



**Standard Guidelines on College Responses
to Sexual Harassment in Three Tertiary
Institutions**

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ABBREVIATIONS

HIV:	Human Immuno-deficiency Virus
ICPD:	International Conference on Population and Development
SAYWHAT:	Students And Youth Working on reproductive Health Action Team
SBCC:	Social and Behaviour Change Communication
SRH:	Sexual and Reproductive Health
STIs:	Sexually Transmitted Infections

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DEFINITION OF TERMS

An **Alleged Harasser/Perpetrator** is a person or a group of persons being accused of sexual harassment by any person or a group of persons (complainant), prior any investigations and conclusions. For the purposes of these guidelines, this will only refer to cases that follow the formal procedures.

For the purposes of these guidelines, a **Complainant** is a person or a group of persons who makes a charge against or accuse someone or others for being sexually harassed.

Gender refers to socially constructed women and men's roles and responsibilities, assigned to them the basis of different factors, such as age, religion, national, ethnic and social origin. It also refers to how people are perceived and expected to think and act as women and men because of the way in which society is organised, and not because of biological differences.

A **Harasser/Perpetrator** is a person or a group of persons, who, following investigations have been confirmed or proved to have sexually harassed a person or a group of persons. For the purposes of these guidelines, this will only refer to cases that follow the formal procedures.

Under these guidelines a **Policy** refers to a formal statement, written down, of the general goals and acceptable procedures of preventing, reporting and managing issues of sexual harassment at college level.

Reproductive health is the state of complete physical, mental and social well-being of an individual in all matters relating to the reproductive system and its processes and functions but not merely the absence of disease or infirmity. It also includes sexual health, the purpose of which is the enhancement of life and personal relations and not merely counselling and care related to reproduction and sexually transmitted diseases (*ICPD Program of Action, Paragraph 7.2*).

Sexuality is the total expression of who we are as human beings. It encompasses one's whole psychological development, that is, values, mental attitudes, physical appearances, beliefs, emotions, likes and dislikes, one's spiritual self and all the ways in which one has been socialized.

Sexual Harassment is an unwelcome, unwanted, usually repeated, sexually determined behaviour as physical contact and unreciprocated sexual advances, sexually coloured remarks, showing pornography and sexual demands, whether by words or actions. Such conduct can be humiliating and may constitute a health and safety problem; it is discriminatory when the woman has reasonable ground to believe that her objection would disadvantage her employment including recruitment and promotion, or when it creates a hostile working environment (*United Nations, General Recommendation 19 to the Convention on the Elimination of all Forms of Discrimination Against Women*).

A **Survivor** is the preferred term for a person who has lived through an incident of sexual harassment, following all procedures of investigating and managing the case.

CHAPTER ONE: INTRODUCTION

1.1 Background:

Literature has acknowledged that despite both national and international efforts to eliminate sexual harassment, there is no single and universally agreed definition of what constitutes the prohibited behaviorⁱ. However, various international instruments define sexual harassment broadly as a form of violence largely against women and as discriminatory treatment, while national laws focus more closely on the illegal conduct. Almost all definitions, however, are in agreement that the prohibited behavior is unwanted and causes harm to the victim or survivor. At the International level, the United Nations General Recommendation 19 to the Convention on the Elimination of all Forms of Discrimination Against Women defines sexual harassment as including: such unwelcome sexually determined behavior as physical contact and advances, sexually colored remarks, showing pornography and sexual demands, whether by words or actions.

Such conduct can be humiliating and may constitute a health and safety problem. Sexual harassment in the education sector of America is defined as an unwelcome behavior that interferes with student's ability to learn and participate in school or college activities whilst it can also affect the teachers or lecturers to teach and participate in teaching activitiesⁱⁱ. Sexual violence and harassment can in some instances lead to serious acts of sexual assault and even rape, which may result in unwanted pregnancies, sexually transmitted infections and HIV infection. Sensitivity to this complex issue has been recently heightened (Hadzibaba, 2001), yet according to Zindi (1994) there exists much confusion, even about what exactly constitutes sexual harassment, as well as about modalities appropriate for dealing with the problem (Osmond and Thorne, 2001)ⁱⁱⁱ. In Zimbabwe, the training colleges have also been cited as possible and logical places where people meet, fall in love and even marry, though consensual sexual interactions between students/learners and their lecturers has been noted to constitute sexual harassment because power differential creates a dynamic in which mutual consent is impossible^{iv}. However, despite this observation, colleges have found it difficult to measure it or define it as sexual harassment if there is no reporting and the relationship is following some marriage procedures outside the institution.

Notwithstanding all the law, literature and discussions on this issue, the lack of a universally and standard definition has limited the scope of prevention and management efforts towards these unwelcome behaviours. In the education sector, sexual harassment has proved costly primarily to the survivor(s), though it can also affect the environment at school for other learners, through creation of an atmosphere of fear and aggression. In situations or environments where sexual harassment is too high, learners have been affected through, though not limited to: a drop in self-esteem and confidence; emotional withdrawal, absenteeism and in some instances, under-achievement through loss of interest in school-work.

1.2 Sexual Harassment and the Legal Context:

In Zimbabwe, there is no legal and standard definition of sexual harassment. The new Constitution of Zimbabwe Amendment (No. 20) Act 2013 is still silent on sexual harassment, though it tries to address issues of sexual exploitation of children in Section 81.e^v. The Labour Amendment Act^{vi} has however tried to address issues of sexual harassment at the work place, provisions which may differ slightly in terms of their applicability to all scenarios that define sexual harassment at colleges. The Public Service Act through Public Service Regulations of 2000 contained in Statutory Instrument 1 of 2000 indicates that “improper, threatening, insubordinate or discourteous behaviour, including sexual harassment, during the course of duty towards any member of the public service or any member of the public” is an act of misconduct and therefore a chargeable offence. However, sexual harassment is again not explicitly defined by the Act and the regulations do not prescribe the procedures that one should take when sexually harassed.

The general procedures however state that, in cases of alleged sexual harassment, a disciplinary committee Chaired by the Head of Department, or whoever is delegated by the highest authority, conduct investigations though no time limit for the investigations is given. However on completion of the investigations and if it is found that an allegation of misconduct is preferred, the disciplinary authority shall inform the alleged perpetrator or harasser within a period of 7 days. A written response by the alleged perpetrator is expected within 14 days. Within 7 days from the expiry of 14 days the disciplinary committee then makes a report to the Head of Ministry. The Head of Ministry in turn writes back to the alleged harasser within 14 days the nature of the allegations and the position of the Ministry with regards to such allegations. In turn the disciplinary committee gives the alleged harasser no less than 7 days from receiving the communication from the Head of Ministry the date, venue and time of hearing the sexual harassment allegations. On conclusion of the hearing, the disciplinary committee decides whether one is guilty or not of the misconduct and if found guilty, depending with the gravity, one is either dismissed or fined.

It should be pointed out that in all the communications with the alleged harasser, the proper channels of communication as recommended by the public service still need to be followed, where necessary. In practice it is supposed to take 14 days from one hierarchy to another and back but in practice it can take months if not years^{vii}. Some tertiary colleges have therefore developed their own policies, procedures and/or code of conduct or ordinances to address issues of harassment. However, most of them are limited in scope and explicitness on sexual harassment. For example some sexual harassment procedures just define sexual harassment between learners only, thus limiting college responses on other forms of sexual harassment.

1.3 Rationale, Purpose and Application of the Guidelines:

Process for Development of these Guidelines:

The collaboration of the three teachers colleges (Harare Institute of Technology (HIT), Belvedere Technical Teachers Colleges (BTTC) and Morgan ZinTech College) and Students And Youth Working on Sexual and Reproductive Health Action Team (SAYWHAT) brought the development of these guidelines on sexual harassment. SAYWHAT is a student based civil society organization established in 2013 with a vision to ***“ensure a gender just nation with empowered, healthy and responsible students who enjoy their full reproductive health and rights in tertiary institutions”***. Since then a number of programmes that create platforms where tertiary institution students discuss their sexual and reproductive health challenges and responses have been implemented.

In October 2012, SAYWHAT conducted a mapping exercise to find the key SRH challenges faced by students in the three abovementioned colleges. The mapping exercise identified among other SRH challenges a high prevalence of Sexual Harassment (SH), Unplanned Pregnancies and Multiple Concurrent Partnership (MCPs). Upon rating the challenges, Sexual harassment was noted as the most prevalent that needed immediate intervention. As part of standardizing college responses on preventing and managing sexual harassment, the collaboration recommended the need for developing guidelines to provide an operating framework within the three colleges through a participatory and consultative process, that included: literature review, key informant interviews and focus group discussions. This process informed the identification of key manifestations/types of sexual harassment in colleges and an analysis of existing responses to sexual harassment.

Rationale, Purpose and Application of these Guidelines:

Literature in Zimbabwe has revealed that Sexual Harassment is also prevalent in teacher training and technical colleges, despite lack of statistics to determine the magnitude. A number of factors have been cited for underreporting sexual harassment in the training colleges, which include: fear of stigmatization; lack of confidentiality when handling cases; the bureaucratic and unfriendly reporting and management procedures, as specified under the Public Service procedures. Moreover, the procedures have limited their responses to management, at the expense of a preventive approach. Therefore, these guidelines on tertiary college responses to sexual harassment seek to provide and create systems for prevention, management and mitigation of the impact of sexual harassment in the three colleges. They also seek to create a friendly operating environment for implementing already existing college procedures and policies that impact on sexual harassment.

The primary utilization for these guidelines is: Harare Institute of Technology (HIT), Belvedere Technical Teachers Colleges (BTTC) and Morgan ZinTech College, though other tertiary colleges can also adapt them to suit their needs and operating environments. These Guidelines have therefore been developed to support colleges in responding to cases (both prevention and management) of sexual harassment. They set standard and minimum conditions and procedures for preventing, reporting and managing cases (support for survivors and disciplining of perpetrators) of sexual harassment. This will lead to the creation of a friendly, safe, learning, caring and enabling environment particularly for learners and lecturers.

For the purposes of these guidelines, the following have been identified as the key manifestations of sexual harassment between the following categories: **Learner to Learner; Learner to Lecturer and Lecturer to Learner**, verbally, non- verbally and physically. Though sexual harassment has been identified as mostly affecting learners and lecturers, the application of these guidelines also applies to other college staff members. Below is a list of some of the forms of sexual harassment that have been identified under these guidelines by form of conduct:

Verbal:

- Telling sexual jokes or stories;
- Asking about sexual fantasies, preferences or history;
- Asking personal questions about social or sexual life;
- Making sexual comments especially about a person's body, clothing or looks;
- Turning work discussions to sexual topics;
- Repeatedly asking out a person who is not interested;
- Making threats that will limit options only to sex;
- Telling lies or spreading rumours about a person's personal sex life.

Non Verbal:

- Looking a person up and down, especially focusing on the reproductive areas/parts;
- Putting unnecessary push/physical pressure especially at queues, with an intention of touching sexual organs;
- Giving sexually suggestive personal gifts;
- Displaying sexually suggestive visuals or playing sexually suggestive songs;
- Making sexual gestures with hands or through body movements;
- Making facial expressions such as winking, throwing kisses, or licking lips.

Physical:

- Hugging and kissing with an intention for sexual gratification;
- Touching the person's clothing, hair, or body;
- Touching or rubbing oneself sexually around another person;
- Standing close or brushing up against another person.

CHAPTER TWO: CREATING A FRIENDLY COLLEGE ENVIRONMENT

This section seeks to highlight the key strategies for creating a safe and an enabling environment for learners and lecturers. They will be classified under the following thematic areas:

- i. **Policy Context and Supporting Structures:**
- ii. **Prevention Activities:**
- iii. **Reporting Procedures for Sexual Harassment:**
- iv. **Managing Cases of Sexual Harassment:**
- v. **Supporting Survivors of Sexual Harassment:**

2.1: Policy Context and Supporting Structures:

In order to create a friendly and supportive environment for prevention and management of sexual harassment under these guidelines, colleges are required to improve the policy environment and create support structures for the implementation of the policies and in particular, these guidelines. Extensive consultations require the following:

- Colleges need to consider the development of explicit policies regarding prevention and management of sexual harassment, through a participatory and consultative process that equally recognizes the voice of the learners/students. The policies need to be aligned to the already existing codes of conduct, ordinances and the public service code of conduct and procedures in terms of managing issues of sexual harassment as well as integrated with already existing related health, HIV, sexual and reproductive health policies and initiatives. These policies will serve as strong commitment for colleges' readiness and commitment towards the cause. This will ensure a common understanding of the definition of sexual harassment; forms of harassment and positions or forms of action in cases of sexual harassment (regardless of the categories of perpetrators and survivors) among other things;
- These guidelines reinforce the reading out and dissemination of the public service code of conduct and the college policy documents to all learners and staff members through both the print and electronic formats. Opportunities for reading out and disseminating

these documents need to be varied and not limited to the following: during the orientation weeks for new learners; every opening of a term or semester; Principal or Chancellor's weekly addresses; when learners are ready to go for teaching practice or attachment and when learners come back from the teaching practice or attachment. Colleges need to cost and support the wide dissemination of these guidelines and the policy documents (*to be developed*) and ensure that each learner and staff member can have easy access of these guidelines and policies, for referral purposes;

- Through the implementation of the policies, colleges are required under these guidelines to have sustainable resource mobilization strategies for activities regarding the operationalization of the activities. These strategies need to be mainstreamed and integrated with already existing initiatives for supporting other college based health, HIV, sexual and reproductive health for efficient, effective and meaningful utilization of resources and maximization of results;
- There is need to develop relevant **disciplinary committees** and allocation of focal persons and departments to coordinate the responses or interventions on preventing and managing sexual harassment. These guidelines recommend such systems to recognize the following offices and departments as possible composition for disciplinary committees/structures for sexual harassment initiatives:
 - Principal or Chancellor's Office;
 - Vice Principal or Vice Chancellor's Office;
 - Deans of Students;
 - Life Skills and HIV & AIDS Departments;
 - Guidance and Counseling Departments;
 - College Chaplin;
 - Student Representative Council;
 - Students' Affairs Departments
 - Sub – Wardens and Wardens.

2.2: Preventive Activities:

The operationalization of these guidelines requires colleges to adopt both a preventive and curative approach towards the creation of a safe and enabling environment. Literature acknowledges that the most effective weapon against sexual harassment is prevention. Therefore, these guidelines recommend colleges to devise a number of preventive responses, through a multisectoral and evidence based approach.

These guidelines recognize that the primary responsibility of preventing sexual harassment rests on the colleges. Colleges are responsible for providing their employees and learners, a learning environment that does not discriminate and is free of any form of harassment, including sexual harassment. Therefore, colleges need to take steps to prevent and deal with sexual harassment. The following are the key preventive measures:

- Most successful preventive strategies and plans on sexual harassment require the involvement of all those concerned and a clear statement of intent (*written policy statements*). The statement of intent need to reflect a real commitment from all parties concerned to recognize the importance of the fight against sexual harassment at the colleges. Therefore, in order to devise appropriate interventions or responses for preventing sexual harassment, the coordinating structures, through the overall guidance of the Principal and Chancellors need to conduct college based assessments to ascertain the most prevalent forms of sexual harassment, the predisposing factors and relevant strategies for responding;
 - *Anti-sexual harassment policies seek to define sexual harassment, communicates to all college staff and learners that harassment will not be tolerated, set out how lecturers and learners should respond to incidents of sexual harassment: how, where & with whom to file a complaint, what will happen during the investigative process and how final determinations will be made; the time frames that will generally apply to investigations, possible penalties, and how to file an appeal. They also set forth a detailed mechanism by which survivors may pursue other legal remedies when sexual harassment occur^{viii}.*
- Despite the need for all colleges to conduct assessments, these guidelines seek to provide a minimum package of gender responsive activities/initiatives that need to be conducted to prevent sexual harassment in all colleges. Some of the key activities are as follows:
 - Printing and disseminating these guidelines and policy documents. These will need to be complemented by production and distribution of Social and Behavior Change Communication (SBCC) materials that specifically address issues of sexual harassment and other related sexuality issues affecting the colleges. The packaging and dissemination of these SBCC packages and materials need to be

friendly (including packages that meet the visually impaired) and technologically appropriate;

- Development of anti-sexual harassment policies on its own is not adequate unless anti-harassment training for all staff and learners is conducted to assist in preventing harassment and support individuals who are being harassed to come forward and ensure that the problem is addressed quickly and effectively. Therefore under these guidelines, there is need for colleges to consider training and supporting peer educators for both learners and lectures on leadership, Sexual and Reproductive Health and Rights (SRHR) and the laws that prohibit sexual harassment, through a life skills approach. The minimum peer educator – client ratios are being recommended to range between 1: 5 to 1:10. These guidelines already appreciate that colleges already have some peer educators implementing the life skills and HIV & AIDS lessons for learners and lecturers, especially during the orientation weeks for first year students as well as capacity building initiatives for lecturers from health related departments. However, colleges need to expand lessons and initiatives on sexual and reproductive health and rights, including life skills and sexual harassment to other non – health departments;
- Though capacity building and sensitisation initiatives on sexual harassment may vary from college to college, the following is the minimum content for the trainings: the definition, magnitude and scope of sexual harassment; predisposing factors for sexual harassment; policy issues regarding sexual harassment; strategies for preventing the different forms of sexual harassment; appropriate action for reporting and managing sexual harassment; support systems/structures for managing sexual harassment and roles and responsibilities of different stakeholders (including learners and lecturers) in preventing and managing sexual harassment;
- Colleges need to integrate prevention of sexual harassment initiatives with other gender and sexual and reproductive health, human rights and HIV & AIDS initiatives at the colleges for efficient and effective use of resources, whilst maximizing the results and benefits.

Specific Responsibilities:

Though these guidelines recognize that it is everyone's responsibility to contribute towards prevention of sexual harassment, the management and leadership of colleges need to address the following as part of their responsibilities in preventing sexual harassment:

- Colleges need to develop explicit anti-sexual harassment policies through a participatory and evidence based approach that will recognize the views of the learners and lecturers and assess the levels and background factors surrounding all forms of sexual harassment at college level. These guidelines recommend the packaging of these policies and guidelines to be friendly to all their intended audience, both in terms of language and technology (e.g. use of ICTs). The policies also need to designate the appropriate offices to enforce adherence of learners and lecturers to the college specific measures or ethics such as dress code;
- Communicate the policy to all lecturers and learners;
- Ensure that anti-sexual harassment activities are part of the master plan for the college and an integrated and sustainable funding mechanism has been established;
- Clarify and reinforce the roles and responsibilities of the lecturers and learners in creating a harassment-free college environment;
- Ensure that all staff, lecturers and learners understand the policy and procedures for dealing with sexual harassment through continuous training, information and education; Every learner, lecturer and college staff need to have a copy of the policy and complaint procedures, and/or a brochure that summaries the policy provisions;
- Colleges need to make sure the policy applies to everyone, including the senior management;
- Establish proper structures that will promptly investigate and deal (including disciplining of perpetrators appropriately) with all complaints of sexual harassment, in a confidential, professional and sensitive manner;
- Set structures and provide protection and support for the lecturers and learners who are prone to sexual harassment;
- Colleges need to continuously monitor and revise the policy and education/information programs on a regular basis to ensure they are kept relevant, appropriate and effective.

Adding to the colleges' responsibility to provide an enabling atmosphere, learners and lecturers also need to assume an active role in the prevention of sexual harassment, apart from participating in the development process for the college policies. Learners and lecturers at individual levels need to commit to do the following:

Understand: the need to obtain and become familiar with the college's policy on sexual harassment; examine one's feelings, attitudes, and behaviors in relation to sexual harassment and see that behavior corresponds with the expectations and behavioral requirements of the college's sexual harassment policy.

Observe: the need to be aware and conscious of engaging in potential sexual-harassment behaviors or incidents at college; be sensitive to individuals who may be offended by the verbal and non-verbal behavior of others; be aware of subtle forms of sexual harassment; watch for and discourage sexual behaviors that negatively affect learning.

Examine: the need to pay attention to the response of others in order to avoid unintentional offense; not assume that their peers enjoy or want to hear sexually oriented comments about their appearance, or be touched, stared at, flirted with, or propositioned for dates or sexual favors; examine their behaviors, gestures, and comments (for example: asking themselves "*Could I unknowingly be encouraging sexual interplay by the way I interact or communicate?*"; not to take sexual harassment lightly.

Confront: if possible, confront the sexual harasser immediately; if possible, tell the harasser/perpetrator that the behavior affects you negatively and has the potential of negatively affecting your learning or lecturing; if possible, tell the harasser what behaviors (*gestures, physical or verbal*) behaviors you find offensive.

If one thinks/he is being sexually harassed by an individual or a group, s/he is not supposed to accept it as a joke. S/he needs not to encourage the alleged harasser/perpetrator by smiling, laughing at his/her behavior, or flirting back. Rather, show the alleged harasser that you s/he does not enjoy and not want this type of behavior.

Resolve: to seek confidential advice to develop your personal resolution strategy; depending on college procedures, consider writing a letter to the harasser/perpetrator and keep a copy for yourself; document all the incidents of sexual harassment (but be detailed, precise about date, time, location, and person/persons involved and consider giving the report or letter to a higher figure/authority to deliver to the perpetrator so he/she takes it seriously.

Support: if they know someone who is being harassed, they need to give him or her support and encourage the survivor to talk about it and to take immediate action to stop it; if they actually see or hear an incident of sexual harassment or are subjected to an offensive environment, they can also take the appropriate steps to resolve the harassment or co-file with the complainant; when a survivor files a complaint, if possible, support him or her throughout the complaint process.

2.3: Reporting Procedures for Sexual Harassment:

The development process for these guidelines established that one of the main obstacles to understanding the true prevalence of sexual harassment and to combating the problem is the low incidence of reporting of these cases. Literature has shown that even in countries like Zimbabwe, where sexual harassment is a legally recognized issue, it is well known that most survivors do not speak out due to various reasons. Consultations that led to the development of these guidelines identified the following as some of the key reasons for underreporting of sexual harassment in colleges:

- Women survivors often believe that no one will do anything about the problem, especially if it's verbal and attached to their body and dressing;
- If women are sexually harassed at the colleges and the leadership does not speak out against that harassment, does not institute procedures for reporting harassment, or does not act quickly on reports of harassment, most survivors will be discouraged from acting;
- Women generally fear that if they report sexual harassment, they will be blamed for "inviting" the rape or harassment by their dress;
- Women often do not want to hurt the harasser. This reason derives partly from the traditional saying "*men will always be men,*" which is used as an excuse for inappropriate behavior by males. Girls are taught to keep silent and to overlook bad behavior by boys;
- Men (both lecturers and learners) found it difficult to report sexual harassment due to the general belief that men can't be sexually harassed by women.

These guidelines therefore seek to provide a general framework for reporting of cases of sexual harassment, which will need to be aligned with the Colleges' policy statements. The procedures for reporting sexual harassment should be clear and explicit and include names, titles, and contact information. They should state when and where to report an incident, file a complaint, or press a charge. The procedures need to encourage complainants to report the incident to campus authorities and to off-campus police, and should generally indicate what each approach entails and what purpose the reporting will serve. The policies will need to include an official statement prohibiting retaliation against individuals who report incidents of sexual harassment and specify the disciplinary actions that will follow threats and attempts to retaliate. Colleges may need to consider a number of approaches to encourage and stimulate reporting, such as: providing for direct reporting by name, confidential reporting and anonymous reporting, and where possible, provide for third-party and informal reporting and management of cases.

Ideally, a single official or office need to be charged or responsible with overseeing and coordinating the many responsibilities associated with allegations of sexual harassment, for example: the Principal/Chancellor and Vice Principal/Chancellor's Offices or Dean of Students' departments and the Life Skills and HIV & AIDS Education Departments. However, these guidelines recommend colleges to determine a coordinating office or individual with appropriate

experience, established authority, and adequate resources. However, it has to be highlighted that complainants need to have a number of well publicized options for reporting purposes. Such duties would include responding to incident reports, coordinating communication and record keeping among offices and agencies, disseminating information to the college campus through materials and training sessions, ensuring that the survivors receives whatever immediate care and follow-up that are needed, establishing procedures for classifying and counting incidents, and filing reports that are as comprehensive and accurate as possible.

It is the responsibility of a complainant of sexual harassment cases that occur outside the college premises and college business between college members as soon as s/he enters the college. However, depending on the severity of the cases, reporting with police and seeking of health services may be necessary as soon as possible, then reporting with the college structures will be done at the first point of contact with the college environment.

For the purposes of facilitating effective reporting, the name and contact information for the individual and office should be widely publicized through a number of channels such as brochures, posters and social media.

2.4: Managing Cases of Sexual Harassment:

These guidelines acknowledge that the Principals or Chancellors of colleges holds the ultimate accountability and responsibility for an enabling environment for preventing, reporting and managing cases of sexual harassment. However, it remains their responsibility to designate a focal person or department (preferably the Life Skills and HIV & AIDS Education and Dean of Students' departments) to coordinate all the college responses, establish and chair the disciplinary committee. However, to ensure fairness, these guidelines recommend that the coordinating office need to ensure that the person conducting investigations should not be someone who works closely with or would be otherwise biased against any of the persons involved (complainant and alleged harasser). It is however, the Principal/Chancellor's responsibility to periodically consult the lecturers and learners on their perception regarding the nominated offices for managing sexual harassment cases.

The following procedures are recommended in managing cases of sexual harassment:

ACTIVITY	INTERVENTIONS
A: INFORMAL APPROACH	<p>Where possible, the complainant should ask the alleged perpetrator to stop the harassment but in instances where the complainant is not comfortable doing so, it is his/her responsibility to immediately report to a designated or trusted focal point established in line with the reporting procedures established.</p> <p>In the event that an undesignated office has been the first point of call, it may</p>

	<p>consider to resolve the matter informally with the alleged perpetrator, in consultation with the at least one of the designated focal points and feedback is supposed to be given to the complainant within a period not exceeding seven days.</p>
<p>B: FORMAL APPROACH</p>	<p>In the event that a complainant had adopted an informal approach but is not satisfied with the outcome, or the harassment has not stopped, the complainant is free to approach in writing, a formally designated office or focal point under these guidelines. Below are the levels of intervention that may be considered and followed:</p>
<p>(i) First Level Intervention:</p> <p>Depending on the channel of reporting conducted by the complainant, the designated office need to acknowledge receipt of the complaint and begin the investigations without any delay in a confidential and professional manner. However, investigations need to commence after notifying the alleged perpetrator about the matter and procedures being followed.</p> <p>The investigating team needs to provide feedback to both the complainant and the alleged perpetrator about the outcome of the investigation, within a period of seven days. A detailed report of the incident, how it was handled and recommended way forward needs to be prepared, filed and presented to the highest authority responsible for managing sexual harassments issues within a period not exceeding seven days from the last day the investigations are completed.</p> <p>NB:</p> <ol style="list-style-type: none"> a) The Principals and Vice Chancellors' offices shall remain the highest offices in these matters and to also determine based on the report, whether or not, to follow the Public Service Regulations, highlighted in section 1.2 of these guidelines, following recommendations from the disciplinary committee. b) A complainant or alleged perpetrator has the right to appeal if there is need. c) Each case needs to be treated with confidentiality (including during investigations and protection of reports, correspondence and files). d) Each case also needs to be considered according to its severity; for example: Caution need to be exercised especially in severe cases of sexual harassment such as sexual assault and rape, which are criminal offences. These instances will require the Principal or Chancellor to directly report to the Zimbabwe Republic Police's Victim Friendly Unit, without further investigations. In these severe cases, the Principal need to advise the survivor on protecting of evidence of the assault, counsel and support the survivor to access post exposure prophylaxis for HIV and emergency contraception for female survivors. e) A complainant is responsible for immediate reporting to the police and health facilities directly, on severe cases that may have occurred between college mates outside the college premises and business, then report to college structures on the first point of entry. 	

(ii) Second Level Intervention:	
As indicated above, the severity of the case determines the level of intervention by a college. Below are possible procedures or corrective measures that may be considered for some examples of minor cases, in line with the Public Service Code of Conduct:	
Offence	Suggested or Possible Corrective Measures and Procedures
Minor cases of sexual harassment	<ul style="list-style-type: none"> • The alleged perpetrator is informed in writing of the alleged offence; • The incident is confidentially investigated by the designated office, <i>preferably by at least two designated officers</i>; • Feedback is given to the complainant and alleged perpetrator; • A written warning is issued and is recorded; • Informed by the investigations, counseling for both the perpetrator and survivor may be needed.
Serious incidents of sexual harassment	<ul style="list-style-type: none"> • Alleged harasser is informed in writing of the alleged offence; • The appropriate authority need to inform and engage other relevant authorities for further investigations and management; • The application of the public service code of conduct need to be considered; • When a decision has been reached and communicated to the perpetrator and survivor, a copy of the report or letter outlining the decision need to be filed in personal files.

2.5: Supporting Survivors and Perpetrators of Sexual Harassment:

Supporting of survivors and perpetrators of sexual harassment is very critical in the management process. Under these guidelines, the colleges need to establish or strengthen existing structures within the colleges for support services, including counseling and referral. Instead of creating other systems and structures for supporting survivors and perpetrators, these guidelines recommends lecturers of Guidance and Counseling/Health and Life Skills lecturers to take a lead in coordinating support systems for survivors of sexual harassment with strong collaboration with the Principal's office and the Dean of Students' department. The Guidance and Counseling Lecturers/Health and Life Skills lecturers can also consider referring to peer educators, for further support.

Provision of support and rehabilitation of survivors and perpetrators of sexual harassment also require a multisectoral approach that will rely on participation of the learners, lecturers, heads of departments and the college leadership as well as other external organisations that provide services on sexual and gender based violence. These organisations may include the police, non-governmental organisations, health facilities and support groups. Therefore, these guidelines recommend the need for colleges to create systems for networking and collaboration

as well as maintaining a directory of organisations and institutions that provide support to survivors and perpetrators of sexual violence. This directory will need to be publicized to both the learners and lecturers, to facilitate referrals.

CHAPTER THREE: MONITORING, EVALUATION AND REPORTING:

At the time of developing these guidelines, colleges had no proper systems for defining, monitoring and evaluating college initiatives targeted at preventing and managing sexual harassment. A gender responsive monitoring, evaluation and reporting framework for sexual harassment initiatives will need to be developed through a participatory and multisectoral process, at college level, through the coordinating office. The monitoring and evaluation framework will clearly outline the approaches towards tracking results of sexual harassment initiatives, the roles and responsibilities of stakeholders, the time frames and the types of evaluations to be conducted periodically at college level, to ascertain the benefits and results of the initiatives. This will go a long way in promoting evidence based programming on sexual harassment, including tracking the effectiveness of these guidelines.

Under these guidelines, the following are some of the key indicators that will need to set the tone for the baseline surveys, monitoring, evaluation and reporting of sexual harassment initiatives at College level:

- Number of policy documents printed and distributed per year;
- Number of copies of the guidelines distributed per year;
- Number of policy statements given by the Principals and Chancellors per year;
- Number of active trained peer educators;
- Number of sessions held on sexual harassment per year;
- Number of social and behavior change communication materials produced and distributed by type and mode of distribution;
- Number of cases of sexual harassment reported by category per year;
- Number of cases of sexual harassment withdrawn by complainants per year;
- Number of male and female complainants who are still interacting with their alleged perpetrators per year;
- Number of referrals conducted for survivors of sexual harassment per year;
- Number of survivors and perpetrators counseled by category per year.
- Lessons learned.

The reports generated annually from an analysis of the indicators will need to be stored, shared and widely disseminated by the coordinating office through the Principals and Chancellors. The reports will need to highlight successes, failures, gaps, challenges, good practices, lessons learned and recommendations. The presentation of these reports will need to be commissioned by the Principals and Vice Chancellors for the respective colleges to implement these guidelines.

ENDNOTES

ⁱ <http://www1.umn.edu/humanrts/svaw/harassment/explore/1whatis.htm>;

ⁱⁱ Free Encyclopaedia (2013) Sexual Harassment in the Education Sector in the United States;

ⁱⁱⁱ Katsande. J. (2008) Management of Sexual Harassment Against Female Trainee Teachers: A Study in Teachers Training Colleges in Harare, Zimbabwe;

^{iv} Ibid;

^v Constitution of Zimbabwe Amendment (No. 20) Act 2013;

^{vi} Labour Amendment Act, 2005;

^{vii} Katsande. J. (2008) Management of Sexual Harassment Against Female Trainee Teachers: A Study in Teachers Training Colleges in Harare, Zimbabwe;

^{viii} America's National Women's Law Center, October 2007: www.nwlc.org