy for higher education institutions in Malawi, National Gender Policy (2015), National Sexual and Reproductive Health and Rights (SRHR) Policy (2022), and all other legal frameworks and university policy documents that promote gender equality.

As a university that strives for academic excellence, Kamuzu University of Health Sciences has long recognised gender equality and justice as essential for sustainable development. For this reason, universities must vigorously overcome disparities and inequities within themselves and in their work.

As a public university, KUHeS' quest to be a centre of excellence entails taking a lead in the country's aspiration to be a gender-equal nation. To take such a lead, KUHeS must be bold and exemplary in its quest for and maintenance of gender equality and justice in the delivery of quality higher education. This policy demonstrates the University's boldness to take the lead and demonstrates that gender equality and justice are possible. With its great pool of intellectual talent and expertise, I am confident that the University will use this policy to make an outstanding contribution towards anti-sexual harassment, gender equality, and justice not only at the institutional and national levels but also regionally and globally.



Professor Francis Moto

Chairman of Council

6. PREFACE

This Policy advances KUHeS' quest to attain gender equality and justice in its work. The Policy is a necessary response to gender disparities, gaps, stereotypes, and other gender inequities within the University community. This Policy will ensure that the University is free from gender inequalities manifesting through unfair gender images, roles and stereotypes.

Therefore, the approach to this policy was reformist and bold. First, the Policy is evidence- or research-based, developed after an encompassing and highly participatory gender audit. Second, the policy sets out to counter ingrained societal gender inequities, sexual harassment, and gender-based violence. Third, the policy calls all members of the University to pursue aspirations towards gender equality, gender justice, and sustainable development.

This Policy focuses on three key functions of KUHeS, in line with its vision and mission: training and learning, service delivery, and research. The Policy directs the development and implementation of a gender-mainstream curriculum.



Professor Macpherson Mallewa

Vice-Chancellor

7. ACKNOWLEDGEMENTS

The process of developing the KUHeS Gender Policy has been a joint and collaborative effort of different experts and stakeholders. The drafting team was led by Dr. Effie Kondwani Chipeta, who was supported by Mr. Patani Mhangochi from the Kamuzu University of Health Sciences, Centre for Reproductive Health. The team was supported by Ms. Sphiwe Lino, Mrs Mary Kyumba, Mrs Joyce Gondwe and Mr. Aeron Nahuku of KUHeS as well as Mr Wilson Kumwenda from the KUHeS Change Management Unit and KUHeS Registrar's office who coordinated the Gender Policy development process.

The KUHeS Gender Policy has been largely informed by the National Council for Higher Education Model Gender Policy for Higher Education Institutions, whose development was financed by the United Nations Development Program (UNDP).

The final editorial team consisted of Mr. Constantine Chaima, Mrs. Jane Fatsani Maganga, Mr Felix Chisoni and Dr. Masauko Msiiska. Finally, the University would like to acknowledge the valuable input of Management and Council for their contribution to the policy.

8. LIST OF ABBREVIATIONS AND ACRONYMS

CEDAW	:	Convention for the Elimination of Discrimination Against Women
CITO	:	Chief Information and Technology Officer
COM	:	College of Medicine
CQAO	:	Chief Quality Assurance Officer
DOFI	:	Director of Finance and Investment
DTLD	:	Director of Teaching and Learning Development
DSA	:	Director of Students Affairs
DVC	:	Deputy Vice Chancellor
ED	:	Executive Dean
GBV	:	Gender Based Violence
HIV	:	Human Immunodeficiency Virus
HoD	:	Head of Department
ICT	:	Information and Communication Technologies
KCN	:	Kamuzu College of Nursing
KUHeS	:	Kamuzu University of Health Sciences
KUHeSSU	:	Kamuzu University of Health Sciences Staff Union
MCM	:	Marketing and Communications Manager
MDG	:	Millennium Development Goals
MGDS	:	Malawi Growth and Development Strategy
NCHE	:	National Council for Higher Education
NESIP	:	National Education Sector Investment Plan
SDG	:	Sustainable Development Goals
SRC	:	Student Representative Council
UNIMA	:	University of Malawi
UNDP	:	United Nations Development Programme
VC	:	Vice Chancellor

9. DEFINITION OF TERMS

Affirmative Action:	Involves sets of policies seeking to include particular groups considered disadvantaged or underrepresented
Curriculum:	Outline of concepts to be taught to learners which includes methods and resources used in teaching.
Engendering:	Making a process or activity to be gender sensitive or gender responsive by incorporating gender needs and interests or eliminating gender discriminatory policies, strategies, and practices.
Gender:	Socially constructed set of roles and responsibilities associated with being male or female, and in some cultures, a third or other gender.
Gender Audit:	An undertaking to understand what the situations of females are relative to those of males in a given institution.
Gender Awareness:	The recognition of the differences in the interests, needs, and roles of females and males 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 blinding:	The conscious development of objectives, plans, and programs in an

	organisation or institution with no effort to recognise or incorporate gender issues that might influence the functioning of that organisation, 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 based on their gender.
Gender Disparities:	Differences in females' and males' access to resources, status, and well-being, which usually favour males and are often institutionalised through law, justice, and social norms.
Gender division of labour:	The organisation of labour on the assumption that males and females perform specific roles based on their gender.
Gender Equality:	The equitable treatment of males and females so that they can 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 Focal Point:	A person within an organisation or grouping identified as a reference point for issues concerning gender.

Gender Gap:	A difference in any aspect of the socio-economic status between females and males, arising from the different social roles ascribed by society to the genders.
Gender Issues/Concerns:	These arise when there is a discrepancy, discrimination, or injustice.
Gender Justice:	Full equality and equity between Males and females in all spheres of life,
Gender Mainstreaming:	The consistent integration of gender issues 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 numbers of males and females relative to their respective numbers in the population.
Gender Policy:	An instrument for tackling gender deficiencies in an organisation in an organised manner.
Gender Roles:	Sets of behaviours and responsibilities attributed to females and males, respectively, by society which are reinforced at various levels through political and educational institutions and systems, employment patterns, norms and values, and through the family.
Gender Sensitivity:	The translation of awareness into practice, which results in changes in

	the perceptions, plans, and activities of institutions and organisations.
Gender Stereotypes:	A rigid and oversimplified definition of a group of people in which all members of that group are labelled with similar characteristics.
Gender Training:	Capacity-building opportunities made available to staff and students on gender issues, for example through training and e-learning platforms.
Positive Discrimination:	The process of favouring some members of a certain group because they possess specific protected characteristics.
Practical gender needs:	These are needs that, if met, help females fulfil their identified and accepted roles in their societies.
Sex:	Biological characteristics (including genetics, anatomy, and physiology) generally define humans as females or males. Note that these biological characteristics are not mutually exclusive; however, some individuals possess both male and female characteristics.
Sexual Harassment:	Unwelcome sexual advance and request for sexual favours and other verbal or physical conduct of a sexual nature which makes a person feel offended, humiliated, and/or intimidated, where a reasonable person would anticipate that reaction in the circumstances.

Unfair discrimination:	Unwanted conduct which is persistent or serious and demeans, humiliates, creates a hostile or intimidating environment, or is calculated to induce submission through actual or threatened adverse consequences.
University of Malawi:	Formerly College of Medicine, Kamuzu College of Nursing, Chancellor College, Polytechnic.
Women Empowerment:	Equipping women with the knowledge, skills, and capacity to fully participate in decision-making and access to power.

10. BACKGROUND AND SCOPE

Over the last decade, Malawi has demonstrated significant strides in advancing gender equality and empowering women across political, economic, and social domains. Commitment to addressing gender issues is evident through the development and revision of the National Gender Policy in 2005 and 2015, respectively. Despite these achievements, Malawi faces a challenge with one of the lowest female-to-male enrolment ratios at the tertiary level in the SADC region, hindering women's ability to compete equally in various aspects such as access to services, participation in decision-making, and exploitation of opportunities.

Recognising these disparities, the Malawi National Education Policy advocates increased female enrolment at higher education levels. While the National Council for Higher Education encourages gender parity, challenges persist, limiting equal access to higher education opportunities for women and girls.

KUHeS explicitly commits to promoting gender equality by integrating gender considerations into university activities. This commitment aligns with the University's vision, mission, and strategic plan. The Policy guide initiatives aimed at achieving gender equity and equality, focusing on equal access to educational opportunities. The policy further targets narrowing gender gaps in staff and student recruitment, performance, retention, leadership, and research, which are common challenges in Malawian public universities.

KUHeS aims to become a gender-sensitive institution, implementing affirmative enrolment practices in line with international and regional agreements on gender equality and women's empowerment. Notable instruments include the 1979 UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the 2008 SADC Protocol on Gender and Development, the 2003 Protocol to the African Charter on Human and People's Rights on the Rights of Women in

Africa, the 2003 African Union's Solemn Declaration on Gender Equality in Africa, and UN Resolution 1325 (2000). The University aspires to achieve a 50% female student enrolment target, as mandated by the Gender Equality Act.

This Policy serves as a guide for KUHeS to exemplify a higher education institution committed to non-discrimination and affirmative action in advancing gender equality. It encompasses all University stakeholders including staff, students, visitors, vendors, and contractual service providers, fostering an inclusive and equitable academic environment.

11. THE RATIONALE FOR THE POLICY

KUHeS formulated the Gender Policy to serve as a compass for treating every member of its community with respect and dignity, ensuring equal opportunities for realising their full potential. This Policy underscores the integral connection between gender equality and the delivery of higher education, aligning with UNESCO's Declaration on Higher Education and the World Declaration on Higher Education for the Twenty-First Century, which emphasise education as a fundamental pillar of human rights, democracy, sustainable development, and peace.

Despite the increasing number of female students and staff, achieving gender equality and empowerment remains a persistent challenge at KUHeS. The Policy recognises the need for a focused approach addressing inequitable social norms and structures within processes, content, curricula, and staff training. By serving as an instrument in the higher education delivery system, the Policy contributes to KUHeS' vision by providing guidance for the progressive realisation of gender equality and gender justice. It reflects a commitment to UNESCO's principles and serves as a vital tool in fostering an inclusive educational environment.

11.1 Policy Context

The Policy is highly relevant within the context of Malawi's framework and socioeconomic landscape, aligning with constitutional priorities such as the right to education, poverty reduction, gender equality, and development, as stipulated in the National Education Sector Investment Plan (NESIP) and the Malawian Constitution. The Constitution explicitly mandates gender equality as a national policy principle (Section 13(a)), prohibits sex- or gender-based discrimination (Section 20), and advocates affirmative action to advance women's rights to development, including education (Section 30). Malawi's global commitment to gender equality is evident through its endorsement of international agreements like The Dakar Framework for Action, The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Millennium Development Goals (MDGs), and the Sustainable Development Goals (SDGs), particularly Goals 4 and 5. These commitments establish a robust policy mandate, facilitating the integration of gender equality and empowerment initiatives in higher education across Malawi. The Policy serves as a crucial link between national and international commitments, ensuring a comprehensive strategy for advancing gender equality within the higher education landscape.

12. SITUATION ANALYSIS AND THE PREFERRED POLICY OPTION

The UNIMA Policy is grounded in a thorough gender audit that utilises a combination of research methods, including surveys, focus group discussions, key informant interviews, and documentary reviews. This audit revealed that, despite UNIMA's progress in promoting gender equality and reasonable gender awareness, there were notable shortcomings in gender sensitivity and responsiveness. Notably, the curriculum lacked gender responsiveness in terms of both content coverage and preparedness of students and lecturers to address gender needs.

Issues of gender injustice were identified in student welfare, including disparities in accommodation and privileges, with males being more privileged than females. The audit also revealed unfair gender roles and imbalances in leadership representation, with certain positions being feminised or masculinised. Furthermore, the gender-blind and stereotypical treatment of both staff and students was observed in the work environment and conditions. These findings formed the basis for UNIMA's decision to formulate the KUHES Gender Policy, addressing these identified gaps and inequalities.

12.1 The Preferred Policy Approach

KUHES Gender Policy adopts a multifaceted strategy to address existing gaps, inequalities, and inequities within the University community. While promoting affirmative action with a focus on females, the policy recognises the potential inadequacy of this approach in fully complying with the non-discrimination principle inherent in gender equality. Affirmative action alone may not ensure ongoing equality and fairness once the initial gaps are closed, as evidenced by persistent inequalities at UNIMA despite achieving 49% female enrolment by 2015. Therefore, the Policy integrates a human rights-based approach that appreciates the existing achievements in gender equality and equity. This approach not only targets current gender disparities but also aligns with the University's visions and aspirations to foster, achieve, and sustain both gender equity and gender justice.

13. KUHES VISION

A world-class University and centre of excellence in health education, research, and innovation.

14. KUHeS MISSION

To advance knowledge, professional competencies, skills, and innovations in health sciences through high-quality student-centred and innovative education and research that responds to and influences the global/national policy, health, and development needs in an efficient, sustainable, and result-oriented manner.

15. AIM(S) OF THE POLICY

The aim of this Policy is to create a gender transformative environment in KUHeS for the betterment of all staff and students particularly women, persons with disabilities and other vulnerable groups.

16. OBJECTIVES OF THE POLICY

To ensure equal and fair opportunity, free, active, and meaningful participation in education, employment, and welfare.

16.1 Specific Objectives

- a. To mainstream gender in all KUHeS curricula.
- b. To ensure zero tolerance against gender-based violence, sexual harassment, gender-based stereotyping, prejudice, and other forms of discrimination between staff and students.
- c. To provide equal opportunity, treatment, and benefits irrespective of gender for KUHeS staff and students.
- d. To enforce gender responsive decisions and action-taking in exercising authority in order to advance gender equality and justice

The Policy's contribution to KUHeS Vision and Mission will come from four related outputs, as follows:

Table 1: Objectives/Outputs of the Policy

Objective	Output
To mainstream gender into KUHeS curricula	A gender mainstreamed curriculum in KUHeS
To ensure zero tolerance against GBV, sexual harassment and other forms of discrimination of staff and students	a) Zero tolerance against gender-based stereotyping, prejudice, and other forms of discrimination of students b) Zero tolerance approach against sexual harassment and gender-based violence against staff
To provide equal opportunities, treatment and benefits for staff and students	Equal opportunity, treatment, and benefits irrespective of gender for KUHeS staff and students.
To enforce gender responsive decisions to advance gender equality and justice	Effective gender-responsive decisions and actions-taking to exercise authority to advance gender equality and justice

17. POLICY GUIDING PRINCIPLES

In line with the core values of KUHeS and the principles pertaining to gender equality, the following are the principles of this Policy:

a. Non-discrimination

No one should be discriminated against on the basis of gender, sex, or sex orientation, age, race, and ethnicity.

b. Affirmative action

The University shall promote equality through preferential treatment of males and females and the socioeconomically disadvantaged people within the University community.

c. Rights-based approach

Respect for human rights and fundamental freedoms, including the right to human dignity, equality, and freedom from any form of discrimination, will be a priority.

d. Gender transparency and accountability

The University's governance systems should promote transparency and accountability for the effective implementation of gender equality commitments. The University shall be open to issues of staff and student recruitment, allocation of resources, and budget decisions.

e. Equity and Equality

All men and women shall enjoy equal treatment in terms of rights, benefits, obligations and opportunities. No one will be subjected to the limitations set by stereotypes, rigid gender roles, or prejudices.

f. Efficiency and commitment

All stakeholders including senior and executive management shall discharge their mandates with full commitment to the promotion of gender equality and equity within the University.

g. Responsiveness

The university shall be responsible for the practical and strategic gender needs of its staff and students.

Thus, the policy underlines the need for attitudes, decisions, and actions that tackle gender stereotypes, unfair gender roles, and unfair gender images in the delivery of higher education. In addition, sustainability considerations will ensure that the positive results of the policy continue, with issues of ownership, policy support, economic and financial factors, sociocultural aspects, appropriate technology, environmental aspects, and institutional and management capacities as important.

18. POLICY PRIORITY AREAS

The Policy focuses on the following priority areas:

18.1 Policy Priority Area 1: Gender Responsive Curriculum

To ensure gender-responsive curricula, the policy will pay special attention to mainstreaming gender into the curriculum by addressing the following key areas: a) unequal student access, enrolment, and performance; b) gender-blind curriculum design and structure; c) gender-insensitive assessment; and d) institutional support for curriculum transformation.

Unequal Student Access, Enrolment and Performance

Problem Statement

Unequal student access, enrolment, and performance in education impact the education system's effectiveness and fairness. While education is supposed to be a great equaliser, current student enrolment data for KUHeS suggest disheartening gender trends, where traditionally held stereotypes about particular academic disciplines seem to persist, as some programs have significantly more male students than female students and vice versa.

Policy Statement

The policy shall ensure that there is affirmative action for equal enrolment and retention of students.

Gender-Blind Curriculum Design and Structure

Problem Statement

Many educational institutions still do not consider gender a key criterion in program development, approval, and review processes. The gender-blind curriculum design and structure in educational institutions neglect the different needs and experiences of male and female students, hindering the achievement of gender equality and equity. This leads to a lack of gender-transformative teaching, learning,

and assessment methods, where traditional approaches fail to address students' gendered experiences and perspectives, perpetuating gender-based discrimination and biases. This disconnection between the curriculum and students' realities can limit both male and female students' academic and career aspirations, leading to the underrepresentation of one gender in certain fields and professions.

Policy Statement

The Policy shall ensure a gender-responsive curriculum design and structure.

Gender Insensitive Assessment

Problem statement

Gender-insensitive assessment perpetuates discriminatory practices and results in unfair treatment of students. Despite efforts to promote gender equality and equity in education, many assessment methods fail to consider the gendered experiences and perspectives of students, leading to grading bias and perpetuating gender-based discrimination. This, in turn, leads to disparities in academic achievement and career opportunities, limits academic and career aspirations, and contributes to the underrepresentation of both males and females in certain fields and professions.

Policy Statement

The Policy shall ensure a gender-sensitive assessment to ensure that students are assessed based on their academic performance and potential, rather than their gender.

Institutional Support for Curriculum Transformation

Problem statement

The limited capacity of universities to deliver on the commitments of engendering the curriculum and achieving gender parity and equality

undermines the development of an institutional culture that supports gender equality. Consequently, faculty and staff may have a limited understanding of gender issues, leading to a lack of gender-sensitive teaching and assessment methods. This can perpetuate gender stereotypes and biases in the classroom, ultimately limiting the academic and career aspirations of male and female students.

Policy Statement

The Policy shall ensure the availability of institutional support for engendering the curriculum and achieving gender parity and equality.

18.2 Policy Priority Area 2: Gender And Student Welfare

The following sub-policy priorities were identified.

Creating a Safe Environment for the KUHeS Student Community

Problem statement

The safety and security of university students are vital to their well-being to facilitate a conducive environment for learning and productivity. Despite the existence of Campus Security Units in the respective campuses, theft, assault, gender-based violence, and sexual harassment remain areas of concern for students. Students residing in off-campus accommodation, particularly female students, continue to be of concern, as their vulnerability to violations in these areas is increased; however, they are unable to access campus security for support. The situation is compounded further, as victims of violations (both on and off of the respective campuses) do not feel comfortable reporting, so they try to adapt to get out of the situation.

Policy Statement

The Policy shall ensure sufficient, affordable accommodation and secure facilities of university standards irrespective of gender.

Absence of Parental Care Facilities for Students who become Mothers

Problem Statement

Inadequate provision of parental care facilities for students with infants leads to stigmatisation and insufficient support for the growing number of students who become mothers while pursuing their education. The lack of parental care facilities, lactation rooms, and counselling and childcare services for female students can have negative consequences and potentially affect their academic performance, making it difficult for them to pursue their studies.

Policy Statement

The Policy shall ensure a parent-friendly environment and availability of reproductive health facilities in university campuses to support students who become parents while pursuing their education.

18.3 Policy Priority Area 3: Gender and Staff Welfare

The university is committed to providing an environment in which the equality of men and women is respected as enshrined in the Constitution of Malawi and the Gender Equality Act of 2015, where neither sexist behaviour nor gender-based discrimination is countenanced. The university management will strive to ensure a gender friendly environment and to protect staff from bodily harm and erosion of dignity.

18.3.1 Staff Recruitment, Training, Scholarship and Promotion

Problem Statement

Staff employment data and perceptions of staff across the university indicate that intervention is required to institutionalise a gender-

responsive human resource modality for all employees and staff, as demonstrated by the following identified problems:

- a. Segregated jobs with predominantly males or females
- b. Few female representations of decision-making positions
- c. Lack of gender sensitivity and competence in decision making bodies; and
- d. Negative gender stereotyping.

Policy Statement

The Policy shall ensure that there is gender-responsive recruitment, application of promotion, and other conditions of services. This is in line with the Malawi Constitution and the MDGS 2 which strives to ensure equal participation of women and men at all levels of governance and enjoyment of human rights.

18.3.2 Research, Publication and Dissemination

Problem Statement

The lack of research activities, publication, and dissemination from female academic staff results in the under-representation of female perspectives and knowledge in academic discourse. Despite efforts to promote gender equality and equity, female academic staff members face numerous barriers that prevent them from engaging in research, publication, and dissemination. These barriers can include gender-based discrimination, a lack of institutional support, and work-life balance issues such as caring responsibilities. As a result, female perspectives and voices are often missing from academic publications and debates, perpetuating gender biases and limiting the diversity of academic knowledge.

Policy Statement

The Policy shall provide institutional support for research, publication, and dissemination for female academic staff.

18.3.3 Unfriendly Work Environment

Problem Statement

An unfriendly work environment is characterised by a lack of basic facilities, such as poor sanitary conditions and inadequate childcare and recreational facilities, as well as instances of sexual abuse, harassment, and favouritism for work or benefits. These issues can have a significant impact on employees' well-being and productivity, creating physical and mental stress. Sexual harassment, abuse, and favouritism can also create a hostile work environment, leading to low morale, high staff turnover, and reduced productivity. Moreover, the unfriendly work environment perpetuates gender-based discrimination and bias, limiting the career opportunities and potential of women and other marginalised groups in the workplace.

Policy Statement

The Policy shall ensure the provision of gender-responsive facilities and redress mechanisms to instances of sexual abuse, harassment, and favouritism for work or benefits, and to promote a friendly and safe work environment.

18.4 Policy Priority Area 4: Gender, Governance and Human Rights

The university has made progress in appointing women to senior decision-making positions, but the gender disparity within decision-making structures across the University is still pronounced.

18.4.1 Unequal Gender Representation in Leadership

Problem Statement

In most Malawian societies, males remain the dominant decision makers at all levels. Women hold limited positions at all levels of governance, and are poorly represented within institutions of higher learning. The representation of women in decision-making positions in

the public sector is 23% (Malawi's MDG Report 2011), and 9.5% in formal employment (MDG Report 2011). Women's active participation in decision-making positions is a right that ensures good governance, transparency, and accountability.

Policy Statement

The Policy shall ensure increased women's participation at all levels of decision-making, and provide support for women in governance and decision-making positions with at least 40% representation of females or males in leadership positions within 10 Year. This is in line with the Malawi Constitution which prohibits any form of discrimination based on gender (Section 20); the National Gender Policy of 2015 advocates for equal participation at all levels of governance and enjoyment of human rights.

18.4.2 Stereotypical Treatment of Females in Leadership Positions

Problem Statement

The stereotypical treatment of females in leadership positions manifests itself in various ways.

- a. Lack of a gender-sensitive leadership code.
- b. Demeaning of females in leadership positions among students, academic and administrative staff, and support staff
- c. Assignment by groups and supervisors of roles considered feminine to females in leadership positions; and
- d. Gender blindness to the practical needs of female leaders as mothers or household members.

Policy Statement

The Policy shall ensure that a gender-sensitive leadership code is implemented.

18.4.3 Ineffective Gender Leadership and Accountability

Problem Statement

Ineffective gender leadership and accountability result in failure to achieve gender equality and equity goals. Despite policies and strategic plans aimed at promoting gender equality, inadequate mainstreaming of gender considerations in decision-making processes and the absence of gender-responsive budgets have limited the realisation of these goals. This results in a lack of resources and support for programmes and initiatives aimed at promoting gender equality. Additionally, ineffective gender leadership and accountability can lead to a lack of transparency and accountability in gender-related issues, thus limiting the ability to track progress and identify areas for improvement.

Policy Statement

The Policy shall ensure that leadership is gender-responsive, including policies, strategies, and budgets.

18.5 Policy Priority Area 5: Sexual Harassment and Gender Based Violence

Sexual harassment and gender-based violence are serious issues that can have devastating impacts on individuals and communities. As such, they need to be addressed through the prevention and awareness of zero tolerance, reporting and responding to cases of sexual harassment and GBV, and protecting and supporting survivors. The Malawi Constitution guarantees rights to every citizen and is specific to women's rights. Sections 23 and 27 acknowledge that violence against women is a problem that must be eradicated.

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

Problem statement

A lack of awareness of the different forms, nature, and harm caused by sexual harassment and other forms of GBV hinders the prevention and mitigation of such incidents. A lack of understanding of what constitutes sexual harassment and GBV, as well as the harmful effects on victims and the community as a whole, can lead to a culture of acceptance and normalisation of such behaviour. This can perpetuate gender-based discrimination and bias, making it difficult for victims to come forward and seek help.

Policy Statement

The Policy shall raise awareness among staff and students on the prevention of and zero tolerance against sexual harassment and GBV.

18.5.2 Reporting and Responding to Cases of Sexual Harassment and GBV

Problem Statement

The lack of reporting and responding to sexual harassment cases is a significant problem as it allows perpetrators to escape accountability and may perpetuate a culture of impunity. It also deprives victims of the support and protection they need to heal from their traumatic experiences. Moreover, it sends the message that sexual harassment and GBV are not taken seriously, which can discourage victims from coming forward and seeking help.

Policy Statement

The Policy shall ensure that there is an effective and accessible informal and formal complaint system.

18.5.3 Protection and Support to Survivors of Sexual Harassment and GBV

Problem Statement

Survivors of gender-based violence, including sexual harassment and other forms of GBV, often struggle to access the protection and support they need to recover from their trauma. Lack of adequate protection, support, and resources can exacerbate their emotional and physical suffering and impede their ability to rebuild their lives. Moreover, the stigma and shame associated with being a victim of sexual harassment and GBV can compound distress and isolation.

Policy Statement

The Policy shall ensure that survivors of sexual harassment and GBV are protected upon reporting a case, and are offered support by the institution.

19 IMPLEMENTATION GUIDELINES

19.1 Institutional Arrangements

Gender issues are multi-sectoral and are cut across all areas of development. To promote gender equality and equity within the university, its management, staff, students, and wider communities should be harnessed to implement the policy. To implement the Gender Policy, the university will follow the logic of the university's committee and administrative system, as outlined below:

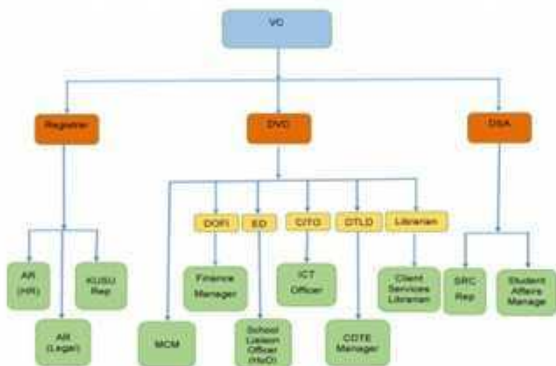


Figure 1: Gender Policy Implementation Structure in KUHeS

a. The office of the Deputy Vice Chancellor

The Office shall provide oversight on gender integration and responsiveness at the university level and will operate through a gender coordinating unit/secretariat.

b. The Gender Coordinating Committee

This will be chaired by the DVC with membership drawn from the Office of the Registrar, Director of Student Affairs, Director of Finance and Investments, Executive Deans, representatives of Student and Staff Unions, the Teaching and Learning Development Centre, and the Librarian.

c. Heads of Departments (Administrative and Academic)

At the departmental level, there will be Liaison focal points that work with the heads of departments/sections/centers. The gender-focal persons shall coordinate and oversee the implementation of

this policy. They will also act as voices/champions towards gender equality and take action against perpetrators of gender-based violence and other gender injustices.

19.2 Collaboration Arrangements

All staff, students, and affiliates of the University were responsible for complying with the Policy. The University will work closely with the Ministries of Education, Health, Gender, Youth and the National Council of Higher Education (NCHE) to ensure that the gender policy is implemented in line with the National Gender Policy and other legal frameworks. It shall also work closely with the media to enhance the publicity of gender activities at the university level. In addition, the university will engage with a wider university community and key stakeholders, including donor and development partners.

19.3 Implementation Plan

The KUHeS Gender Policy will be implemented by different sectors, and specific implementation strategies have been outlined in the implementation plan (See Appendix 1).

20 MONITORING AND EVALUATION

The monitoring and evaluation principles are as follows:

- a. Tracking progress based on the responsiveness of the university curriculum, structures, and systems in the attainment and advancement of gender equality
- b. Reporting on results referring to targets and the totality of the results chain to ensure clear progress towards the Policy's vision within the frameworks of the university's strategic plans.
- c. Reporting on both quantifiable results and indications of relational and status changes at the department, school, and university levels

- d. Distinct reporting on current activities and results as well as the sustainability of results from completed activities, to ensure proper consolidation of achieved results; and
- e. Student and staff involvement in monitoring and evaluation.

Appendix 2 presents the monitoring and evaluation plans. This presents the outputs, performance indicators, targets, and assumptions that led to the policy's contribution to enhanced access to quality gender justice.

21 FINANCIAL IMPLICATIONS

This Policy will be implemented in a manner that ensures mainstreaming of gender in all areas of the university rather than through ad hoc activities that demand separate costs. This means that while some of the activity results do not require additional financial resources, those that require the mainstreaming of gender in all key areas of the university's work need resource mobilisation.

21.1 Financing Principles

- a. This Policy was premised on the following efficiency principle: not to make the policy cost the government more than its current allocation to universities, except for gender mainstreaming. Meet the costs of gender mainstreaming through collaborative inputs from partners.
- b. As many of these principles have influenced the design of this Policy, they also guide its implementation. With concerted efforts in the first two years, the implementation of the Policy will be such that the financial costs will stabilise or drop the time the Policy is due for review.

21.2 Cost of Implementing the Policy

This Policy relies on the current university structures that already have budgets. However, the university shall put aside a certain percentage of

funds from its annual budget to implement the Policy. Each School and Department has a specific budget for implementing gender activities.

22 CONCLUSION

- a. KUHeS' Policy on Gender Equality is committed to equal and fair opportunities and free, active, and meaningful participation in education, employment, and welfare. Building on past gains and lessons, the Policy is bold and aspires to respond to gender inequalities, inequities, and other forms of gender injustices within KUHeS. This Policy demands instrumental and key results from KUHeS' core areas: training, learning, service delivery, and research.
- b. The Policy includes a five-year implementation plan that is budgeted. Significant resources to implement the Policy will come from the university's economic, human, and organisational bases. In addition, mobilising resources from partners will also enhance the implementation of the Policy, which will be evaluated in 2028.

23 APPENDICES

Appendix 1: Implementation plan

Policy Priority Area1: Gender Responsive Curriculum			
Policy Statement 1.1: Affirmative action for equal enrolment and retention of students			
Objective	Strategy	Responsibility	Timeframe
To implement affirmative action measures that promote equal enrolment and retention of students,	Implement gender-conscious enrolment to encourage underrepresented groups to enrol in programs with low representation.	VC, DVC, Registrar	2023-2028
	Adopt affirmative action to achieve a gender balance of at least 40-60 in student enrolment, as required by the Gender Equality Act.	VC, DVC, Registrar	2023-2028
	Prioritise gender equality in the selection of students and staff, implementing policies that promote equal opportunities and representation for all genders	VC, DVC, Registrar	2023-2028
	Monitor enrolment statistics in all programmes annually to ensure gender balance is maintained or improved.	VC, DVC, Registrar, DSA, EDs	2023-2028
	Review and assess the enrolment rate of disadvantaged students, including males, females, and persons with disabilities, identifying their challenges, and establish a minimum annual enrolment rate. Implement measures to support their campus experience.	DSA, EDs	2023-2028
	Identify differential gender issues affecting male and female performance and establish mechanisms to	DSA, EDs	2023-2028

	mitigate these issues to assist in improving student performance.		
	Develop outreach strategies to attract male students into traditionally perceived feminine areas and attract female students into traditionally perceived as a male preserve to encourage more gender-balanced enrolments.	MCM	2023-2028
	Develop outreach strategies to encourage girls to pursue science subjects at secondary and primary education levels	MCM	2023-2028
	Facilitate the development of mentorship programmes for both undergraduate and postgraduate students	DSA, DTLD	2023-2028
	Review developed curricula for gender inclusiveness.	DVC, DTLD	2023-2028
Policy Statement 1.2: Gender-responsive curriculum design and structure			
Objective	Strategy	Responsibility	Timeframe
Establish and enforce a framework that guarantees the integration of gender-responsive curriculum design and structure across all programs and materials.	Create a framework of engendering the curricula by providing a common course on gender issues to all undergraduate students, and incorporating gender issues in graduate modular syllabi.	DVC, DTLD	2023-2028
	Ensure that all curricula in the schools and departments integrate gender in content and delivery to address gender gaps and ensure that all programs create equally engaged learners.	DVC, EDs, DTLD, HoDs	2023-2028

	Ensure that every programme has either a standalone gender module or is gender mainstreamed in every module or both.	DVC, EDS, DTLD, HoDs	2023-2028
	Provide positive academic role models to its students—both male and female.	DSA, EDs, HoDs	2023-2028
	Ensure that students are exposed to theories and concepts that enable them to understand gender and its implications for society.	EDs, HoDs	2023-2028
	Promote gender transformative approaches in pedagogy that challenge negative gender culture, attitudes and practices.	DVC, EDS, DTLD, HoDs	2023-2028
	Ensure that, as much as possible, there is balance in numbers of staff.	DVC, EDs, HoDs	2023-2028
	Ensure that gender-sensitive language is used in the classroom and workplace.	DVC, Registrar, EDs, HoDs	2023-2028
	Ensure that the University has gender-sensitive criteria for use in the development and review of curricula.	DVC, EDS, DTLD, HoDs, CQAO	2023-2028
	Ensure that gender inclusivity is a key consideration in quality assurance management and administration of programmes.	DVC, EDS, DTLD, HoDs, CQAO	2023-2028
	Monitor the delivery of curricula to ensure that gender-sensitive language is used in the classroom and workplace.	DVC, Registrar, EDs, DTLD, HoDs, CQAO	2023-2028
	Use gender-sensitive language that is inclusive of all genders.	Lecturers	2023-2028

	Ensure that adequate resources are mobilised and allocated to develop and use gender-sensitive learning support materials.	VC, DVC, EDs, DTLD, HoDs, DOFI, Procurement officers	2023-2028
	Ensure that new and other teaching staff are trained, oriented and developed to deliver gender-aware curricula.	DVC, EDs, DTLD, HoDs, CQAO	2023-2028
	Build the capacity of staff to apply gender sensitive pedagogical processes.	DVC, EDs, DTLD, HoDs	2023-2028
	Drive change towards gender equality in the learning environment.	DVC, EDs, HoDs, Gender Committee	2023-2028
Policy Statement 1.3: Gender-sensitive assessment practices for unbiased evaluation of students' academic performance and potential			
Objective	Strategy	Responsibility	Timeframe
Implement a gender-sensitive assessment approach to ensure fair evaluation of students' academic performance and potential, devoid of any gender bias or discrimination.	Protect students against victimisation if they report sexual offences or decline advances from a lecturer.	DVC, DSA, EDs, HoDs	2023-2028
	Provide and enforce clear guidelines on student-lecturer relationships.	DVC, DSA, EDs, HoDs	2023-2028
	Ensure that students taking examinations are only identified by examination numbers.	DVC, DSA, EDs, HoDs	2023-2028
	Provide equal scholarship opportunities for outstanding students when available.	VC, DVC, DSA	2023-2028

	Develop and implement a monitoring and evaluation system for all programmes.	DVC, DTL, EDs, HoDs, CQAO	2023-2028
	Capacitate staff to use gendered assessment instruments, processes and procedures.	VC, DVC, Registrar, EDs, HoDs, Gender Committee	2023-2028
Policy Statement 1.4: Institutional support for engendering the curriculum and achieve gender parity and equality			
Objective	Strategy	Responsibility	Timeframe
Establish comprehensive institutional support mechanisms to facilitate the integration of gender-responsive elements within the curriculum and strive for gender parity and equality in all educational programs and initiatives	Formulate strategies for mainstreaming gender into the curriculum.	VC, DVC, DTL	2023-2028
	Establish a gender resource centre, committed to provide free space for students and staff to support research, discussion forum and trainings on gender issues.	VC, DVC, Registrar, DOFI, DSA, EDs, HoDs	2023-2028
	Define and develop indicators, monitor and assure accountability for the implementation of the engendered curricula in all schools, departments, institutes, and centres.	VC, DVC, Registrar, DOFI, DSA, EDs, DTL, HoDs, CQAO	2023-2028
	Identify and disseminate information on good practice to measure the impact of mainstreaming gender into the curriculum.	VC, DVC, Registrar, DOFI, DSA, EDs, HoDs, CQAO	2023-2028

	Include a Gender Budget as a tool for assessing commitment to gender equality in the curriculum at the School and Departmental levels.	VC, DVC, DOFI, DTLD, EDs, HoDs,	2023-2028
Policy Priority Area 2: Gender and Student Welfare			
Policy Statement 2.1: Sufficient, affordable accommodation and secure facilities of University standard irrespective of gender			
Objective	Strategy	Responsibility	Timeframe
Provide universally accessible, affordable, and secure University-standard accommodation and facilities, regardless of gender.	Update reporting systems to be electronic and online; and train and equip security personnel to use the requisite technology to immediately enter information, which then becomes immediately accessible to the entire network of personnel involved in the provision of security and intervention services; and becomes part of a security data base, to which only personnel with security clearance have access.	DVC, Registrar, DOFI, CITO	2023-2028
	Identify and assign dedicated Safe Spaces to students more vulnerable to having their health and safety compromised.	VC, Registrar, DOFI, DSA	2023-2028
	Ensure that its buildings have adequate, gender appropriate ablution facilities.	VC, DVC, Registrar, DOFI	2023-2028
	Ensure an extension of University internet services to university on and off campus accommodation facilities.	DVC, DOFI, Registrar, CITO	2023-2028

	Ensure that transportation shall be provided for academic activities and emergencies for students on university accommodation.	DVC, Registrar, DOFI	2023-2028
	Cause to be undertaken periodic inspection of accredited private hostel facilities off-campus accommodation to determine the premises gender-appropriateness, fitness for purpose, infants.	VC, Registrar, DSA	2023-2028
	Allocate at least 40% of accommodation spaces to either males or females in line with university policy. However, special consideration for students with special needs should be made.	Registrar, DSA	2023-2028
	Ensure that students have overnight access to all books, reports, journals etc from University college libraries.	DVC, Librarian	2023-2028
	Ensure that all campuses are adequately lit at night.	Registrar, Campus Manager	2023-2028
	Ensure the provision of night surveillance system in campuses.	Registrar, Campus Manager and Security Officer	2023-2028
	Install circuit cameras at strategic points on campuses	Registrar, Campus Manager and Security Officer	2023-2028

Policy Statement 2.2: Parent-friendly environment offering accessible reproductive health facilities, to support student parents in their educational pursuits

Objective	Strategy	Responsibility	Timeframe
Establish and maintain a parent-friendly environment in University campuses, ensuring the availability of reproductive health facilities to support students who become parents while pursuing their education.	Institute disciplinary action for stereotyping and stigmatising attitudes against persons that are expectant, have delivered or are breastfeeding while studying.	VC, DVC, Registrar, DSA, KUHeSSU President, SRC	2023-2028
	In line with the National Sexual and Reproductive Health and rights Policy (2022-2030), facilitate a strengthened provision of gender sensitive sexual and reproductive health services for students that include provision of family planning services, sexually transmitted infections and HIV services to all students.	VC, DVC, Registrar, DOFI, DSA	2023-2028
	Provide regular communication to students concerning the medical facilities that are available to them.	Registrar, DSA, SRC	2023-2028
	Ensure that it has functional childcare facilities on campuses.	VC, DVC, Registrar, DSA,	2023-2028
	Support pregnant students by granting them a maximum one-year maternity leave recognising the equal value and importance of both men and women in parenting children.	VC, DVC, Registrar, DSA	2023-2028

Policy Priority Area 3: Gender and Staff Welfare

Policy Statement 3.1: Achieve gender equality in governance and uphold human rights by implementing gender-responsive recruitment, promotion, and service conditions

Objective	Strategy	Responsibility	Timeframe
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Implement gender-responsive recruitment processes, promotion criteria, and other conditions of service in alignment with the Malawi Constitution and the MDGS 2, aiming to achieve equal participation of women and men at all levels of governance and the realisation of human rights.	Mainstream gender into the current Human Resource/Condition of Service Policy as well as guidelines rules and regulations.	VC, Registrar, KUHeSSU President	2023-2028
	Examine recent promotion and staffing trends with a gender lens, to assess the extent to which, where both sexes are competent, promotion standards are fair.	VC, Registrar, KUHeSSU President	2023-2028
	Provide Affirmative Recruitment to address traditionally accepted gender gaps.	VC, Registrar, KUHeSSU President	2023-2028
	Develop a separate plan for gender sensitive recruitment, training, scholarship and promotion as part of the staff development plan.	VC, Registrar	2023-2028
	Provide pre and postnatal maternity leave of not less than two months as provided by law.	VC, Registrar	2023-2028
	Provide paternity leave of not less than two weeks.	VC, Registrar	2023-2028
	Guarantee and check compliance with the recruitment requirements of the Gender Equality Act.	VC, Registrar	2023-2028
	Establish and facilitate mandatory gender sensitive training protocol for all employees and staff for capacity building.	DTLD, Gender Committee	2023-2028

Policy Statement 3.2: Institutional support towards research, publication and dissemination for female academic staff

Objective	Strategy	Responsibility	Timeframe
Provide institutional support to foster research, publication, and dissemination opportunities specifically for female academic staff members.	Establish special research grant for female academic staff at KUHeS to conduct research and disseminate their research outputs	VC, DVC, EDs	2023-2028
	Establish joint academic female staff networks within and outside the university.	VC, DVC, EDs	2023-2028
	Recognise and reward female staff for their achievement in research, teaching and administrative activities to motivate them and enhance role modelling.	VC, DVC, EDs	2023-2028
	Develop guidelines to ensure that all research projects of the university consider gender as an important analytical element.	VC, DVC, EDs	2023-2028
	Avail special research grants and encourage staff members to conduct research on gender issues.	VC, DVC, EDs	2023-2028
	Encourage senior and junior female academic staff to conduct collaborative research.	DVC, EDs, HoDs	2023-2028
	Encourage female members of staff to take sabbatical leave when due.	DVC, EDs, HoDs	2023-2028
	Implement a Policy of affirmative action within her Faculty/school/area to address gendered challenges / obstacles against participation in consultancies and research.	DVC, EDs, HoDs	2023-2028

Policy Statement 3.3: Gender-responsive facilities, redress mechanisms for cases of sexual abuse, harassment, and favouritism in work or benefits, and foster a friendly and safe work environment.

Objective	Strategy	Responsibility	Timeframe
Establish gender-responsive facilities, implement redress mechanisms for cases of sexual abuse, harassment, and favouritism in work or benefits, and promote a friendly and safe work environment.	Facilitate the provisions of adequate sanitary and other appropriate facilities.	VC, Registrar, EDs, DOFI	2023-2028
	Guarantee and check that the institution has at all material times an effective and accessible case handling mechanism to deal with cases of discrimination or violence on the basis of sex or gender attributes.	VC, Registrar, EDs, HoDs	2023-2028

Policy Priority Area 4: Gender, Governance and Human Rights

Policy Statement 4.1: Increased women's participation at all levels of decision-making, and provide support for women in governance and decision-making positions

Objective	Strategy	Responsibility	Timeframe
Promote increased women's participation at all decision-making levels, providing support for women in governance and decision-making roles, and achieving a minimum representation of 40%	Ensure every structure or organisation complies with this Policy on representation in leadership positions.	VC	2023-2033
	Advocate and encourage women to aspire for leadership positions.	VC, Registrar, DVC	2023-2033
	Provide confidence building skills and engage psychologists wherever possible.	VC, Registrar, DVC	2023-2033
	Implement the Policy, progressively meet a minimum of 40% females or males in leadership.	VC, Registrar, EDs, HoDs, Every	2023-2033

females or males in leadership positions in alignment with the Malawi Constitution and the National Gender Policy.		University Committee,	
	Facilitate increased opportunity to females to pursue higher qualifications.	DVC, Registrar, EDs, HoDs,	2023-2028
	Allocate workloads to staff in a manner that allows more time for research and writing for females.	EDs, HoDs,	2023-2028
Policy Statement 4.2: Implementation of a gender-sensitive leadership code			
Objective	Strategy	Responsibility	Timeframe
Implement a leadership code that prioritises gender sensitivity.	Initiate development and implementation of a leadership code that is strong on gender sensitivity.	VC, DVC, Registrar,	2023-2028
	Check and supervise that gender-sensitivity and responsiveness are included in the promotion criteria among staff.	VC, DVC, Registrar, Eds, Appointments Committee	2023-2028
	Take all necessary steps to discipline any member of staff that uses language or displays an attitude that disrespects a female leader on account of her sex.	VC, Registrar, Every supervisor	2023-2028
Policy Statement 4.3: Gender responsive leadership, policies, strategies and budgets			
Objective	Strategy	Responsibility	Timeframe
Ensure gender-responsive leadership by incorporating gender considerations into policies, strategies, and budgets.	Cause all policies to be reviewed to ensure that gender is adequately mainstreamed.	VC, DVC	2023-2028
	Cause this Policy to be reviewed initially after 12 months and subsequently after five years.	VC, DVC	2023-2028
	Facilitate the preparation and implementation of gender-responsive budgets.	DOFI	2023-2028

	Facilitate that all appointees in top leadership undergo training on responsive leadership in higher education before assuming leadership.	Registrar, Appointments Committee	2023-2028
	Partly base every promotion on the gender sensitivity and responsiveness of the candidate.	EDs, Appointments Committee, all committees and authorities handling promotion matters	2023-2028
	Include gender-sensitive indicators and evaluation before making findings and conclusions while undertaking any performance appraisal of people in leadership positions.	EDs, Appointment Committee, all committees and authorities	2023-2028
Policy Priority Area 5: Sexual Harassment and Gender-Based Violence			
Policy Statement 5.1: Prevention and Awareness of Zero Tolerance against Sexual Harassment and GBV			
Objective	Strategy	Responsibility	Timeframe
Raise awareness amongst students on prevention of and zero tolerance against sexual harassment and GBV.	Ensure having ongoing sensitisation 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 LGBTQI+	VC, Registrar, DSA, SRC	2023-2028
	Provide information on sexual harassment together with other information given during orientation.	Registrar, DSA, SRC	2023-2028

	Ensure that new students fill in questionnaires to enable the institution to analyse their attitudes and beliefs regarding gender issues and GBV to enable the University tailor training and orientation to raise awareness amongst new students.	Registrar, DSA, SRC	2023-2028
	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.	Registrar, DSA, SRC	2023-2028
	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.	Registrar, DSA, SRC	2023-2028
	Provide adequate security at all social events.	Registrar, DSA, SRC	2023-2028
	Provide training to security staff on response to sexual harassment.	Registrar, DSA, SRC	2023-2028
	Designate a full time staff to focus on prevention of Sexual harassment and GBV and work on shifting the culture on the campus to prevent violence.	VC, Registrar, DSA	2023-2028
	Use social events as opportunities to spread awareness about sexual harassment and produce merchandise such as cups and t-shirts with messages on sexual harassment.	VC, Registrar, DSA	2023-2028

	Develop material on sexual harassment that shall be shared on the website, social media platforms and in all places of accommodation.	VC, DSA	Registrar,	2023-2028
	Ensure that prohibition and zero tolerance against sexual harassment and GBV are clearly stated in all rules, regulations and codes of conduct of student societies.	VC, DSA	Registrar,	2023-2028
	Ensure that all students living off-campus are considered in all sexual harassment and GBV-related decisions, initiatives and guidelines.	VC, DSA	Registrar,	2023-2028
	Ensure that all landlords of off-campus accommodation are made aware of the institution's sexual harassment and GBV policies, as well as reporting and complaints systems.	VC, DSA	Registrar,	2023-2028
	Furnish all landlords with relevant contact details of the institution to use in cases of sexual harassment and GBV amongst and by their student-tenants.	VC, DSA	Registrar,	2023-2028
Raise awareness amongst staff on prevention of and zero tolerance against sexual harassment and GBV.	Raise awareness on and prevent cyber-harassment.	DVC, DSA, CITO		2023-2028
	Raise awareness of the meaning of cyber-harassment including the provisions of the Electronic Transactions and Cyber Security Act, 2016.	DVC, DSA, CITO		2023-2028
	Ensure that awareness comprises of simplified messaging in common languages.	Marketing and Communications Manager		2023-2028
	Ensure that all gender curricula include cyber-harassment.	DVC, DSA, CITO, DTLD		2023-2028

	Ensure that staff and the team designated to handle sexual harassment, are trained in cyber harassment to enable them deal with such cases.	DVC, Registrar, DSA, ED, CITO	2023-2028
	Ensure that regulatory framework for cyber-harassment is available.	VC, DVC, CITO	2023-2028
	Orient and consult university's ICT personnel in decisions to do with cyber-harassment.	DVC, CITO	2023-2028
Promote support and awareness for male victims of sexual harassment and GBV within the University community	Raise awareness on males being victims of sexual harassment and GBV.	Registrar, DSA	2023-2028
	Encourage holistic understanding of GBV, including power dynamics and deconstruction of gender stereotypes.	VC, DVC, Registrar, DSA	2023-2028
	Dispel myths about men not being victims of GBV through gender initiatives and programming.	VC, Registrar, DSA	2023-2028
	Support male students and staff by giving them safe spaces to talk about sexual harassment and GBV.	Registrar, DSA	2023-2028
	Raise awareness on positive masculinities.	VC, DVC, Registrar, DSA	2023-2028
	Support male students and staff in minority groups and encourage them to speak out against sexual harassment and GBV.	VC, DVC, Registrar, DSA	2023-2028
Enhance the safety and well-being of off-campus community	Safeguard students who live off-campus from sexual harassment and create a safe environment.	Registrar, DSA	2023-2028
	Foster relationships with local support services, counsellors, community rape crisis centres, and	Registrar, DSA	2023-2028

members, particularly students.	advocates- particularly those in areas where students live.		
	Institute one office within a team specifically designated to prevent sexual harassment, and that when it occurs, there is an effective complaints system in place to hold perpetrators accountable.	VC, Registrar, DSA	2023-2028
	Institute one office within a team specifically designated to prevent sexual harassment, and that when it occurs, there is an effective complaints system in place to hold perpetrators accountable.	VC, Registrar, DSA	2023-2028
	Review of off-campus accommodation by way of annual surveys and data will be collected from students, landlords, and community members.	Registrar, DSA	2023-2028
Combat and prevent instances of lecturers demanding sexual favours from students in exchange for grades.	Prevent sexual harassment by staff and ensure an effective reporting system in response to such complaints.	VC, DVC, Registrar, DSA	2023-2028
	Develop guidelines for student-staff relations that will explicitly prohibit sexual harassment related to teaching, learning, supervision and assessment.	VC, DVC, Registrar, DSA	2023-2028
	Ensure that every staff member joining the institution, must make a declaration that they have never committed a sexual offence including sexual harassment that will act as a way of checking one's history, and also showing the institution's	VC, DVC, Registrar	2023-2028

	commitment to safeguarding staff and students from sexual harassment.		
	Ensure that every staff member will have a responsibility to prevent sexual harassment and to report it when brought to their attention including through anonymous reporting.	VC, Registrar, DVC,	2023-2028
	Ensure that in a situation that the 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.	VC, Registrar, DVC, DSA, EDs	2023-2028
	Ensure that complaints forms are made be available to everyone, both in hard copy and soft copy.	DVC, Registrar	2023-2028
Policy Statement 5.2: Reporting and Responding to Cases of Sexual Harassment and GBV			
Objective	Strategy	Responsibility	Timeframe
Establish an effective and accessible informal and formal complaints system for reporting and responding to cases of sexual harassment and GBV.	Ensure that programming for prevention and response is survivor-centred and trauma-informed and that at all times, the complainant's right to dignity and privacy shall be respected.	VC, Registrar, DVC, DSA	2023-2028
	Develop mechanisms to ensure survivors of rape, sexual assault and any other criminal sexual offence immediately report the incident to the nearest police station and thereafter attend the nearest health facility.	VC, Registrar, DVC, DSA	2023-2028
	Set up a private place and box on campus for anonymous complaints in order to protect the complainant's identity.	Registrar, DSA	2023-2028

	Ensure complaints form is accessible either online through their portal or from the same place where the complaints box is.	Registrar, DSA, CITO	2023-2028
	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.	Registrar, DSA	2023-2028
	Establish a complaints committee to formally preside over sexual harassment matters and GBV.	VC, Registrar, DSA	2023-2028
	Develop rules and regulations to govern it and shall consist of staff, student representatives trained in sexual harassment management and if it involves an off campus student and the community, independent members of the community around the institution who are not members of staff will be involved in order to avoid the likelihood of bias.	The complainants' committee	2023-2028
	Provide for settlement of sexual harassment and GBV cases by informal mechanisms where the case is not of a criminal nature and the complaint prefers such informal settlement.	The complainants' committee	2023-2028
Policy Statement: 5.3 Protection and support survivors of sexual harassment and GBV			
Objective	Strategy	Responsibility	Timeframe
Provide comprehensive protection and support to survivors of sexual harassment and GBV	Ensure that victims are given adequate medical attention where physical violence has occurred including emergency contraceptives and post-exposure prophylaxis treatment as appropriate.	Registrar, DSA	2023-2028

upon reporting a case, ensuring their well-being and assistance from the institution.	Provide survivors with psychological support such as counselling.	Registrar, DSA	2023-2028
	Provide a safe house to temporarily accommodate students whose safety and well-being is at immediate risk.	Registrar, DSA	2023-2028
	Take swift action against perpetrators and ensure that they are no longer a risk to the victim's safety and well-being.	Registrar, DSA	2023-2028
	Suspend the perpetrator from the institution until the determination of the case.	Registrar, DSA	2023-2028
	Put in place a tracking mechanism to check in with survivors and ensure their safety.	Registrar, DSA	2023-2028
	Protect sexual harassment victims and witnesses from intimidation or threats of any kind.	Registrar, DSA	2023-2028
	Identify, in consultation with the employers' and workers' organisations 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.	Registrar, DSA	2023-2028
	Take all necessary measures to prevent the victimisation, intimidation or reprisal of victims and witnesses of sexual harassment.	Registrar, DSA	2023-2028
	Ensure that victims of violence and harassment in the world of work should have access to compensation in cases of psychosocial, physical or	Registrar, DSA	2023-2028

	any other injury or illness which results in incapacity to work.		
	Ensure that perpetrators of violence and harassment must also be punished but also offered appropriate rehabilitation services where appropriate to prevent reoccurrence.	Registrar, DSA	2023-2028
	Ensure that there are links with and details of referral systems closest to the institution.	Registrar, DSA	2023-2028

Appendix 2: Monitoring and Evaluation Plan

Policy Priority Area1: Gender Responsive Curriculum						
Outcome: Improved gender mainstreaming in curricula for all programmes.						
Objective	Output	Performance Indicator	Target	Baseline	Source of verifiable data	Assumptions
To implement affirmative action measures that promote equal enrolment and retention of students.	Increased number of females in male dominated programmes and vice versa.	Ratio of male and female students enrolled.	1:1		Enrolment statistics	Cooperation from admissions offices.
		Ratio of male and female students retained.	1:1		Retention statistics	Cooperation from student support services.

Establish a framework that guarantees the integration of gender-responsive curriculum design and structure across all programmes and materials.	Gender-responsive curriculum design and structure framework documented, approved, and implemented	Percentage of programs with gender-responsive curriculum.	50%		Evaluation reports	Faculty and staff members are adequately trained and supported to develop gender-responsive curriculum.
		Number of curriculum materials revised to incorporate gender-responsive content.			Evaluation reports	
Implement a gender-sensitive assessment approach to ensure fair evaluation of students' academic performance and potential, devoid of any gender bias or discrimination.	Improved evaluation of students' academic performance, using methods and criteria that mitigate gender bias.	Percentage of faculty members using gender-sensitive assessment methods and criteria.	50%		Reports	Faculty members are trained and supported in implementing gender-sensitive assessment methods.
		Number of assessment practices used that are free of gender bias or discrimination.			Assessment practice review reports	
		Average rating from feedback and satisfaction surveys regarding the fairness of assessments.			Student survey	
Establish comprehensive	Comprehensive institutional	Percentage of faculty and staff trained and			Training reports	Availability of funds for

institutional support mechanisms to facilitate the integration of gender-responsive elements within the curriculum and strive for gender parity and equality.	support mechanisms established to facilitate the integration of gender-responsive elements within the curriculum.	supported in gender-responsive curriculum integration.				training and support.
		Number of programs with successfully integrated gender-responsive elements in their curriculum.			Reports showcasing integration	
		Regular monitoring and reporting of gender parity and equality indicators, such as enrolment rates and retention rates.			Student enrolment and retention statistics	Ongoing monitoring and evaluation to track progress towards gender parity and equality.

Policy Priority Area 2: Gender and Student Welfare

Outcome: Creating an inclusive and supportive university environment with accessible accommodation, gender-neutral facilities, and comprehensive reproductive health support for all students.

Objective	Output	Performance Indicator	Target	Baseline	Source of verifiable data	Assumptions
Provide universally accessible, affordable, and	Improved provision of universally accessible,	Percentage of students with access to University-standard accommodation.	100%		University records and surveys	Sufficient funding for the establishment

secure University-standard accommodation and facilities, regardless of gender.	affordable, and secure University-standard accommodation and facilities.					and maintenance of University-standard accommodation.
		Affordability index of University accommodation compared to local market rates.	20% less		Local market data on accommodation prices	Collaboration with local housing providers to ensure affordable options.
		Security rating of University accommodation based on incidents of theft, assault, or unauthorised access.			Campus security reports and incident records	Implementation of security measures and protocols to maintain a secure environment.
Establish and maintain a parent-friendly environment in University campuses, ensuring the	Establishment of parent-friendly environment with available reproductive health facilities	Availability of nursing and breastfeeding space on each campuses.	1		University records and surveys	Availability of space and facilities.
		Number of reproductive health services provided on campus.			Records of reproductive health services	Collaboration with healthcare providers is

availability of reproductive health facilities to support students who become parents while pursuing their education.	for student parents.				provided on campus.	possible to offer reproductive health services on campus.
		Percentage of student parents who report satisfaction with the support provided by the University.	80%		User satisfaction surveys or feedback	Regular communication and feedback channels are established to ensure continuous improvement in supporting student parents.

Policy Priority Area 3: Gender and Staff Welfare

Outcome: Promotion of gender equality, inclusivity, and a safe work environment within the University.

Objective	Output	Performance Indicator	Target	Baseline	Source of verifiable data	Assumptions
Implement gender-responsive recruitment	Gender-responsive recruitment processes,	Percentage of women in leadership and governance positions within the University.	50%		Institutional records and reports	Availability of a clear framework for gender-

processes, promotion criteria, and other conditions of service in alignment with the Malawi Constitution and the MDGS 2, aiming to achieve equal participation of women and men at all levels of governance and the realisation of human rights.	promotion criteria, and conditions of service implemented in accordance with the Malawi Constitution and the MDGS 2.					responsive recruitment and promotion practices.
		Compliance level with gender-responsive promotion criteria and conditions of service.	100%		Recruitment reports, promotion criteria reports, and assessment of conditions of service	Continuous monitoring and evaluation are conducted to ensure compliance and address any gender disparities.
Provide institutional support to foster research, publication, and dissemination opportunities specifically for female academic staff members.	Increased institutional support provided to enhance research, publication, and dissemination opportunities for	Percentage of female academic staff involved in research projects and publications.	50%		Research project records and publication databases	
		Number of female academic staff sponsored to attend dissemination events or platforms to showcase their work.			Institutional records	Adequate resources and funding are allocated to support

	female academic staff members					female academic staff.
Establish gender-responsive facilities, implement redress mechanisms for cases of sexual abuse, harassment, and favouritism in work or benefits, and promote a friendly and safe work environment.	Gender-responsive facilities established, redress mechanisms implemented, and a friendly and safe work environment promoted.	Number of gender-responsive facilities or spaces created within each campus.	2		Documentation facilities or spaces created.	Adequate resources and support are allocated for the establishment of gender-responsive facilities.

		Percentage of staff satisfied with the work environment	80%		Staff satisfaction surveys	Open communication channels and a culture of reporting are promoted to ensure effective implementation of redress mechanisms.
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Policy Priority Area 4: Gender, Governance and Human Rights

Outcome: Promoting gender equality and inclusivity in decision-making and leadership, with increased women's representation, a gender-sensitive leadership code, and gender considerations integrated into policies, strategies, and budgets.

Objective	Output	Performance Indicator	Target	Baseline	Source of verifiable data	Assumptions
Promote increased women's participation at all decision-making levels, providing support for women in	Increased representation of women in decision-making and leadership positions.	Percentage of women in decision-making and leadership positions.	40%		Human resources records	Availability of qualified and competent women for decision-making and leadership positions.

governance and decision-making roles, and achieving a minimum representation of 40% females or males in leadership positions in alignment with the Malawi Constitution and the National Gender Policy.		Number of support programs and initiatives for women in governance and decision-making roles annually.	3		Reports and documentation on support programs	Adequate resources and funding for the implementation of support programs and initiatives.
		Percentage of decision-making bodies in the university that meet the minimum representation target.	80%		Reports	Support and commitment from relevant stakeholders to promote gender equality in decision-making.
Implement a leadership code that prioritises gender sensitivity.	Implementation of a leadership code prioritising gender sensitivity.	Develop and adopt a leadership code that prioritises gender sensitivity.	In less than 24 months		Records	Support and commitment from leadership and decision-making bodies to implement and enforce

						the leadership code.
		Achieve a compliance and adherence rate to the leadership code among leaders and decision-makers.	90%		Compliance reports and self-assessment surveys.	Willingness of leaders and decision-makers to embrace and uphold gender-sensitive principles.
Ensure gender-responsive leadership by incorporating gender considerations into policies, strategies, and budgets.	Integration of gender considerations into policies, strategies, and budgets.	Percentage of policies, strategies, and budgets that include gender considerations	80%		Documentation and records of policies, strategies, and budgets.	Awareness and understanding of the importance of gender considerations among Policy and decision-makers.
		Percentage of resources and budgetary provisions allocated for gender-responsive initiatives.	5%		Financial reports and budgetary allocations.	Availability of resources and support for gender-

						responsive initiatives.
Policy Priority Area 5: Sexual Harassment and Gender-Based Violence						
Outcome: Promote a safe and inclusive environment, free from sexual harassment and GBV, where staff and students are aware and protected, and survivors receive comprehensive assistance and support.						
Objective	Output	Performance Indicator	Target	Baseline	Source of verifiable data	Assumptions
Raise awareness amongst students and staff on prevention of and zero tolerance against sexual harassment and GBV.	Increased awareness amongst students and staff on the prevention of and zero tolerance against sexual harassment GBV.	Number of awareness campaigns and workshops conducted per academic year.	4		Documentation of conducted campaigns, workshops, and materials	Sufficient funding and resources are available for campaigns, workshops, and materials.
		Attendance/participation rate in campaigns and workshops.	70%		Attendance records and sign-in sheets	Support and cooperation from University administration and relevant departments.
		Number of educational materials developed and distributed per semester.	2		Distribution records	Availability of trained personnel or

						external experts to facilitate campaigns and workshops.
		Percentage increase in knowledge and understanding in pre- and post-awareness campaign surveys.	20%		Pre- and post-awareness campaign survey	Availability of appropriate channels for material distribution.
Promote support and awareness for male victims of sexual harassment and GBV within the University community.	Establish male-focused support groups, resources, and tailored awareness events/workshops for victims of sexual harassment and gender-based violence.	Number of support groups established annually.	1		Support group establishment records and participant lists.	Adequate resources and trained staff for supporting male victims.
		Participation rate of male victims in support groups.	50%		Attendance records and sign-in sheets	Maintaining confidentiality and privacy to encourage male victims to seek support.
		Number of awareness events/workshops organised annually.	2		Workshop records and	Adequate resources and trained staff

					participant lists	for supporting male victims.
Enhance the safety and well-being of off-campus community members, particularly students.	Improved safety measures and initiatives for the well-being of off-campus students.	Number of safety measures/initiatives implemented.	3		Documentation of safety measures	Adequate funding and resources allocated for safety measures/initiatives.
		Number of partnerships established with local authorities and organisations.	3		Records of partnership agreements	Collaboration and support from local authorities and organisations.
Combat and prevent instances of lecturers demanding sexual favours from students in exchange for grades.	Establish and enforce policies to prevent and address sexual harassment and gender-based violence, including conducting thorough investigations and taking	Number of policies and procedures developed and implemented.			Documentation of developed policies and procedures.	Strong commitment from University administration to address and prevent such instances.
		Compliance rate with the policies and procedures.	100%		Compliance monitoring and reporting.	

	appropriate action on reported cases.	Percentage of reported cases that are investigated	100%		Records of reported cases and investigation outcomes.	Confidentiality and protection for individuals reporting cases.
Establish an effective and accessible informal and formal complaints system for reporting and responding to cases of sexual harassment and GBV.	Establish an accessible complaints system and responsive procedures to effectively address and resolve reported incidents.	Completion and launch of the complaints system.			Documentation of the complaints system development and launch.	Sufficient resources and technical expertise for developing and implementing the complaints system.
		Percentage of received complaints addressed.	90%		Complaint logs and resolution records.	
		Satisfaction rate of complainants' resolution.	80%		Surveys and feedback from complainants.	
Provide comprehensive protection and support to	Implement a protocol for comprehensive support,	Number of survivors who receive support, protection, and assistance			Case records and documentation.	Adequate resources, trained staff, and facilities

survivors of sexual harassment and GBV upon reporting a case, ensuring their well-being and assistance from the institution.	protection, and assistance to survivors of sexual harassment and GBV, prioritising their well-being and conducting regular feedback assessments.	through the implemented protocol.				for providing comprehensive support.
		Percentage of survivors reporting improved well-being after receiving support and assistance.	15%		Pre- and post-support well-being surveys	Survivors feel comfortable and willing to provide feedback on their experiences.
		Percentage of survivors who express satisfaction with the level of support and assistance provided.	80%		Surveys	Clear and effective communication channels are established with survivors to facilitate feedback assessments.