

POLICY BRIEF

Women Leadership and Higher Education in Pakistan

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Policy Brief

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"I have always maintained that no nation can ever be worthy of its existence that cannot take its women along with the men. No struggle can ever succeed without women participating side by side with men."

Quaid-i-Azam's speech at Islamia College for Women (March 25, 1940)

SUMMARY

A radical change is occurring in Higher Education Institutions (HEIs) of Pakistan. Never before in its history, was the ratio of women enrolment as higher as now. This trend is still on gradual rise. According to statistics collected at the end 2010, the over-all number of female students amounted to 47% in 64 public universities of Pakistan. However the girls were slightly more in general education universities with ratios of 51 percent against 49 percent for boys. They were also leading enrolments in medicine, education and distant learning categories. Their presence showed positive indications in the Punjab province and Federal areas when it came to regions. Furthermore, compared with 2002 trends, when higher education really got boosted by heavy investment and policy priority, the massive enrolment of girls is an emerging reality of Pakistani HEIs. It is estimated that in future cohorts this pattern will raise more if we take enrolment statistics of degree colleges (classes XI-XIV) into consideration. There were 60.8 percent girls studying at this level as against 39.20 percent for boys.¹ It is a clear majority forming critical mass on Pakistani campuses and future professional make-up of Pakistan.

These demographic developments require serious attention of HEI administration and policy makers to adopt matching administrative measures and gender balancing approaches to higher education in Pakistan.

Despite increased enrolment, women can hardly compete in leadership positions and employment on campuses. The environment is further restricted due to sexual harassment against them and absence of an implementation infrastructure to curb it.

¹ Government of Pakistan, Ministry of Education. "Pakistan Education Statistics 2007-08".

This document was compiled within the frame work of the project “Youth for Women Leadership on Campuses.” Bargad is implementing the captioned project under Gender Equity Program (GEP) of Aurat Foundation (AF), by the support of the American People through the United States Agency for International Development (USAID) in 10 public universities of Pakistan.

This policy brief would provide a better understanding of issues facing women in higher education. Here we require influencing higher education and university authorities in Pakistan for adoption of gender perspectives on campuses. The aim is to build a case for improving leadership and employment opportunities, facilities, budgeting, quality standards, curriculum and policies. It would also present empirical data that will inform all stake holders, especially the academia and gender practitioners, on the importance to work on gender perspectives in the higher education sector. Moreover, it seeks to support the implementation of Higher Education Commission (HEC) “Policy Guidelines against Sexual Harassment” (2011) on campuses.

This policy brief is informed by indepth literature and desk review and extensive field experience of Bargad. It also benefited from other activities of the on-going project “Youth for Women Leadership on Campuses”, i.e a baseline survey, gender profiling of 10 selected universities, curricula on youth for women leadership on campuses and input of participating faculty members of the Training of Trainers (TOT) Workshop on Campuses for All: Gender and Higher Education in Pakistan. We also owe our gratitude to those experts who reviewed its first draft: they include Ms. Neelam Hussain Director Simorgh, Dr. Raana Malik Director Gender Studies Department University of the Punjab Lahore, Dr. Azra Asghar Ali Chairperson Department of Pakistan Studies & Gender Studies Bahauddin Zakariya University Multan, Prof. Dr. Razia Musarrat Dean Islamia University Bahawalpur and Dr. Yasmin Roofi Assistant Professor Islamia University Bahawalpur.

WHY TO ADDRESS THE ISSUES OF WOMEN-IN-HIGHER EDUCATION?

Gender equality in employment and leadership opportunities, facilities, budgeting, quality standards, curriculum and policies of higher education has a direct bearing upon both national development and families. In Pakistan, the increased number of female students on campuses demands equality as never before. The questions of making ways for women leadership have also come up alongwith the new demographic realities of the campuses. At present the ratio of women as Deans and Head of Departments (HODs) is negligible. The case of Islamia University Bahawalpur duly represents situation of women leadership on campuses; in that, 43% female students are enrolled as against NO female Dean there.

Gender-wise Enrollment in Public Universities (2009)

Enrollment Province/Region-wise (in percentage)			By Disciplinary Nature of the Institution (in percentage)		
Province/ Region	Male	Female	Nature of Studies	Male	Female
AJK	69%	31%	Agriculture	76%	24%
Balochistan	71%	29%	Business & Management	74%	26%
Federal	49%	51%	Distant Learning	45%	55%
Gilgit Baltistan	63%	37%	Economics	58%	42%
Khyber Pukhtunkhwa	72%	28%	Education	26%	74%
Punjab	52%	48%	Engineering	84%	16%
Sindh	63%	37%	General Education	55%	45%
Grand Total (PK)		53%	47%	Grand Total:	
Enrollment in General Education Universities (in percentage)					
Name of University	Male	Female	Name of University	Male	Female
Air University, Islamabad	84%	16%	Lahore College for Women University, Lahore	0%	100%
Allama Iqbal Open University, Islamabad	40%	60%	National Defence University, Islamabad	68%	32%
Bahauddin Zakariya University, Multan	55%	45%	National University of Modern Languages, Islamabad	64%	36%
Bahria University Islamabad	59%	41%	Quaid-i-Azam University, Islamabad	55%	45%
Fatima Jinnah Women University, Rawalpindi	0%	100%	Sadar Bahadur Khan University, Quetta	0%	100%
Federal Urdu University of Arts, Sciences and Technology, Islamabad	67%	33%	Shah Abdul Latif University, Khairpur	82%	18%
Frontier Women University, Peshawar	1%	99%	University of Azad Jammu & Kashmir	69%	31%
Gomal University, D.I.Khan	77%	23%	University of Balochistan, Quetta	76%	24%
Government College University, Faisalabad	50%	50%	University of Gujrat, Gujrat	31%	69%
Government College University, Lahore	56%	44%	University of Karachi, Karachi	35%	65%
Hazara University, Dhodial, Mansehra	73%	27%	University of Malakand, Chakdara, Dir	83%	17%
International Islamic University, Islamabad	56%	44%	University of Peshawar, Peshawar	56%	44%
Islamia College University Peshawar	80%	20%	University of Sargodha, Sargodha	51%	49%
Islamia University, Bahawalpur	55%	45%	University of Sindh, Jamshoro	72%	28%
Karakorum International University, Gilgit	63%	37%	University of South Asia, Lahore	50%	50%
Kinnaird College for Women, Lahore	0%	100%	University of the Punjab, Lahore	55%	45%
			Virtual University	82%	18%
Grand Total:				49%	51%

Gender profiling of 10 public universities reveals that the number of female HODs is only 06 out of 37.² Likewise, the same survey informs that in the University of Sindh with 250 women faculty members there is no day care facility, separate transport or female doctor for female students and the faculty members.

This telling situation is in contrast to the potential of female education for the country. According to the World Bank the returns to literacy for women are more than (06) six times as high as those for men in wage employment and about (03) three times as high in self-employment. The proportion of women with 10 or more years of education has also risen over time, suggesting a larger number of women can take advantage of the labor market benefits of education.³ Furthermore especially the presence of women in higher education directly correlates with future make-up of the professional and middle classes in the country – an investment that has quick results within a span of 5 to 10 years. Equity measures, such as a quota of 10% for women in all government employment,⁴ would further boost the confidence of women to enter into professions. The progress on filling this quota, especially in senior categories, is uneven and varies across regions. However, in the formal sector, some well-educated women are gradually moving into responsible positions in banks and other private sector offices.⁵

THE CHANGING FACE OF PAKISTANI CAMPUSES AND DEMOGRAPHY

Data reveals that the gender gap in enrolment of higher education institutions is diminishing and even in some disciplines, female enrolment has superseded male enrolment. The below tables will show the reduction in gender gap of enrolment in the period from 2001-2009. The enrolment figures indicate that female enrolment has increased more than 250% from 128066 in 2002-03 to 356233 in 2008-09 in all degree levels including Bachelor, Master, M.phil, Ph.D & PGD. This increased enrolment is owed to increased investment on higher education and creation of new HEIs. The new institutions in regional centres and close to homes have really stimulated confidence within parents to send their girls to the campuses. Other key highlights are:

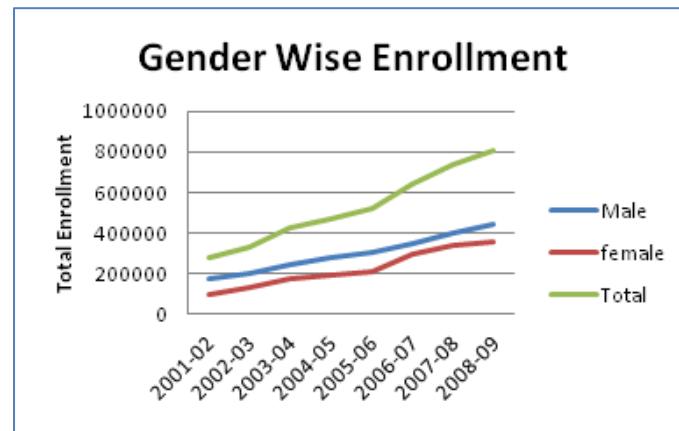
² Bargad conducted the gender profiling of 10 universities in 2012.

³ Tembon, Mercy and Fort, Lucia (EDTs). "Girls Education in the 21st Century-Gender Equality, Empowerment and Economic Growth", World Bank: Washington, 2008, p.83.

⁴ This allocation has been done by the Federal Government. However, the Punjab Government has announced to raise this quota to 15 percent in June 2012.

⁵ Asian Development Bank. "Country Partnership Strategy (2009-2013, Pakistan", May 2009.

- The number of universities and degree awarding institutions (DAIs) increased to 71 in 2008-09 from 41 in 2001-02.
- The number of women universities & DAIs increased to 5 in the same period from 2 in public sector.
- Federal and Punjab areas have taken lead in women enrolment with ratios of 51% and 48%. These figures amount to 37%, 31%, 29% and 28% for Sindh and Gilgit/Baltistan, AJK, Balochistan and KP respectively.
- In nature of studies, the girls outnumber boys in medicine and general education with enrolment ratios of 57% and 51% respectively. They had also surpassed boys in the categories of education and distant learning.



GENDER GAP ON PAKISTANI CAMPUSES

Leadership and employment gap

Despite the changing enrolment patterns, higher education institutions are governed by male chauvinist mindsets and repress women to realize their due potential in ordinary campus lives and leadership opportunities.

WOMEN IN LEADERSHIP POSITIONS IN 10 SELECTED UNIVERSITIES		
Employment Categories	Total Appointments	Women Office-bearers
Faculty Deans	56	05
Head of Departments	329	56
Faculty Members	3574	959

In its survey of gender profiling of 10 selected universities, Bargad found interesting facts about women employment in these institutions. Even though the allocation of female quota dates back to 2002 and has also been endorsed by the University Charters, it has been hardly observed in institutions like the Bahauddin Zakria University, Gomal University and The University of Punjab. Only once a woman was appointed at the post of Director of Student

Affairs in the history of The University of Punjab, the biggest university of Pakistan. Number of women working on key administrative positions i.e. Registrar, Controller Examination etc are only 07 from all 10 universities. Not a single university has ever had initiated a women leadership program at their respective campus. No woman is at the moment working on the posts of registrar, director student affairs and controller examination in any public university of Pakistan. Ms. Naeelam Khan is an exceptional case from Gomal University, D.I Khan who is working at the post of provost.

In another representative survey of 19 universities from all four provinces,⁶ date showed that only 5% universities applied a minimum gender quota for selecting teachers. 95% universities do not apply minimum gender quota for selection of teachers which may prove as a hurdle for women teachers to get jobs.

Gender equality/equity

Higher education employment and leadership opportunities, facilities, budgeting, quality standards, curriculum and policies have never been on equitable grounds in gender terms in Pakistan. Increase in women enrolment alone won't meet needs of national development agenda. The roles and responsibilities of university and higher education authorities, deans, faculty, and other administrators increases with the need to engage in some serious strategic planning to project manageable goals, not only from the institution's viewpoint, but also from the perspective of providing access and opportunity to this emerging group of campus community. These are just some of the questions that institutions might need to address:

- Are there any curricular changes that should be considered?
- Is our faculty prepared to equally treat boys and girls?
- Has the campus (particularly its faculty and administrators) systemically planned to introduce equal opportunity in future student bodies and forums?
- Does the institution want to intentionally target new groups (female students) or will it simply adapt to changes as they occur?
- Has the gender specific issues mapped out on the campus?
- What are the financial resources allocations (including financial aid) necessary to meet the institution's enrolment goals?

While considering the above questions, one must keep existing condition in view. Gender profiling of 10 selected universities highlight that:

⁶ Bargad. "National Survey on Student Issues", 2009 (Unpublished).

- Despite that Sardar Bahadur Khan University has 100% female population, there never had been any women leadership focusing programme in the university and no career counseling/job placement cell existed.
- Islamia University Bahawalpur with a female population of students of 43% has no women leadership training programme. Although they have a functional and women represented harassment cell, but they provide no facility of separate transport to their female faculty members nor have any day care center facility within the campus for over 150 female faculty staff.
- University of Sindh and Islamia College University Peshawar have no female doctor in the dispensary despite having female student enrolment of 23% and 9% respectively.
- It is important to note that not a single university from the above gender profiled universities does have separate transport system for male and female staff.
- The gender profiles of these universities also show that there are insufficient, improper and poor facilities available for female university students and employees.
- 46.7% have denied access to sports facilities available within campuses
- 45.3% do not agree of appropriate appointment ratio of female faculty with the girls enrolment
- 76.4% have strongly agreed or agreed to the idea of 33% quota for female employment in universities
- However they are fairly divided on the idea of women being administrative head if given chance.

Sexual Harassment and Hostile Environment

Bargad conducted a baseline survey under the project, "Youth for Women leadership on Campuses" in 10 selected universities with 1335 student-respondents, 180 faculty members, 60 university administrators, 20 university syndicate members and 100 representatives of civil society, educationists, parliamentarians, and parents, etc. The baseline survey indicate that due to insufficient and ineffective administrative and policy measures, sexual harassment committees are not working properly and a hostile environment still exists for girls students and female employees in the universities. Only 05 out of 10 universities have any functional mechanism on sexual harassment cases. Another important thing is that out of these 5 universities only 03 universities have representation of women in sexual harassment cells/bodies.

Key Findings of the Baseline Survey (in Percentage)								
		Male			Female			
		Yes	No	Don't Know	Yes	No	Don't Know	
Sexual harassment against women	Observance	22.4	26.3		24.9	26.4		
	Information on the presence of committees	25.5	9.3	13.9	22.6	9.6	19.1	
	Penalization on reported cases	21.5	17.6	9.5	22.7	18.3	10.4	
	Where cases are to be reported?	To Teacher: 10.6 To Univ. Admin. 20.4 To Police: No Where: Don't Know: 17.7			To Teacher: 6.1 To Univ. Admin. 21.2 To Police: No Where: Don't Know: 23.9			
Investment and opportunities for women	Appropriate hostels and sports facilities for women	17.7	21.6	9.3	14.9	25.1	11.4	
	Female teachers appointment in proportion to enrolment of girls	13.3	22.1	13.3	19.8	23.2	8.3	
Leadership Opportunities for Women	33% quota of female recruitment in Universities	Strongly Agree: 12.6 Agree: 23.5 Disagree: 8.8 Strongly Disagree: 3.7			Strongly Agree: 19.9 Agree: 20.4 Disagree: 8.2 Strongly Disagree: 2.8			
	Women as better administrator if given chance	Strongly Agree: 10.6 Agree: 15.4 Disagree: 3.7 Strongly Disagree: 19.0	Agree: 12.8 Disagree: 2.6 Disagree: 21.7	Strongly Agree: 14.2 Agree: 12.8 Disagree: 2.6 Strongly Disagree: 21.7				

Importantly, the results of the baseline survey show:⁷

- 47% students have witnessed harassment in their respective campuses;
- Verbal harassment is a quite common mode of harassment;
- 46% students ranked classrooms as the most common place where harassment takes place;
- 41.6% do not know whom to contact first in case of a sexual harassment incident;
- 33% of the students have no clue if there is a committee against harassment or any other special arrangement on their campus;
- 40% of the respondents believe that there is no national law against harassment while 48% are unaware of the existence or absence of any such law; and
- 40.5% viewed the absence of regulations as the main cause for harassment.

These results altogether suggest a serious lack of awareness amongst students and require attention. This leaves a question mark on the existence and exercise of regulations on campus. Whether such rules and regulations exist or if they exist, is their effectiveness being ensured properly by the university administration?

Gender Profiling of 10 Selected Universities										
No. of Students and Facilities Available	UOS	SALU	UOB	BUITE MS	SBKU	BZU	IUB	GU	UOP	ICUP
Total number of students	22280	4127	6000	5380	2500	10600	16882	4977	16674	10641
Total number of female students	5214 (23%)	850 (21%)	1800 (30%)	900 (17%)	2500 (100%)		7315 (43%)	750 (15%)	4189 (25%)	968 (9%)
Career Counseling/Job placement cell at the campus?	Yes	No	Yes	Yes	-	Yes	Yes	No	No	No
No. of Girls students in Career Counseling/Job placement cell	Open merit	-	Nil	6	-	Nil	1	-	-	-
Any functional mechanism against	Yes	Yes	No	n/a	No	No	Yes	Yes	Yes	No

⁷ Bargad. "Baseline Survey: Youth for Women Leadership on Campuses", February 2012 (Unpublished).

harassment of women										
No. of women in harassment cell	2	1	-	-	-	-	6	0	0	-
Any Women Leadership focusing program/activity held	No	No	No	No	No	No	No	No	No	No
Any female doctor presence in dispensary for female students/employee	No	Yes	Yes	-	Yes	Yes	Yes	Yes	Yes	No
Day Care center for faculty members	No	No	Yes	-	Yes	Yes	No	No	No	No
Buses for faculty members	Yes	Yes	Yes	-	Yes	Yes	Yes	Yes	Yes	No
Separate transport for male and female faculty members	No	No	-	-	Yes	No	No	No	No	No
No. of hostels for female students	3	2	-	-	1	6	6	1	8	1
The participating universities includes University of Sindh (UOS); Shah Abdul Latif University (SALU); University of Balochistan, Quetta (UOB); Balochistan University of Information Technology, Engineering & Management Sciences, Quetta (BUITEMS); Sardar Bahadur Khan Women University, Quetta (SBKU); Bahauddin Zikria University, Multan (BZU); The Islamia University of Bahawalpur (IUB); Gomal University (GU), D. I. Khan; University of Peshawar (UOP); & Islamia College University Peshawar (ICUP).										

Nevertheless it to credit of the HEC that under the “Protection against Harassment of Women at the Workplace Act 2010”, it adopted its policy guidelines against sexual harassment in 2011. These guidelines are theoretically applied to all members of Higher Education Institutions (HEIs) which are defined as all administrative, research, teaching and non-teaching employees of the HEI as well as students (including interns and residents) of the HEI. This policy also applies to those with whom the HEI does business and to any person on HEI property (including contractors who are involved in any business- catering, hostels, or construction etc).

These elaborated guidelines have all the potential to make campuses safer for girls provided the anti-harassment bodies envisioned under the HEC guidelines are in place and the concerned are fully aware to use these guidelines. Presently, sexual harassment bodies are not

working properly and a hostile environment still exists for girl students and women employees in the universities.

Policy, Implementation and Governance Issues

Apart from improving the enrolment strength, it is also in purview of the HEC to make its policies relevant and supportive to the sections of students enrolled. Another role envisioned by HEC serving as an engine for the socio-economic development of Pakistan will remain minimized if the gender perspective is not taken care in policy and implementation frameworks and particularly in the present scenario of increased number of female enrolment in HEIs.

The two policy documents produced by HEC i.e. Medium Term Development Framework (2005-10) and Medium Term Development Framework (2011-15) present a grim case of gender mainstreaming of the higher education sector. The first Medium Term Development Framework was particularly silent on gender needs. Its broad range of initiatives and reforms did not contain any explicit reference to gender disparities. Conspicuous by its absence on the HEC's express agenda, this major issue has been virtually deemed as a non issue. Likewise, four "core strategic aims" of the Framework contain no specific reference to women participation.

However, the Medium Term Development Framework (2011-15) of HEC has tried to touch the gender perspective in its policy and program agendas. Although many areas are still unaddressed but at least it has been admitted that there exists a gender gap which needs to be abridged. For example it states as in the chapter of "Improving Equitable Access": "In order to bridge the gender gap, additional women universities will be established especially in second-tier cities."

It further states that:

"Our efforts have been targeted at i) expanding the higher education sector through establishment of new HEIs and new campuses of existing universities, capacity enhancement of existing universities and through facilitating the increased participation of private sector, ii) aligning the expansion of HE sector with the national priorities through introduction of new disciplines, cutting edge and market base technologies iii) ensuring equity and removing regional, gender and financial-need disparities through distance learning and financial assistance for needy students.

While looking at the standards and processes developed by HEC to determine quality and good governance in institutions, we find no particular consideration given to the gender perspective in higher education. HEC has established Quality Enhancement Cells (QECs) to improve the standards of quality of higher education in a systematic way with uniformity across the country, while Institutional Performance Evaluations (IPEs) help to elucidate whom the institution serves and what it intends to accomplish. Both IPEs and the QECs are self-evaluation processes to determine quality and ensure good governance is maintained at institutions. Both skip on gender perspectives.

Similar is the case with the Higher Education Ranking

NUMBER OF PUBLIC AND PRIVATE SECTOR UNIVERSITIES & DEGREE AWARDING INSTITUTIONS (DAIS) IN PAKISTAN												
Year	Universities				Degree Awarding Institutions				Overall Total			
	Public		Private		Public		Private					
	Total	Female	Total	Female	Total	Female	Total	Female				
1985-86	19	-	2	-	3	-	0	-	24			
1990-91	20	-	2	-	3	-	0	-	25			
1995-96	25	-	7	-	3	-	3	-	38			
2000-01	32	2	14	1	5	-	8	-	59			
2005-06	50	4	39	1	11	1	17	-	117			
2007-08	54	4	40	1	13	1	17	-	124			
2008-09	58	4	40	1	13	1	17	-	128			

Criteria for the HEIs. This ranking criterion is a constituent of both the above processes of IPEs and QECs. The criterion is broadly divided into implementation status of Quality Assurance (QA), Teaching and Research categories. It does not reflect upon the need of the gender based policy and administrative measures necessary to be taken by the relevant institutions to mainstream gender equity principles for all the sections of students, faculty & employees. Likewise, it does not segregate the particular female needs i.e. facilities and hostels, employment, gender budgeting, implementation/follow up on the sexual harassment cases reported, etc, as factors to rank the institutions.

HEC policy guidelines against sexual harassment are a positive initiative but the need is of due implementation of these guidelines in respective HEIs. One of the ways to encourage institutions for establishing the anti-harassment regime is to add a new factor in ranking criterion developed by HEC, i.e. successful handling of sexual harassment cases. Secondly, the academia and gender activists need to support the guidelines by creating awareness and handy information about the procedures; so that campus communities especially the women are well familiar with where and how to report cases of sexual harassment on campuses.

Recommendations

After the post 18th amendment, provinces will be autonomous in the creation of their own sets of standards for Higher Education till end of the present National Finance Commission (NFC)

Award. Moreover, the status of various educational functions/organizations of Federal Government has changed. As a result of this, the provincial governments are fully empowered to plan, legislate and administer the key areas of education relating to policy, planning, curriculum, standards of educations, centers of excellence and Islamic education.⁸ This is high time that academia and gender practitioners readjust their focus and also direct advocacy campaigns towards provinces.

There is also a need that the processes of Institutional Performance Evaluations (IPEs) and Quality Enhancement Cells (QECs) developed by HEC should promote gender inclusiveness. Especially the overall restructuring of HEC ranking criteria and giving weights to gender-friendly policies would provide incentives for the institutions to promote gender inclusiveness on campuses.

This is about time to prepare ourselves to act as gender champions and make policies in the direction which are not only beneficial directly for the uplift of women but which will boost the national economy by taking women human resources in action. Here are few recommendations which can be taken into account while drafting new higher education policies at the university, national and provincial levels:

- Decades old male chauvinistic approach adopted in previous policy papers be set aside
- At all levels of policy, planning, curriculum, standards of education, the role of active women human resource utilization and its employability and leadership effect must be taken into account for the sustainable economic growth, and
- There should be zero tolerance for sexual harassment on campuses.

More Specifically,

1. In policy and Planning

- a. Representation of women is ensured while making policies and planning for education of all levels and particularly for higher education
- b. The view point of women representative is given importance
- c. Gender mainstreamed budgeting policy be ensured so that equity be maintained at university level

⁸ National School of Public Policy. "STRATEGIC APPRAISAL OF 18th AMENDMENT FEDERAL/ Provincial Roles and Impact on Service Delivery", Report prepared by Senior Management Wing, National Management College, February, 2012

- d. Gender trainings be made part of planning to promote gender related skills in university calendar activities
- e. Women employability to be ensured at faculty and administrative levels according to the specified quota and relevant with the proportion of female enrolment
- f. Women leadership opportunities be created at by assigning them top administrative positions
- g. Increased and sustained female enrolment in higher education be ensured
- h. Gender specific support structures are made available in universities like the provisions of campuses, hostel facilities, transportation etc.
- i. The process of setting up complaint bodies under the HEC Sexual Harassment Guidelines 2011 by HEC should be strictly observed and campaigns should be launched to inform student and campus communities on how to lodge their complaints

2. In Curriculum Designing

- a. Gender based curriculum designing approach can be adopted
- b. An improved curriculum according to the need, priority and ideals can be developed in regional context
- c. Research based evidences can be collected at provincial level from students and faculty members in respect to changes required in curriculum
- d. Teachers' training and mentoring be made compulsory according to the new designed curriculum

3. In Standards of Education

New standards of education should categorically require from HEIs to meet quota and presence of women in;

- a. Annual Committees formed for strategic and financial purposes
- b. Statutory bodies
- c. Workshops, conferences on behalf of university
- d. Awarding scholarships/trainings local and foreign
- e. Faculties according to quota/need
- f. Resource allocation committees

It should also ask from HEIs about;

- a. Budget utilization in gender context
- b. Student support services in gender equity context

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