



NOOR EDUCATIONAL & CAPACITY DEVELOPMENT ORGANISATION

Annual Report 2015

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Acknowledgement:

NECDO completed the 2015 its fifteenth year of work for empowerment of Afghan women, youth and children, It was really challenging working year in NECDO's history, we had vast range of networking and communication with national, international NGOs as well as with Afghan government, especially MOWA, MoRA and MoE, MoJ, MoLSAMD as we cordially thank them for support and cooperation. Working in partnership with different women NGOs was extremely learning experience where we found that still Afghan women are lacking the real understanding of sisterhood, Afghan women organizations are still immature and mostly their criteria depends on the nature of funding they do not consider importance of needs of Afghan women. It was also shocking to see how educated & employed women can be obstacle for development and improvement of other women who may be taking a step farther. The women movements in Afghanistan are depending on the ethnicity, language, family relationships and personal benefits, I am really concerned that Afghan women who are not united with all the challenges & opportunities we had in the past 15 years. The upcoming Election, re-emergence of Taliban, increase of domestic violence, corruption and degraded security situation would push Afghan women at least one decade back. NECDO with all that does not lose hope and struggle with all the challenges and had the following major achievements:

I would like to thank those friends who have supported us to bring the program to its current stage by their moral, technical, financial supports and active participation to improve the quality of work. Therefore we were able to undertake the initiatives to help needy women & children to improve their living condition and build upon a peaceful environment within their families, society, and at a large scale to take part in building up a peaceful Afghanistan.

We do appreciate the support of Nahdhatul Ulama Indonesia (PBNU) and the respective Embassy of Indonesia in Kabul for their support of the Ulama Annual conference in Kabul and their efforts for role of Ulama in peace and Reconciliation and countering radicalism in Afghanistan.

I would also thank ACEP/CPI for their support of Safe Educational Environment for All (Mohit-e-Salim) Project and the survey conducted in 4 provinces of Kabul, Ningarhar, Herat and Balkh on the sexual harassment in educational sector which helped us to draft a code of conduct on sexual harassment and shared with MoJ and MoHE and other CSOs.

Also, I would like to mention from Ms. Daisy Khan (WISE Women Shura), Imam Feisal Cordoba initiative, sally kitch and Joyce Dubensky (Tanenbaum) for their moral support during the 2015

We want to mention the contribution of our community; our Afghan sisters and brothers who have given their time and energy voluntarily to support NECDO in carrying the activities successfully. I would like to thank the NECDO Board of Directors despite all engagements have directed NECDO accordingly.

I would like to thank Mr. Fazal Ghani Kakar as Managing Director and all NECDO program staff who struggled for NECDO internal management and staff Capacity building and all NECDO working staff in different projects.

We also cordially thank the other organizations and individuals who have supported NECDO financially and technically to undertake the activities planned for the year 2015. We appreciate their assistance provided to NECDO in order to play its role for a step towards prosperous Afghanistan. We through their support could move further to reach our aims of serving humanity and help the needy Afghan women in the best possible way. May Allah bless and help all. I wish you all success and prosperity.

Regards

Jamila Afghani

31st Dec 2015

Mohit-e-Salim Project

“Enhancement for a Safe Educational Environment (free from Sexual Harassment) for all”

2014 - 2015

Mohit-e-Salim Project: is a joint venture of women activists representing different national

NGOs, networks, and individual scholars, teachers, professors, parents and students that aims to work for an educational environment free of sexual harassment in Afghanistan. NECDO as women and local organization working for empowerment of women through multi-dimensional and innovative projects faced a major challenge of Sexual Harassment on the way to carry out its work. In 2004 where we established Youth Committees in Ghazni Province to mobilize youths to play their role for decrease of sexual Harassment in schools and public spaces. Officially, the group (MSP) started its work under leadership of NECDO in 2007 with a research on the issue from one of the Kabul University. The core group of MSP is a dedicated activist who believe that Afghan society as an Islamic and democratic country, where work on prevention of sexual harassment from educational institutions especially higher education is our moral and social obligation

According to the research reports in 2007 & 2014 shows that Sexual Harassment is a major challenge for women empowerment and getting higher Education and become a professional leaders for future of Afghanistan, SH do exist on streets, in public transport,

in the markets, in educational institutions and at workplaces, however we have decided to begin our efforts to curb sexual harassment first in the educational institutions. We believe that education is a path to development of Afghanistan and to produce Human Resource and ensure Gender Equality

Strategic Direction of Muhit-e-Salim Project 2015-2018:

The goals for the next 4 years working through MSP should achieve the following three main Goals:

Goal # 1: 1. Law on sexual harassment with legal status and implemented by all educational institutions of Afghanistan & work place Anti sexual harassment policies will be finalized For MOE, MoHE MOLSA, Ministry of Women Affairs, 3. 4. Establishment of complain committees in every educational institutions and establishment of Complain Center at least in 8 zone of Afghanistan

Goal # 2: Conducting a nationwide research on sexual harassment from higher educational institutions and work place, Writing articles and reports and other relevancies.

Goal # 3: 1. Conducting Awareness raising workshops on sexual harassment and protection of victims for female, male university students, government employee, civil society members, teachers, community influential members, Imams. 2. Capacity building of core group on Advocacy & networking. 3. Development of training material, audio & video for workshops. 4. Media awareness raising program by local Radio & TVs.

Activities have been done so far:

A research report from the Kabul University in 2007 conducted in which the main findings of the research report on sexual harassment in higher educational institutions are mentioned as two major findings

1. All kinds of harassment do exist in educational institutions.
2. Women safety and security is at risk inside and outside of educational institutions

10,000 Posters, pamphlets, was developed for more public awareness in Universities, public spaces

Big posters for local bus transports with messages from Islamic perspective

Development of training material in Dari & Pashto

Audio and video and training manual was developed and around 1000 youths (700 female & 300 male) in Kabul were trained.

Building Capacity of Core member on the issue for future advocacy

Establishment of Youth Committees with Kabul Universities for provide awareness for other youths on the issue

A code of Conducted as Ethical Policy for Educational institutions has developed (please refer to annex # 1)

Conducting awareness workshops for 1500 Ghazni, Badakhshan and Ningrhar youths and establishment of youth Committees

Conducting Provincial Campaign against sexual harassment by football match in Ghazni province, Mosque campaign in Ghazni, Kabul, Ningarhar and Badakhshan provinces

Conducting a comprehensive research report from 20 Universities in Kabul, Ningarhar, Harat and Mazar universities

Establishment of four Working Committees:

Media and awareness committee

Advocacy and lobbying Committee

Research and analysis committee

Monitoring and evaluation committee

A Strategic Plan for 2015-2018

Summary:

Sexual Harassment is one of the major challenges that women in Afghanistan constantly face, which affects their progress in the society. According to this report “Muhit-e-Salim Research Report 2015”, one of the major challenges in the way of women empowerment and leadership in the tribal, male dominated and religious society. Family dignity is the top priority and women as representative of family’s dignity are the very first to be victimized. In order to keep family’s honor and dignity, women sacrifices their basic rights such as education, right of social mobility, and the right of employment. The issue of sexual harassment in higher educational institutions not only affects women as individual but it also the whole society. The need of the time is to

scientifically find out the magnitude, dynamics, and the context of these social problems and weed them out. This struggle of cleaning our environment is the responsibility of both men and women at all levels. We need to return to our high standards of ethics and make the environment at home, in public, in educational institutions, and at workplace safer for all women and men.

The research report shows the following main points which need immediate attention:

The research report is indicating that 99.9% of the respondents say that many kinds of Sexual harassment do exist within educational environment.

There is a greater need for a proper and official complain mechanism that harasser can be careful of his/her attitude and also the victim can seek justice by legal mechanism.

87% of the respondents say that any women faced with continuous sexual harassment leave their higher education and accept forced marriages and domestic violence silently.

The figures are very high and shocking compared to the research report in 2007, policy makers have to take this issue very seriously and any investment in education and empowerment without addressing the issue of sexual Harassment will go in vain.

There is need of breaking the chains of silence and Public awareness and raising attention among the population are very important. The problem is increasing due to silence of the victims, policy makers and civil society.

The Research report is a situation analysis to see the magnitude, dynamics, and the context of Sexual Harassment found particularly in twenty higher educational institutions (government & private). The research study was designed and conducted during Oct – Nov 2014 addressing the concern about increased level of sexual harassment within educational environment, which has become a huge hurdle abstaining women from continuation of higher education. The main Goal & objectives were as follows:

Goal of The Research Report: Understanding the forms of sexual harassment are prevalent in the educational institutions.

Objectives:

To find out the frequency at which sexual harassment is committed in educational institutions.

To recognize who the harassers are and the power dynamics associated with them, to gather information about the social, psychological and physical effects of sexual harassment.

The research report in hand is a qualitative and quantitative research as a base for advocacy issues as well as a comparative study of sexual harassment in educational environment since 2007. In this report we have targeted four major cities (Kabul, Balkh, Ningarhar & Herat), 20 Universities (private and government) and 1458 male & female. Initially NECDO key managers and survey officer developed a questionnaire, and after approval by the core group of MSP it was shared with surveyors. The questionnaire focusing on the three above mentioned objectives within 4 chapters, with total of 10 questions.

10 surveyors were appointed based on HR Policy of NECDO on transparent and fair selection process. Seven surveyors were from Kabul (5 female & 2 male), one Male from Balkh, and one female from Herat also a female from Ningarhar. The surveyors were given five full days of ToT, which were three days of theory and two days of practical. The field interviews started from 11th Oct to 11th Nov Prior to conducting field interviews, we got support letter from Ministry of Education, Ministry of Women Affairs. In total 1458 interviews were conducted. According to the Morgan theory basically, the data was cleaned up and a percentage of 5% was considered as error and finally the report was developed out of 1385 interview forms.

This research report has a comparative study between Research report in 2007 and the one in 2014 which show gravity of the situation. It also contains a number of real & true Case studies that give a better impression of the situation. The recommendations given are based on nine years of work experience by NECDO and member teams. 20% of the respondents said at least two times in a day they had the experience of harassment. The research report annex also contains a future plan for MSP by NECDO and members and strategy to address the issue from bottom to top and from top to bottom. The repeated acts of sexual harassment many times bring socially bad name to the victims who lose confidence and courage and let themselves be victimized. Fear of disgrace at the highest level of 64.8% and the lowest level of 7.3% were recorded in the victims. This fear of disgrace is the highest element of psychosocial illness.

NECDO cordially thanks Counter Part International/USAID and working Core Group (KANRAH members) to make this research report possible.

2.0 Muhit-e-Salim Project Background:

Muhit-e-Salim is a joint venture of women activists representing different national NGOs that aims to work for “an educational environment free of sexual harassment” in Afghanistan. The group is led by a core team of dedicated activists who believe that Afghan society should and will take care of this problem. Though they acknowledge the problem at every level within homes, on streets, in public transport, in the markets, in educational institutions and at workplaces, however they have decided to begin their

efforts to curb sexual harassment first in the educational institutions. They believe that education is a path to development of Afghanistan and they need to begin with removing the big hurdles that women face on this journey.

Through the leadership of NECDO, a group of women activists came together in 2007 to start working on a joint venture under title of “ Muhit-e-Salim Project” where posters, pamphlets, audio and video and training manual was developed and around 1000 youths (700 female & 300 male) in Kabul were trained. In order to find the gravity of the problem a research was conducted from 1150 individuals (800 female students, 200 male students, 150 professors and support workers). The main findings of the research report on sexual harassment in higher educational institutions are mentioned as under:

All kinds of harassment do exist in educational institutions.

Women safety and security is at risk inside and outside of educational institutions.

The threats are not only from the class fellows, but also major threats from the teachers & professors.

Street harassment is an act of violence and discrimination. In addition to making women feel endangered and vulnerable in public, harassment also discourages them from leaving their houses, and feeds the sadistic and discriminatory motivations of the assaulter by objectifying women, which leads to rape and sexual assault.

The group of Muhit-e-Salim was pressurized by concerned government departments, Kabul University Professors, and some of the civil society members who believed that silence is better than to address the problem. Since 2009 to 2014 NECDO with the help of a group of committed members continued the work with notion of “Think Globally and Act locally” to address the issue. Therefore, awareness among youths within different Universities in Kabul, Ningarhar and Balkh was addressed by provision of series of workshop to mobilize youths. The workshops had the standard training manual including audio and video Materials. NECDO worked for establishment of youth Committees in Ghazni province and Kabul provinces which latter on got more structured by the name of “Committee Inzbat and Insijam”¹ under university structure. We also paved the way for having a simple code of conduct by Kabul University through the pressure of youth committees. We also organized social campaigns for youth moral mobilization in Ghazni province and also convinced the NECDO’s Imams Network to condemn act of sexual harassment from Islamic perspective. The youth committees in Ghazni Province established a local Radio station, which on daily basis addresses the issue. The whole Ghazni city Friday Campaign through mosques was another successful movement of youth committees to address the issue of sexual harassment in

¹ Committees for discipline and regulation within University environment

public and schools. During 2014 the complains by youth committees in Kabul and Balkh convinced us to conduct another research report and address this issue with the new government and policy makers in order to have a systematic and legal complain mechanism within Government and Public Universities.

The Main Findings of the Research in 2014:

Women and girls are subduing their suffering from sexual harassment in educational environment to safeguard their family dignity and honor. The research report shows that the victims of sexual harassment suffer from different kinds of psychosocial illnesses. Beside that they silently accept forced marriages and stop continuation of their higher education. Any investment in the field of higher education for women without advocacy or addressing the issue of sexual harassment will not produce the desired results. One of the most significant and shocking fact is that 99.9% of the respondents said they had heard many cases of SH within their educational environment. 87.1% of the respondents mentioned that victims of SH stop continuation of higher education to save their family honor. The victims of SH suffer from the fear of disagreement up to 64.8%. The domestic violence is increased against the victims within families up to 56.2%. The percentage of victims who were compelled to enter into forced marriages in order to save their families honor was up to 47.6%. The increased limitation on mobility of the victims was up to 41.5%. The victims who lost their trust on surroundings, their percentage was up to 41.1%.

To the dismay, the above mentioned figures and percentages were taken out of the research report conducted from 20 Universities from Kabul, Herat, Ningarhar and Balkh from 1385 including students (female, male) teacher, administrative staff. The gravity of the problem was very deep which need very urgent and abrupt attention by policy makers, civil society activists and parents and students for having a safe educational environment for all especially for women.

Comparing the current report with the report of 2007 another type of Sexual harassment is highly indicated. The 25% of the total of respondents mentioned about kidnapping of the victims and raping them. This was the way to compel families to marry their daughters to the harasser, and such a harassment type was not indicated in 2007 research report. 50% of the women that were surveyed mentioned about another type of harassment that was being followed by a car or motorbike by the perpetrator.

In response to the question, if there was any reaction by victims towards the perpetrator, out of 1385 respondents, 66% said mostly victims and their families subdue their feelings and keep silence fearing consequences of disgrace within the society. 87.1% of the respondents mentioned that families compel their daughter to

enter into forced marriages in order to escape from societal disgrace. The last destination for Afghan women is marriage, as women are not considered breadwinners of the families and they are depending on the male family members and this condition makes them vulnerable to compromise on their education and public participation. In response to the question that there was any complain mechanism system within your university to deal with such issues, 98% of the respondents had no idea if there was any such department or unit within Universities to deal with such issues. Only 2% of the respondents said there was complain to administrations of the Universities, but there was no follow up on the cases. When the same questions were asked from the teachers and administration of the universities 65% of the respondents said there was no need of such a department as no women would be ready to share the cases of disgrace in front of others. Usually, women were keeping silent in such circumstances. 35% were in favor of a special department with a specific policy to deal with the SH issues. In response to the question why there was no way to stop all this, 99% of the respondents said, corrupt educational system and involvement of lecturers and professors in the harassment were huge hurdles which did not allow them to get a solution. The third chapter of the questionnaire was about the psychosocial impact of the harassment on the victims, which had the following amazing figures that 64.1% of the victims got psychosocial illnesses without a proper treatment of resiliency. Around 32% of women victims lost a normal daily life.

Comparative Studies between 2007 & 2014 Research Report:

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Historical background:

SEXUAL HARASSMENT IN EDUCATIONAL INSTITUTIONS

Education is both a cornerstone for building Afghan women human capital and a sine qua non for their equal enjoyment of rights and participation in national development.

However, their access to a safer academic environment that can guarantee this is often infested with numerous constraints. Sexual harassment and violence in educational institutions is an abuse of power by teachers and lecturers and the corrupt education system. It has other severe consequences such as leading to girls and women dropping out of educational institutions, according to Transparency International's Global Corruption Report, which was published in October 2013.

Sexual violence in education has been largely ignored by policy-makers, education leaders and law enforcement agencies around the world. It is likely to be greatest in countries with poorly resourced education systems, low levels of accountability and high levels of poverty and gender inequality. It is also high in regions experiencing conflict, with young people in refugee camps particularly vulnerable. We don't have very many accurate data because this is a sensitive topic especially for the women and girls that have been harassed, and a culture of denial among many of those in positions of authority. There is also considerable under-reporting by students who fear victimization, including being failed in tests and exams, stigmatization or ridicule; or because they believe that no action will be taken against the perpetrator if they report the incidents.

Families have often restrained their daughters from going to schools and universities when they learnt that their daughters' safety, dignity and integrity were in question at these institutions. This kind of family attitude has left less communication space for younger women to negotiate support from their families in dealing with the challenges they face in public. In public life women often deal with sexual harassment by suppressing her feelings and being silent about it. They also at times quit their jobs to escape the situation. There are hardly any professional ways to acknowledge or deal with this issue. Street mugging, touching and teasing of women, especially verbally, are generally exercised as right of men by birth. They use this attitude to suppress the women and keep their position of authority in the society. This leaves the women afraid, dependent, fatigued, uncomfortable, frustrated, hurt and sucks away her self-confidence throughout her life.

The magnitude of the issue has unfortunately been worsened in the years of war. Although harassment, especially sexual harassment, had never been clearly defined in the law before, the prevalence of impunity and absence of rule of law for years has made it to flourish more widely. Even larger universities in Kabul and other provinces have reputation of sexual harassment by the university professors² and teachers, in addition to harassment experienced by women from their fellow male students.

² A video report of sexual increase by a university professor from Balkh university has been shown in Tolo TV, as eye opening of heinous act pursued at university level (Tolo TV is one of the widely viewed private television channel, 2007)

After the fall of Taliban, impressive progress has been made since 2001 with 6.2 million students enrolled in general education in 2008 in comparison with 2.3 million enrolled in 2002 much still needs to be done to increase the enrolment rate of female students. Of the 6.2 million children enrolled in general education, 36 percent were female. A major obstacle to the increased enrolment rate of girls, however, is the shortage of female teachers. In 2008, only 29 percent of all teachers were female. Similarly, the higher education system also faces disparities between male and female student enrolment rates. In 2009, for instance, 62,000 students were enrolled in higher education institutes in Afghanistan, 21 percent of which were women. While this percentage has risen considerably in comparison to the end of the Taliban period when no women were enrolled in higher educational institutes in Afghanistan, enrolment rates of male and female students are still far from equal. In technical and vocational education, only 16 percent of all students were female in 2008. The Ministry of Higher Education, however, aims to address this disparity by setting a goal of having at least 30 percent female students in higher education by the end of 2014. The report gave a succinct overview of the prevalence of GBV as well as recommendations that their purpose was to reduce its occurrence. Gender based violence, and in particular sexual violence, is a serious, life-threatening protection issue, primarily affecting women and children.

UNESCO guided by the three fundamental principles of Universality, Diversity and Dignity is working to promote gender equality in Afghanistan. In order to pave the way toward sustainable development, the broader goal of gender equality is a societal one in which education and all other social institutions, must contribute. In the framework of the ANDS, the NAPWA, the Constitutional guarantee to equality, the MDGs, the EFA goals as well as the CEDAW, UNESCO³ is supporting the Government of Afghanistan to mainstream gender issues throughout educational planning and reform. The full and equal engagement of women in all aspects of society is crucial to ensuring the sustainable development of Afghanistan. The report, which the United Nations has circulated only among senior Afghan officials at the Interior Ministry, found that about 90 percent of the policewomen interviewed described sexual harassment and sexual violence as a serious problem, and that about 70 percent of the policewomen said that they had personally experienced sexual harassment or sexual violence themselves, according to people who saw the report or had it described to them

Other Studies on Sexual Harassment in Afghanistan:

Another Study of Three Universities in Afghanistan⁴ jointly undertook by UNESCO and the UNDP in March 2010 in conjunction with the universities of Kabul, Herat and Balkh. It is timely affecting Afghan women today: their human capital development and their

³ <http://en.unesco.org/countries/afghanistan>

⁴ <http://www.af.undp.org/>

security which can ensure their living free from intimidation, fear, threats and violence in both the public and private spheres of life and pursue activities that will develop their capacity and help to lead a full and satisfying life.

The Afghan constitution, endorsement of international treaties such as CEDAW and lately the Afghanistan National Development Strategy (ANDS) has put the Afghan state under firm obligation towards fulfillment of its commitment for improving women public participation. The ANDS benchmark requires 30% increase in public position in all level for women which perquisites development of new opportunities, and enabling environment where women can pursue their education and build their careers on equal bases as that of men and even further steps as ⁵affirmative action policy of the government.

Afghanistan Laws on Sexual Harassment:

Afghan civil law has not been updated or modified since the socialist period of the 1970s. As in many Muslim countries, Afghan civil law co-exists with Islamic Sharia law, as well as tribal and customary law, which are often used to resolve many conflicts in Afghan society. Understanding the proper balance between these varied bodies of law is highly complex.

Chapter two of the Constitution seeks to implement the Preamble's declaration into practice. Article 22 holds that "the citizens of Afghanistan, man and woman, have equal rights and duties before the law." Article 43 guarantees education to all Afghans and Article 44 imposes a positive duty on the government to "devise and implement effective programs to create and foster balanced education for women." Article 54 recognizes the family as the "fundamental pillar of the society" and requires the government to adopt "necessary measures to attain the physical and spiritual health of the family, especially of the child and mother, upbringing of children, as well as the elimination of related traditions contrary to the principles of the sacred religion of Islam."

To ensure that the rights provisions of the Constitution are properly implemented, Article 58 requires the state to establish and maintain the Afghanistan Independent Human Rights Commission (AIHRC), which is to preside over claims of human rights abuses and refer cases to the legal authorities, as it deems appropriate

⁵ Article Forty-Four Ch. 2, Art. 23, Constitution (2004)

The AIHRC⁶ was created pursuant to the Bonn Agreement of December 5th 2001, and it currently operates outside the formal governmental structure. The AIHRC clearly states that one of its primary goals is “to promote, ensure women's rights and monitoring the situation of Women in Afghanistan and also make efforts to eliminate/reduce the discriminatory attitudes towards women in Afghan society.” The Commission aims to promote women’s rights through advocacy, training and education, and investigation of rights violations.

The penal Code, which is a mixture of socialist jurisprudence and ancient Islamic practice, did not contain any explicit prohibitions against rape, sexual harassment, or any other crimes against women until the enactment of the Elimination of Violence against Women (EVAW) law in August 2009. The purpose of EVAW is to end “customs, traditions and practices that cause violence against women contrary to the religion of Islam”. It strengthens many areas of women’s rights and for the first time, various forms of violence against women are criminalized, including rape. However, there remain challenges to its incorporation and many perpetrators continue to go unpunished.

Afghanistan’s recent history, continued state of political unrest, and relative isolation from central authority make it difficult to determine how, or if, codified laws are implemented in practice. There is still not a clear defined law article in Afghan Civil Code to define harassment or clarify punishment for perpetrators. However the post conflict situation in Afghanistan opens space for law reforms, which also comes as one of priority of National⁷ Development Strategy (ANDS).

AFGHANISTAN’S CURRENT LEGAL POLICY FRAMEWORK:

Sexual harassment is a major problem in Afghanistan and a major obstacle on the way of women getting higher education, where women and girls have had to struggle to regain their rights after being completely shut out of education and employment during Taliban rule until their ouster in 2001. There has been significant progress in improving girls’ access to education and integrating women into the Afghan parliament and civil service but unchecked sexual harassment has been a significant obstacle to women’s employment and participation in public life. Sexual harassment within the workplace, including in government, is an especially serious problem, Human Rights Watch said. Government institutions have made almost no effort to prohibit harassment and assist victims. Only one government agency, the Independent Directorate of Local Governance, has developed anything resembling an anti-sexual harassment policy. The directorate’s “anti-harassment policy guideline” cites a commitment in the government’s

⁶ http://www.aihrc.org.af/media/files/VAW_Final%20Draft-20.12.pdf

⁷ Five year macro-economic plan of Afghanistan for increase of growth and poverty reduction, same as PRSP else where

2007-2017 National Action Plan for the Women of Afghanistan to adopt and implement “a policy against sexual harassment” as the basis for the guideline.

This sets out a detailed description of harassment and measures a victim can take, including anonymously seeking the assistance of a Conflict Resolution Committee. Although, the Afghan Constitution in its preamble stresses on human rights and personal dignity of citizen (women and men), equality and For creation of a civil society free of oppression, atrocity, discrimination, and violence, based on rule of law, social justice, protection of human rights, and dignity, and ensuring fundamental rights and freedoms of the people, (constitution, 2004)

The efforts by women's rights activists and parliamentarians to ensure the 2009 EAW law – signed as a decree by president Hamed Karzai but not yet ratified by parliament – is passed were thwarted by conservatives objecting that it was "un-Islamic". Criticism of the law was so strong that, on 18 May 2013, the speaker stopped the parliamentary debate after 15 minutes and sent the law back to the joint commission of parliament, which prepares draft laws for further scrutiny. While the law can still be implemented, because the president has signed it, it must be passed by parliament to give it legitimacy. The EVAW Law is a step forward for addressing the issue of sexual harassment in the article 30th of the law it is clearly mentioned that under the title of Harassment/ persecution (If a person harasses/persecutes a woman, considering the circumstances he/she shall be sentenced to short term imprisonment of not less than 3 months. 2. If the crime mentioned in paragraph 1 of this Article has been committed by using authority and position, the offender considering the circumstances shall be sentenced to short term imprisonment of not less than 6 months)

According to the Human Rights Watch (New York) – Afghanistan's new government should take urgent steps to combat sexual harassment of women in education, employment, and public life. There are no laws in Afghanistan that specifically prohibit sexual harassment or protect victims. Government institutions lack effective policies to prevent and punish sexual harassment, Human Rights Watch said. On October 5, 2014, President Ashraf Ghani described levels of sexual harassment in schools as “shocking.” He ordered the Ministry of Education to report every incident of sexual harassment in schools to enable action against harassers, and directed relevant ministries to develop a plan to counter sexual harassment in educational institutions. The Afghan government should promptly enact a law against sexual harassment and ensure that every government institution develops and implements an anti-sexual harassment policy.” This is the responsibility of Afghan government to support this joint venture of civil society to fight against sexual harassment to pave the way for women leadership and empowerment. We since 2007 face many challenges and obstacle for the MSP due to corrupt educational system and men domination as well as systematic

corruption in judiciary system of Afghanistan. Thus, so far the civil society could not work as active as it should, for law reforms and taking support of stakeholders.

METHODOLOGY

Details of Methods:

Desk Research: NECDO conducted desk research of the laws, regulations, provisions and the pre-established reports on sexual harassment, including the methods by which they are nominated or selected. Research reports, academic journals, newspapers, and other relevant sources were consulted. A special emphasis was placed on reports related to Ministry of higher education code of conduct, the United Nations sexual harassment report, Ministry of Women Affairs and AIHRC reports. The goal was to identify opinions and concerns that have been silenced. In fact, through the literature review, NECDO research report undertook a mapping of the contributions that women have been able to make to such negotiations and the conditions under which this has occurred. Contributions will be observed through voting records, public statements, and the prevalence of gender sensitive discussions and policies.

Development of Research Framework: NECDO developed the research framework including analytical framework of analysis to lay down the theoretical foundation for the organization of findings, development of questionnaire to conduct qualitative research for the sexual harassment in higher educational institutions.

Consultations with Partners: The sampling methodology was established to ensure that research results are representative of the views of the target groups. Partners were consulted, including KNAHR, SAF, AEWC, AWPEI and (donor), and government officials for feedback.

Training for surveyors and researchers: After the approval of questionnaire of FGD and In-depth interviews had been finalized, NECDO conducted training on research methodologies for the researchers and surveyors. The goal was to ensure that the two organizations capture similar information and that all findings are relevant, congruent, and representative of the views of the population.

In-depth Interviews and Focus Groups: After the research questions and training were finalized, NECDO deployed their team of researchers to conduct five in-depth interviews and three focus groups in the targeted universities in each province.

Follow up in-depth interviews and Focus Groups: It is important to mention that given the relevance of Kabul in regards to laying down the foundations for policy amendments. The research team interviewed female and male members of parliament,

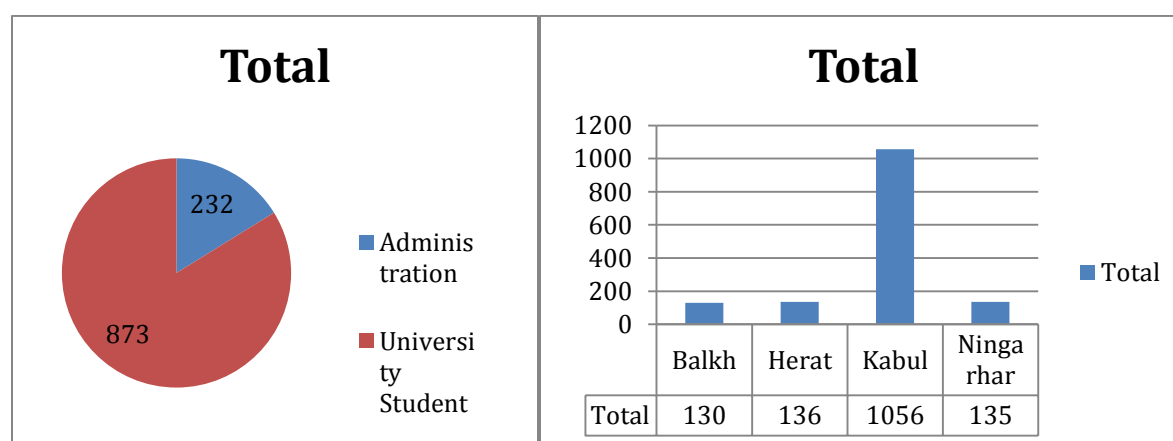
local CSO and university heads or lecturers who are supportive of elimination of sexual harassment against women's issues.

Data Analysis: Upon the conclusion of the qualitative research, NECDO processed and analyzed the data in which 5% of the data were separated and out of 1458 interviews we could extract solid information from 1385 forms. Findings was triangulated, used both primary and secondary sources - desk research - to ensure that they reflect the barriers that prevent women from becoming actively involved in the higher education and empowerment process.

Report Writing: After the data had been processed in a general database, a final research report was developed. The barriers that prevented women from becoming actively involved were discussed.

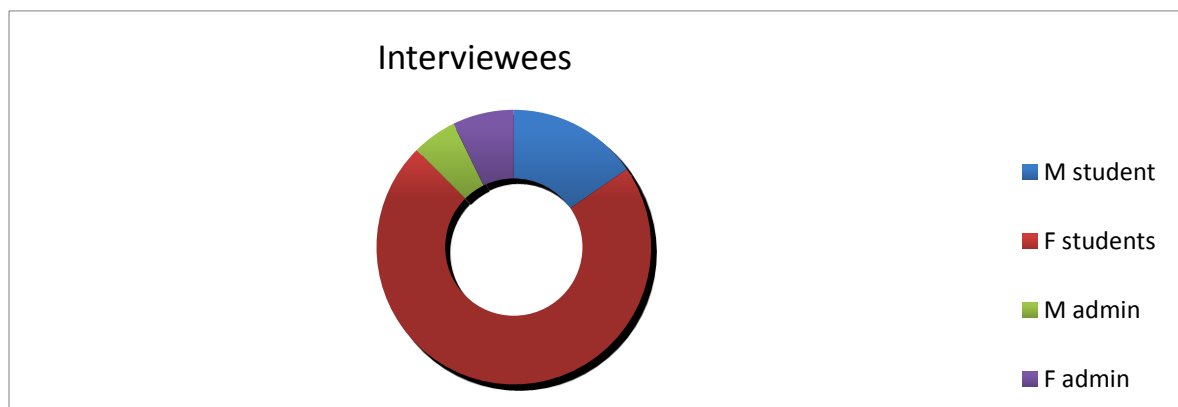
Sample or Target Population:

Initially, educational administration and government agencies were interviewed to gain insight into current and possible policies regarding sexual harassment, the reporting mechanisms and the accountability procedures. After an overall understanding within the educational institution's context, 20 higher educational institutions were selected to get a close up on the dynamics. A survey tool was developed in the form of a questionnaire for quantitative data gathering and a question guide was developed for qualitative information gathering through case studies. Acknowledging the silence that envelops the issue of sexual harassment and the stigma it has within the social context, the questionnaire started with observed sexual harassment in the universities. This made the respondents more comfortable to answer the second part, which focused on their own experience of sexual harassment. In this way the sensitivity of the issue was kept in mind and more accurate data was collected.



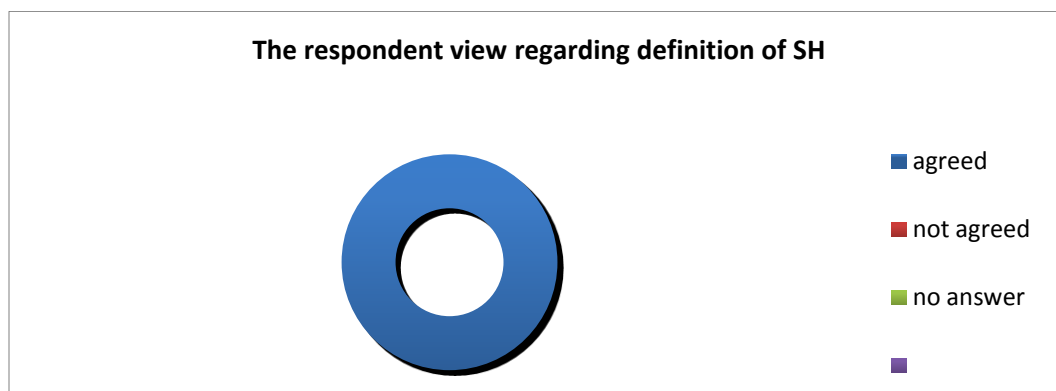
Experienced researchers from the Core Group members monitored the student interviewers. After their first ten interviews they were debriefed to clear up problems

faced or clarify use of the survey and surveying techniques. Researchers continued to be present at the research site to follow up with the student interviewers and clarify any questions until all questionnaires were submitted. The total interviewees from administration were 21% and the rest 79% were students



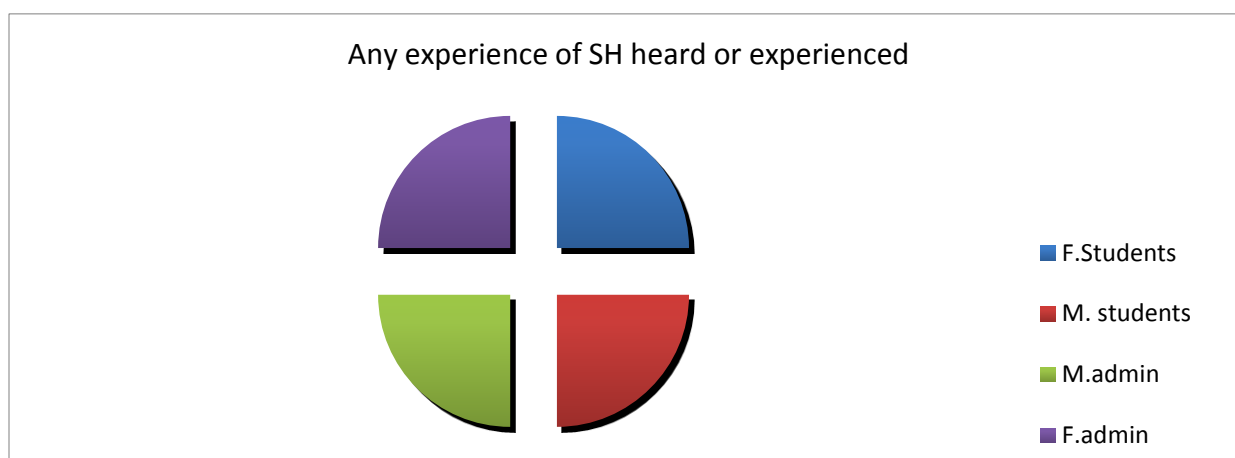
KEY FINDINGS:

DEFINITION OF SEXUAL HARASSMENT: Sexual Harassment is a form of gender based violence most commonly defined as “any unwelcome behavior, comment or action of a sexual nature that interferes with a person’s, comfort, performance or creates an intimidating, hostile, or offensive environment”⁸. It includes a range of behavior, leering, touching, colored, jokes to sexual assault. At times it is the peers whom with such behavior think they are having fun but create an intimidating environment for women to be outside in the public or in an educational institution. This can be one of the most crucial factors why women are not comfortable coming out of homes, go to public institutions by themselves, get education or take up a job. Many times, a person in authority may also demand sexual favors in order for the victim to keep or obtain certain benefits, or make personal decisions about the recipient based on whether the sexual demands have been met.



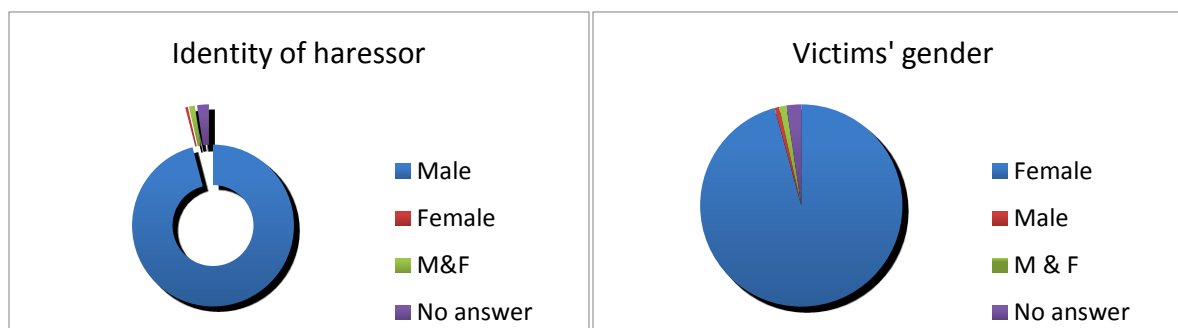
⁸ As defined by the Equal Employment Opportunity Commission (EEOC) in 1980,

EXPERIENCE OF SEXUAL HARASSMENT EXISTENCE: In response to the question whether they have heard about any issue of sexual harassment incidents in your university or if they have encountered any problem?" All the response mentioned that they had heard many cases of sexual harassment 99% of the interviewees said they had many stories of harassment, which was shocking. In comparison with the research report of 2007, we had 34% interviewees responding positively, which shows the gravity of the problem.

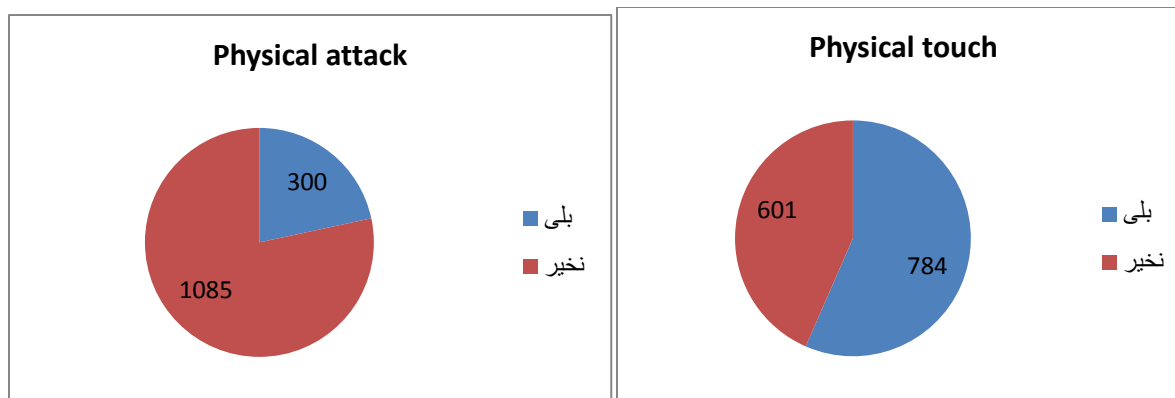


IDENTITY OF THE HARASSOR AND THE IDENTITY OF THE VICTIMS:

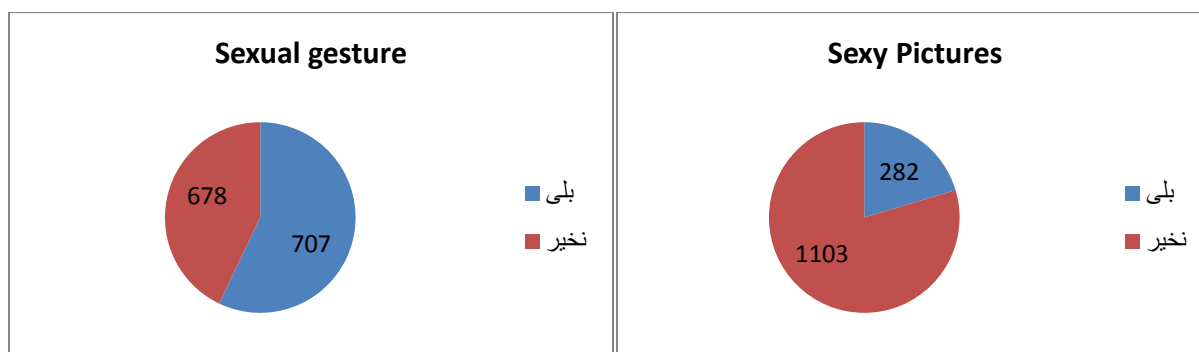
In response to who were the harassers and who were the victim, out of 1385 respondents it seems that almost 99% the interviewee's said "men" were the perpetrators and 99% women were the victims. Only 1% females were harassers and 1% of males were the victims.



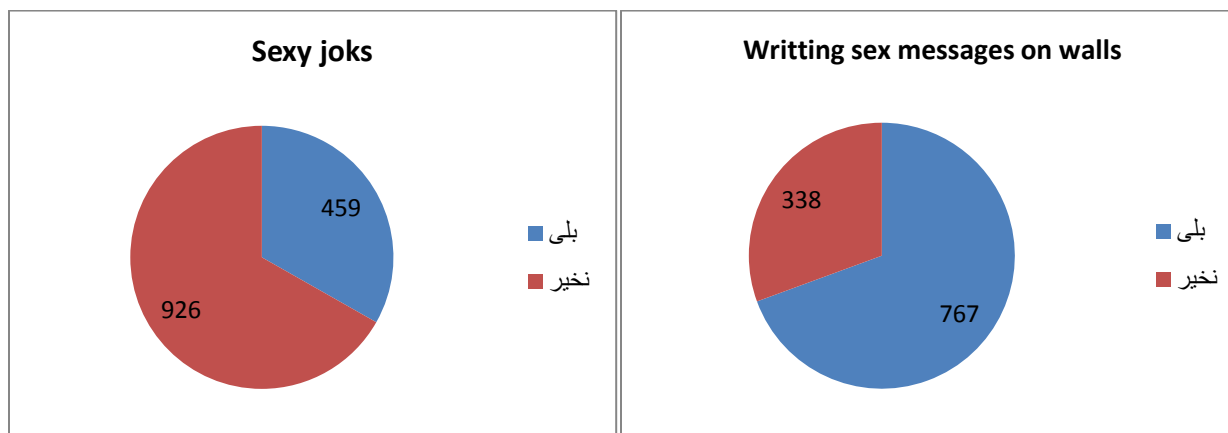
KINDS OF SEXUAL HARASSMENT (PHYSICAL ATTACK AND PHYSICAL TOUCH): In response to physical attack, out of 1385, 21.7% said they had experienced of physical attack. The physical touch response was up to 43.4% which was very high as compared to the 2007 research report according to which this percentage was only 29%.



SEXUAL GESTURE & SEXY PICTURES: In response to sexual gestures, 51.1% respondents said yes, they had experience sexual gestures in the university environment. 20.4% out of the total respondents, said yes to the question and it means this is also a common way of harrasment within the University environment.



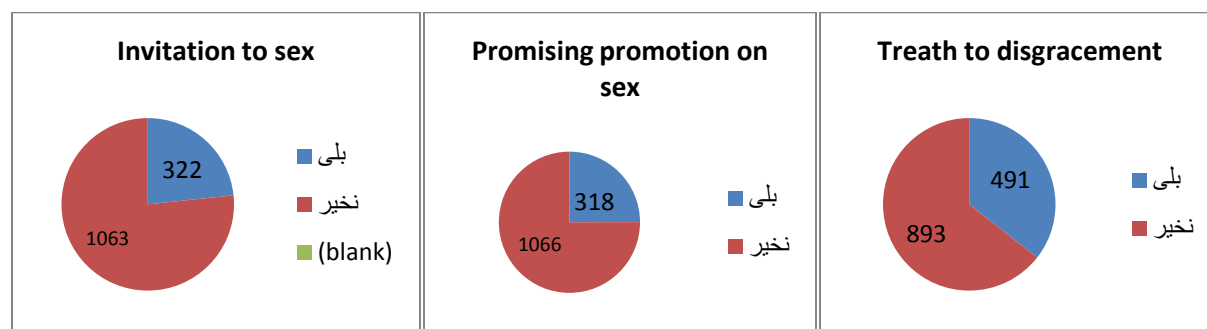
SEXY JOKS AND WRITTEN MESSAGES ON WALLS: In response to the sexy jokes which is another common practice out of the total, 33.2% respondants said yes it was a common practice. The writing on wall was a common practice according to 30.6 % of respondents. The practice of writing on the wall was also common in 2007 research report.



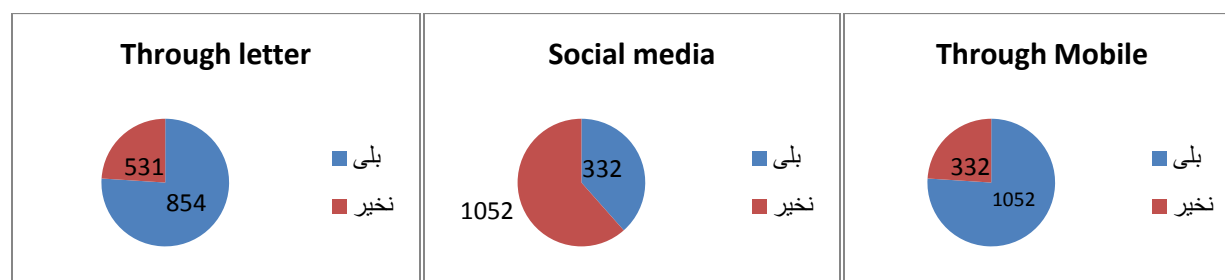
STARING AT BODY PARTS AND SEXY SONGS: Out of total respondents, when asked about being stired by males within the university environment, 68.3% said yes which was shocking and 53% said they had experience of sexy songs within the univesity environment. In the report of 2007 the percentage was up to 49%.



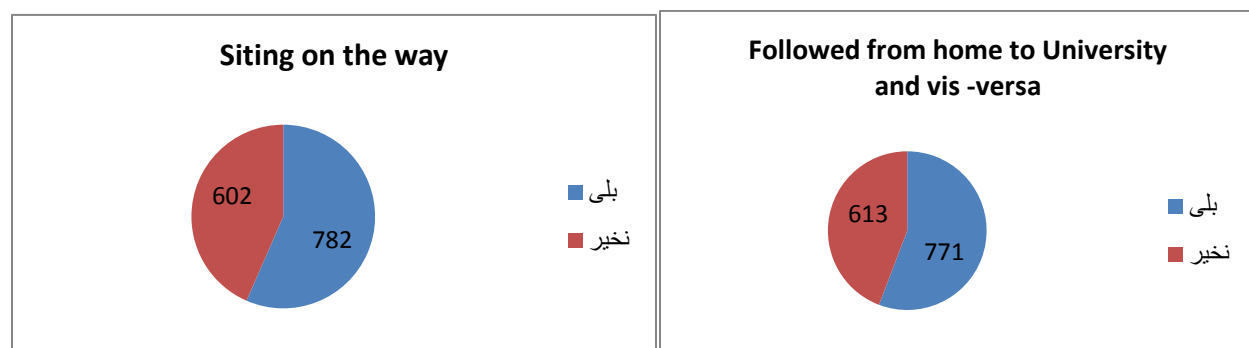
INVITATION TO SEX, PROMISING PROMOTION OR THREATS OF PUNISHMENT IF FAVORS NOT GIVEN: Referring to point above, demanding sexual favors. 23.3% women said that sexual favors were demanded with threats of punishment. 65% out of these said it was not just a one-time occurrence but also a frequent happening. 68% of those who confirmed this form of harassmt said that students did it, while 23% said teachers did it. The threat for disgrace forced 35.5% of females respondents, which was shocking. In the report of 2007 the percentage was only 15%.



6.1.7. TOOLS OF SEXUAL HARASSMENT: Haressment through letter was experienced by 76%, through social media 38.4% and through mobile by 24% of the respondents.



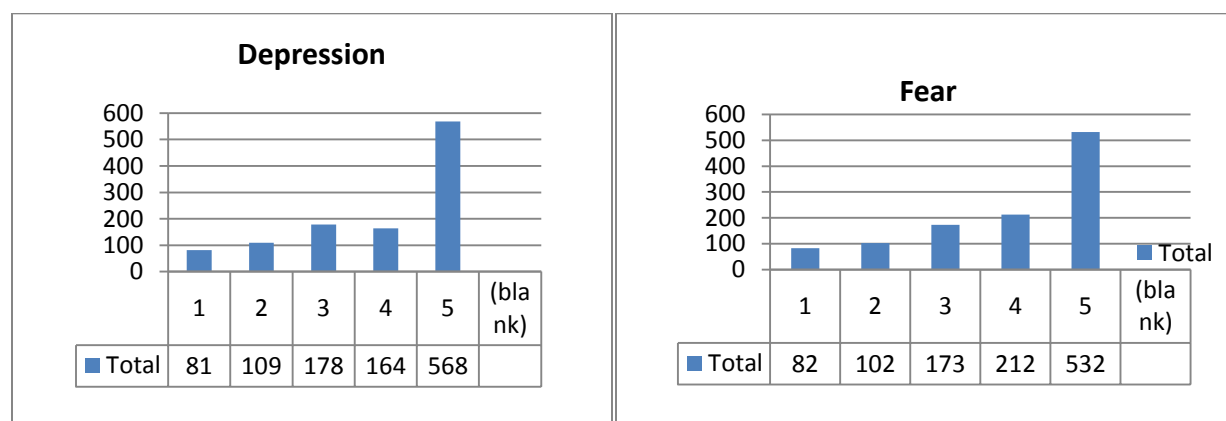
FOLLOWING THE VICTIMS BY THE HARESSOR: In response to halting the way of a female student going to University, 56.5% of respondents said yes to it. On the question of a female student being followed by a male student, 55.7% out of total respondents accepted that these were very common.



Psycho Social impacts on the victims of Sexual Harassment:

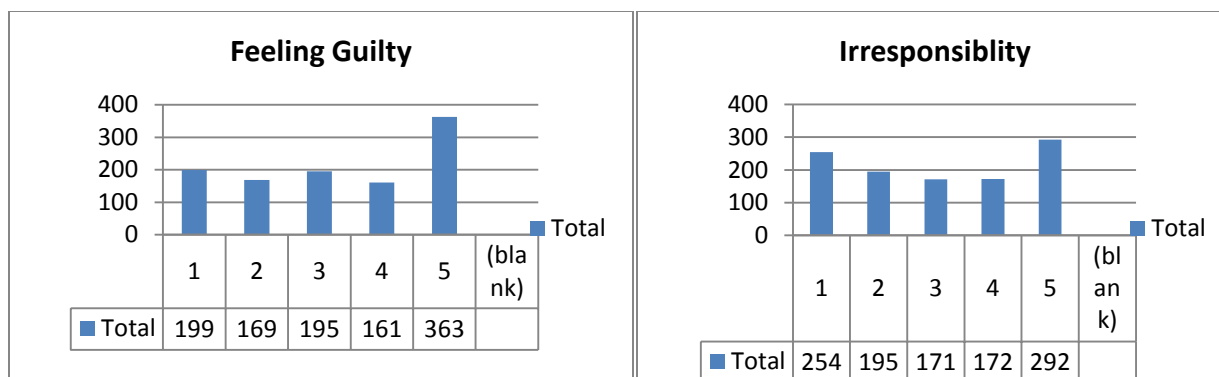
Depression and fear:

According to the questions format, it shows that depression was the highest level of psychological illness prevalent among victims of Sexual Harassment. 51.4% was the highest and 7.1% was the lowest percentage recorded among the victims. The levels of Fear among them was recorded as 48.1% as the highest and 7.2% as the lowest level.

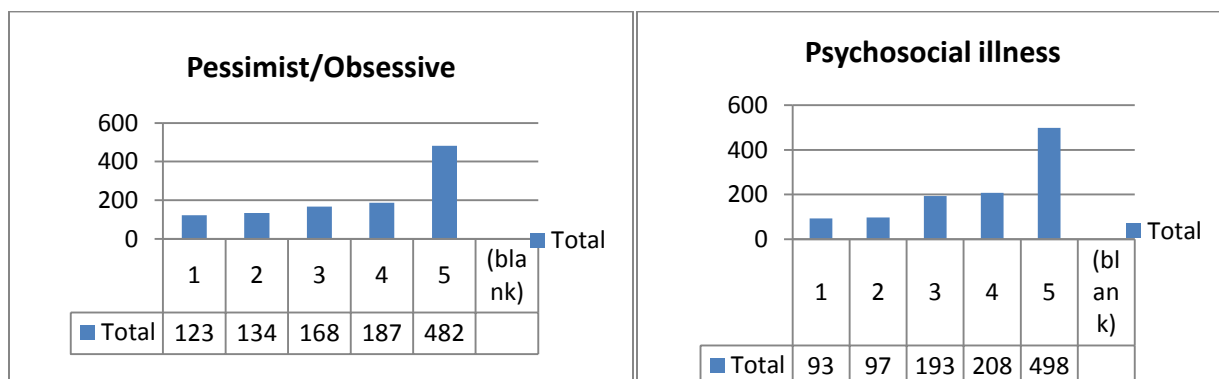


Feeling guilty & feeling irresponsibility by the victims:

Out of total of the respondents who mentioned about feeling of guilt by the victims of sexual harassment, 18% was lowest and 32.8 % as the highest level observed. Figures show that the victims exhibit irresponsible behavior. Their levels were recorded as such: lowest 22.9% and the highest is 26.4%.

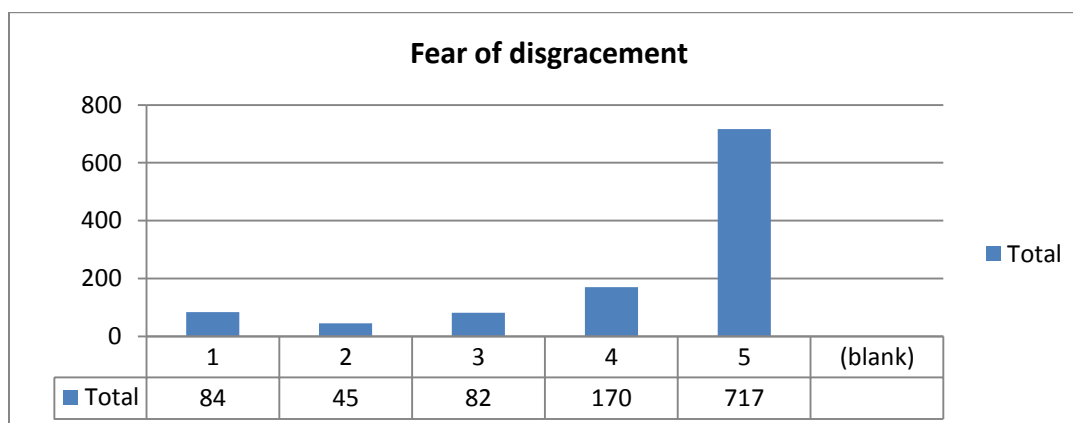


OBSESSIVE AND PSYCHOSOCIAL ILLNESS OF THE VICTIMS: The range of loneliness among the victims was observed as 11.1% as the lowest, and 43.6% as the highest. The psychosocial illness's lowest percentage was 8.4% and highest one was 45% among the victims of the sexual harassment. The figures were shocking and it showed that every woman facing SH, remained a patient of psychosocial illness.



Fear of disgrace:

Fear of disgrace had the highest level of 64.8% and the lowest was 7.3% among those taking part in the survey. This fear of disgrace was the highest element of psychosocial illness.



Physical impacts:

Face color and increased palpitation in victims:

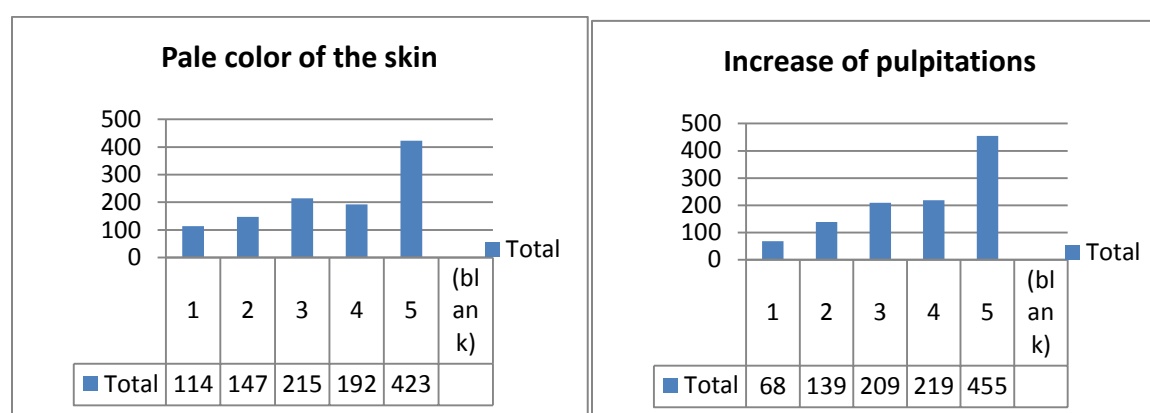
Change in face color,

38.2% highest, lowest 10.3%.

And increase in heart palpitation

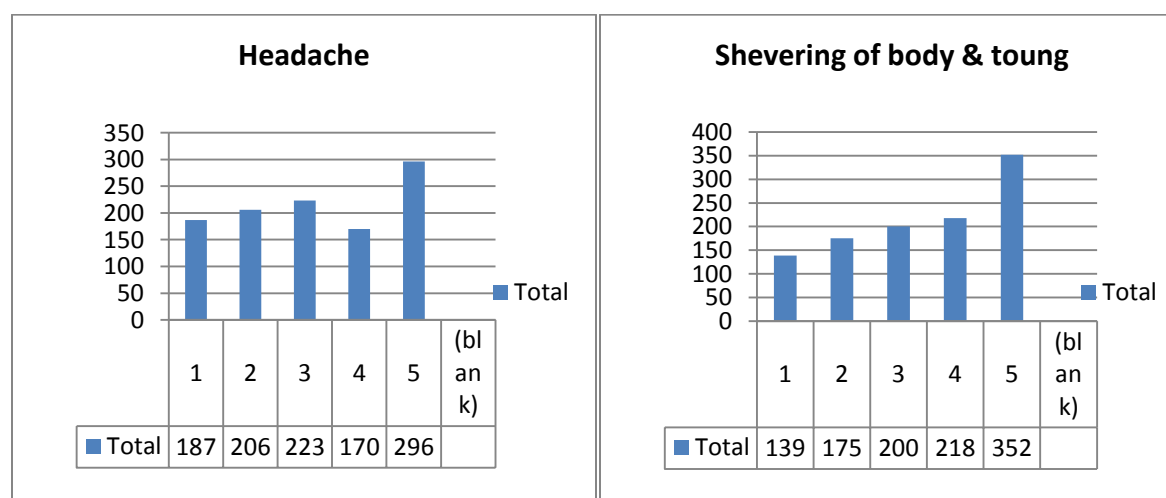
Highest level 41.1% and the lowest level 6.1%

The figures show that the Sexual Harassment had very quick effect on body and mind.



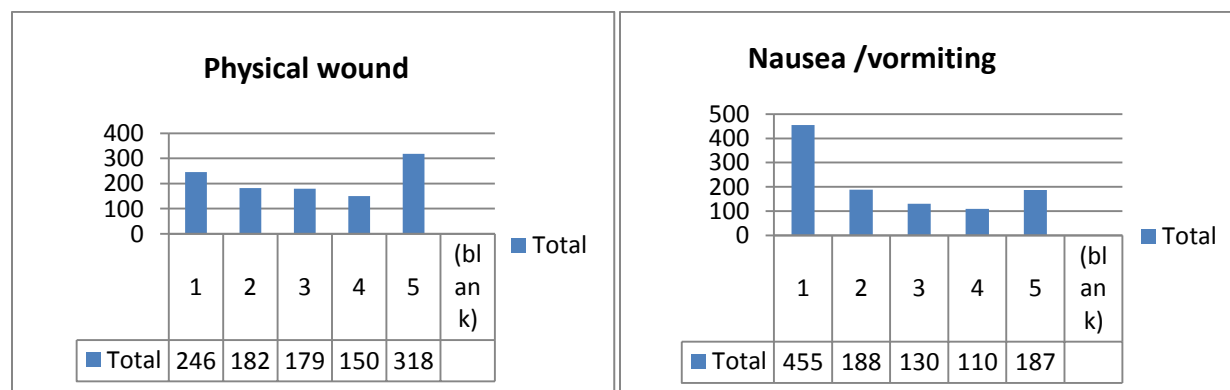
Headache and shivering of body and tongue in victims:

The elements such as headache were observed in the range of 26.7% as the highest, and 6.9% as the lowest level, stammering was found in 31.8% as the highest and 12.5% as the lowest level in the total number of people who responded to the survey.



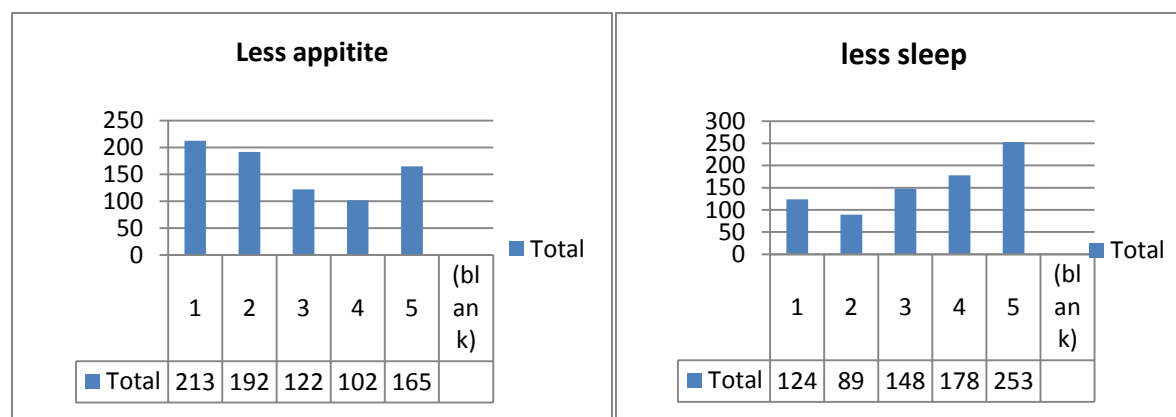
Physical wound and Nausea:

Total respondents had expressed that 28.7 % is the highest level of physical wounds whereas 22.2% was the lowest level recorded. The percentage of nausea and vomiting having highest level of 16.9% was observed in the victims. This shows significant impacts of repeated sexual harassment.



less appetite and less sleep:

The victims of Sexual Harassment with repeated sexual harassment got very less appetite the percentage showed that lowest level was 19.2 %. The highest level of less sleep among victims was 22.8% while the lowest level stood at 11.2%

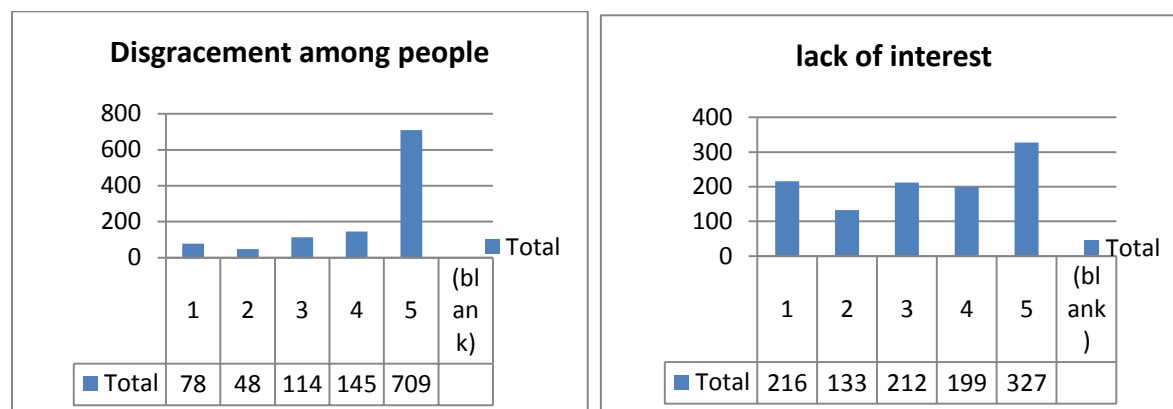


Social bad Impacts on the victims:

DISGRACE among people & lack of interest:

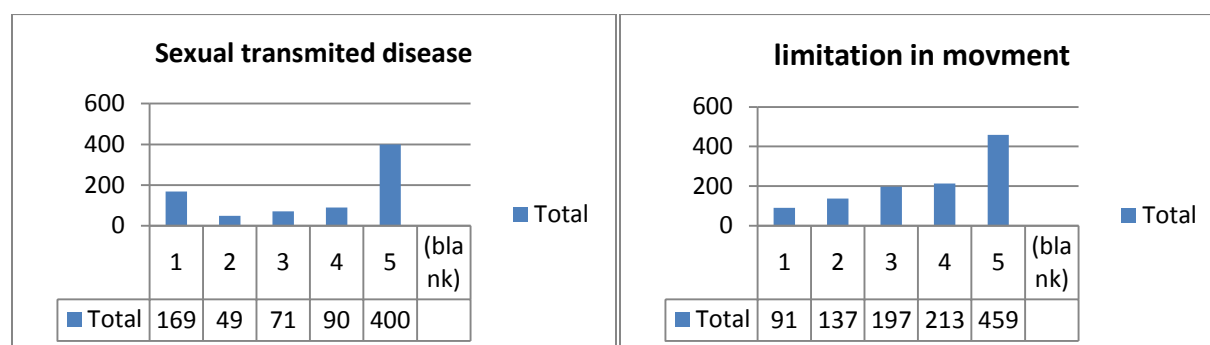
According to the total number of the respondents, the fear of disgrace was having the highest level of 64.1% and the lowest level observed was 7%. The lack of interest, maintained a highest degree of 47.3% and the lowest one was around 6.3%. The

indicated figures show gravity of the impact of psychosocial illnesses on the victims of SH.

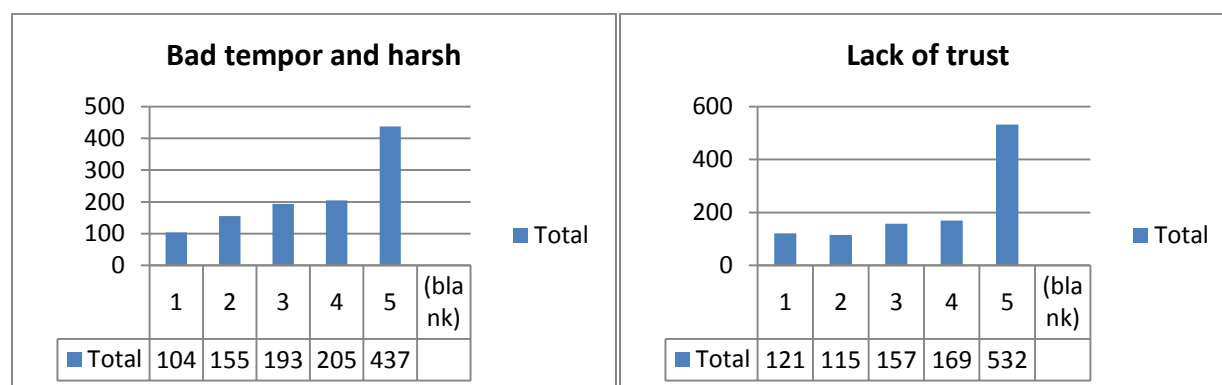


Sexual transmitted diseases and limitation in movement:

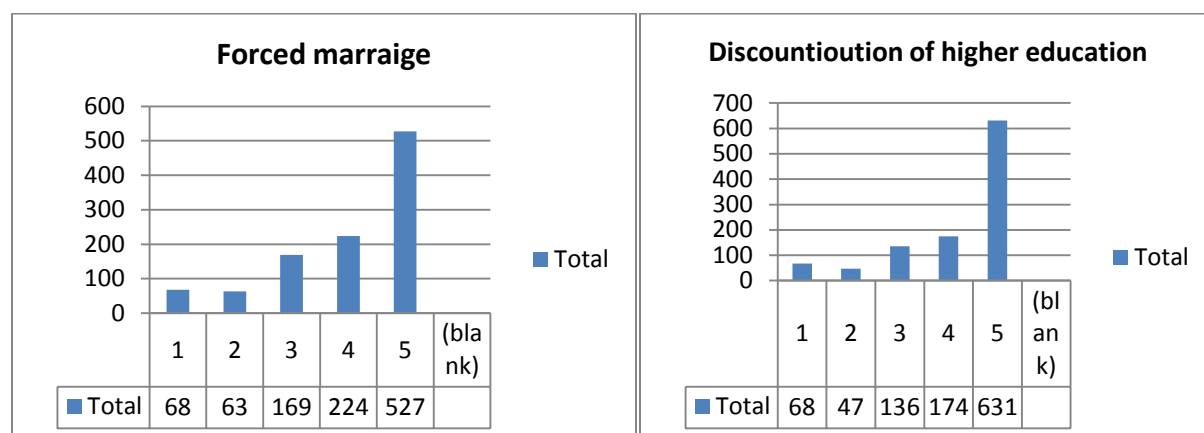
The highest number of respondents agreeing to Sexually transmitted diseases stood at 36.1% while lowest percentage was 15.2%. Limitation to movement of the victims by family had a highest level at 41.5%, and lowest one at 8.3%.



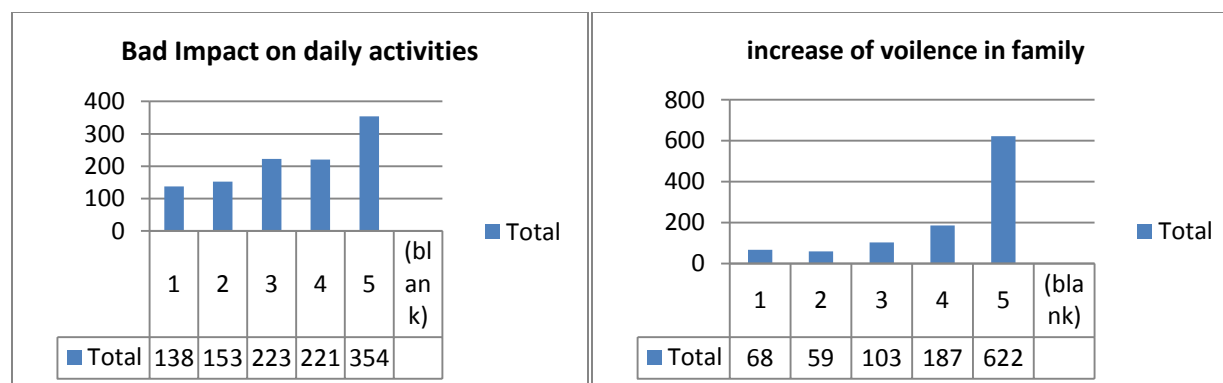
BAD TEMPER AND LACK OF TRUST BY VICTIMS: Highest ratio of bad temper observed in the victims was 39.5% as against the lowest level of 9.4%. Lack of trust, the highest percentage observed was 41.1% and the lowest one was 10.9%.



FORCED MARRIAGES & NOT CONTINUE THE HIGHER EDUCATION: the victims were pressurized to enter forced marriages and the respondent's showed that as much as 47.6% women were forced to marry by the family to avoid public disgrace which is the highest level and the lowest percentage recorded was 6.1%. To stop higher education of the victims of SH, the highest percentage was 87.1% and lowest was 6.1%.

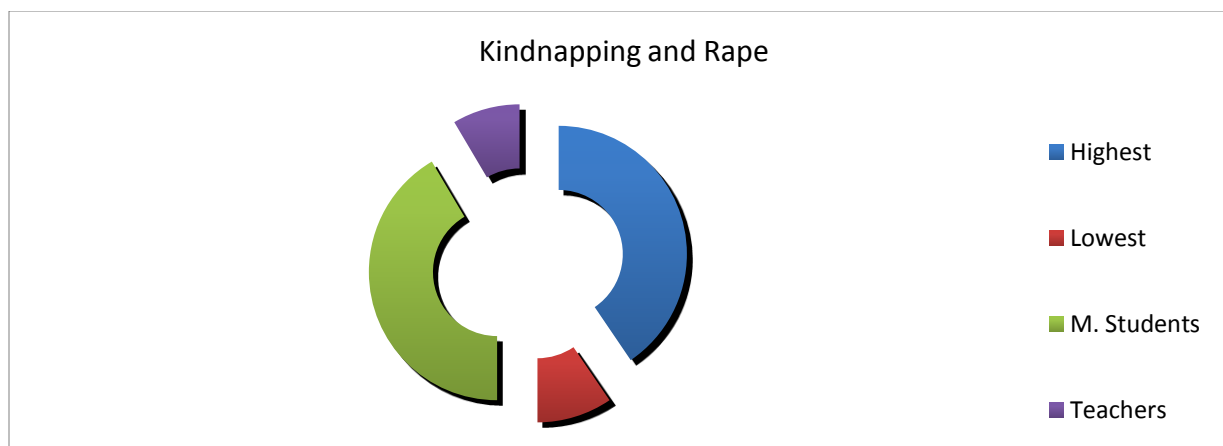


BAD IMPACT ON DAILY WORK AND INCREASE IN FAMILY VIOLENCE: Highest of impact on daily work of victims was 32% and lowest was 12.4%. The increase in violence within families had a highest level of 56.2% and the lowest level as 6.1%, which means that one of the major cause of increase in domestic violence is harassment.



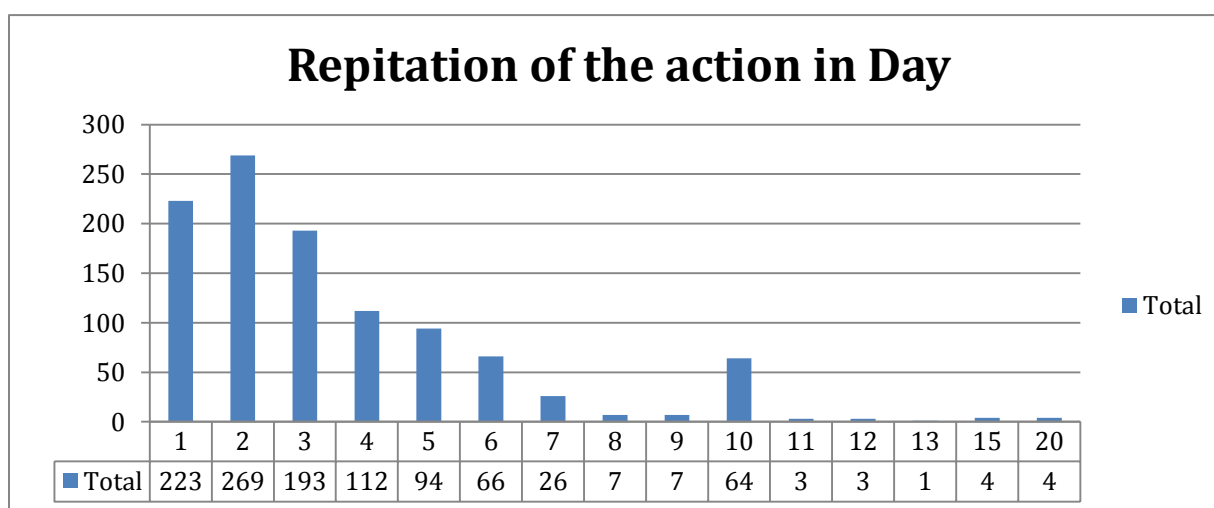
Kidnapping & Rape

Though rape is one of the most violent forms of sexual harassment, the study found out that 19% of the women had heard of rape being committed on campus. 51% out of them said it was a one-time occurrence while 27% said that the victim experienced it over and over.



REPETITION OF THE HARASSMENT DURING A DAY WITHIN UNIVERSITY ENVIRONMENT:

The below chart shows that most of the respondents 20% hadd mentioned at least 2 times in a day they experience harassment and 18% said that they faced the phenomena one time on daily basis within University Environment.



WOMEN'S OWN EXPERIENCE OF SEXUAL HARASSMENT

Women were first asked to state behaviors of sexual harassment that they had seen or heard about. Later they were asked to mention incidents that they had experienced themselves. There obviously was a slight difference in the two sets of data. We assume that because of the sensitivity of the topic, the stigma attached socially to the victim and the issue of honor and reputation that make it all more complex were factors that caused lower rating in this set of data.

This information might not reflect the actual numbers, which from our in-depth interviews seem to be much higher. However these figures become an indicator of the

fact that sexual harassment does occur. It also gives us an insight into the various forms of sexual harassment they experience, including the lighter versions and the more violent forms.

CASE STUDIES:

CASE STUDY OF MARIAM: The very new and current which is on the desk of MoHE at the moment it's the case of Mariam. She is an intelligent and she had done very good paper but when she was failed, she was shocked and she asked her teacher to review her paper. The teacher says that I can do this only when you come to my room all alone. She knew from the past experiences of other girls and she says that she cannot come alone but with a group of other girls. The teacher does not except and Maryam is telling her teacher that she will commit suicide in order to save her family honor and her honor in the eyes of her family and get rid of the teacher. The teacher does not pay attention to her request and she commits suicide but thank God she is alive but the case is going on

CASE STUDY SURAY'S: Suraya was in second year of her collage and she was one of the brilliant students. She was followed by a male class fellow and she tried to ignore him but the boy was getting extreme even he was reaching near her home's door. When she saw that the boy was not listening she complained to her mother and another day her mother brought a bottle of oil and put fire on the face of the boy and there was a big clash between two families. The Suray's family decided to marry her with an old man from their village and she had to stop her education and went to live with her husband in Badakhshan. Almost two years have passed but still, her family is upset with her for putting family honor at to risk.

CASE STUDY OF NASIMA: Was an intelligent student of law, she was beautiful as well; a gang of 5 boys were harassing her again and again. She did not mention any thing to the family, as she knew the family would have only one solution to stop her higher education. She continued to suffer with silence and it affected her daily routine and her number went down. The depression on her was increasing day by day and her dream to become an advocate and fight for women's right was becoming a dream day by day. She started to give the Gang 5 harsh words and insult them in front of other class fellows. The Gang 5 kidnapped her and raped her and then dropped her on the corner of street. Her family begged the gang 5 to marry her but they ignore and Nasima remained without any support with a bad psychosocial problem.

CASE STUDY OF GUL RUKH: Gul Rukh was very intelligent and a treat for male class fellows. A gang of 3 boys kidnaped her and raped her to punish her for being more intelligent than them in the University.

Case Study Zarmina punished for a crime she did not commit

Zarmina was a student in one of the universities in Afghanistan. She was very enthusiastic about her studies. She experienced a very uncomfortable and scary incident. A young man who was also a student but was from a different town started following her when she finished her classes and came back home. This incident turned into a routine where this man would follow her from home to her university and back. She was very afraid of this intimidation.

Zarmina wanted to share the issue with her mother but could not find the courage. She was too afraid of her father and could not even imagine telling him. She was sure that he would get very angry and would stop her from going to the university. She somehow wanted to handle the issue to make sure that she could continue her higher education. She thought she needed to be brave and stop this intimidation herself. She repeatedly told the boy to stop following her because this could damage her reputation. With all her efforts she could not shake the man off.

Her fears came true! The neighbors started gossiping about the situation and soon her character was being questioned. Her brother came to know about this talk and became furious. One day her brother followed her from the university to verify what he had heard. He saw this young man following her. He also saw his sister turning around and saying something to him a few times. She as usual was trying to convince the man to stop doing it. When she reached home her brother beat her up badly. He blamed her for bringing such shame to their family. He also told his family that the tales of her bad characters were all over the neighborhood. Her father immediately declared that her studies should be stopped and she should be married right away. They forced her to marry an old man, who had quickly offered to help out despite her shady reputation. He was rich but not educated. Zarmina tried to protest but found herself helpless. Her family totally blamed her for attracting the man and ruining the family reputation. She was punished for a crime, which was not hers.

CASE STUDY OF STORY:

Aziz was a student of University was searching for one of the professor for getting some advice on the assignment which was handed over to her. By entering the professor's room he saw that Ruqia was in the arms of the professor They both were shocked and Aziz too. The professor with anger said, "What was the matter?" with harsh sound Aziz replied with anger "I don't know? But what was the matter with you both???" Ruqia was crying rushed towards Aziz and said (protect me) and she was shivering badly. She started begging that he should not share this with anyone and she said the professor compelled her for doing so as he would not allow her passing marks and her family was also pressurizing her on getting high scores. When the professor heard this he came near Aziz with a meaningful smiling face said, "Dear Aziz if you keep the secret you will be one of the top students in my class. Ruqia was from a poor family and her mother

wanted her to complete her education so she could be the breadwinner of her family and therefore the professor was taking advantage of her weakness in life.

CASE STUDY OF HASSINA:

Hassina was beautiful and a charming student of University. A boy loved her and wanted to harass her, she never liked him and she was treating him badly. When Zubair was disappointed with her negligence he decided to take revenge from her. Zubair through some of his bad friends kidnapped Hassina and passed rumors about her affairs with him and that she had escaped with him by her own will. When the boy forcefully sexually abused her and after that he let her free to go back, she had no choice but marrying him because such girls would never be accepted in the society. In order to save her honor and her family's honor, she unwillingly accepted that marriage proposal. Though, Hassina had told her family several times, she didn't like him and it happened forcefully, but her family never believed her. Besides, she could not complete her education, by such a violation of Zubair she lost her family and beside that she had no respect in Dubai family as they thought she had escaped with their son. She had a miserable life and many times she tried to commit suicide but she was worried about her young daughter.

CASE STUDY OF SOMAYA:

Somaya, an orphan belonging to a poor family wanted to get admission in Kabul University and she dreamt of becoming a doctor as her father wished her to be one. She had dedicated her time only to education she was one of the high scorers during conquers exams. When she applied in the department of higher education for getting her graduation records one of the employees found that not only Somaya was beautiful but also she had no male member in her family to support her as her father was killed during the civil war. The employee always postponed her work for the other day and finally one day he found the chance to tell her that he loved her and wanted to date her. She could not accept his will. After many struggles when he was sure that Somaya would not fulfill his wish, then he destroyed all her documents and now she is sitting home and cannot go to fulfill her dream to be a doctor.

Complexities in devising a Proper Mechanism for SH

In order to understand policies, reporting mechanisms and accountability procedures interviews were conducted with policy makers, administrators and activists. Information was gathered from deputies of relevant ministries including MOE, MOHE, and MOWA. Chancellors and administrators of universities and schools were also approached and interviewed. Interviews also included parliamentarians, religious leaders, judges, and women's activists to understand the challenges surrounding anti-sexual harassment policies.

The Afghan constitution and overall policies of institutions do have potential mechanisms for dealing with sexual harassment however none of these have been explicitly developed. Furthermore, there is a lack of knowledge about these potentials resulting in a lack of accessibility and awareness needed to develop such mechanisms by cases and precedence. As mentioned previously in this document, Article 3, 22, 29 and 44 of the constitution establish the foundations for under which a sexual harassment policy can be developed.

There is no direct policy dealing specifically with sexual harassment in government employment policies, education institution policies, and health policies. Various words dealing with appropriate conduct in Afghan law are not clearly defined in relation to sexual harassment. The challenge arises due to the lack of definition of sexual harassment as a crime, which in turn means it cannot have punishment or accountability procedures as Article 27, c of the constitution states:

“No person can be punished but in accordance with the decision of an authorized court and in conformity with the law adopted before the date of offense.”

In Afghan society, security is linked to honor and sexual harassment is a direct assault on honor. Sexual Harassment establishes spaces where women and men are dishonored and can result in shame, guilt and restriction of mobility. For this reason women and especially men are hesitant to express sexual harassment they have seen or experienced. Sexual harassment goes against Islamic code of conduct in Sharia and the Afghan customary code of conduct. However the effect of shame on the victim and their own and family's honor causes their experiences to be suppressed and offenders to get away with their sexual harassment actions. This is compounded by the lack of social mechanisms to hold the harassers accountable for their actions.

Civil Society organizations have set up various mechanisms to deal with more violent forms of sexual harassment. Interventions range from legal aid, family clinics, shelters and family courts. However these are not backed with strong government policies and specifically developed legal frameworks. Where the MOWA has contracts with such organizations they are still undermined by the police, the courts and the legal system. Police sometimes escort women to shelters but it is not enough support. In addition, the lack of coordination between these civil society organizations leads to a challenge in efficient coverage to deal with the problem.

There is no one to follow through with the conventions that Afghanistan has ratified that include clauses to ensure mechanisms to combat sexual harassment.

The lack of security for both Afghan individuals as well as Afghan society establishes spheres where sexual harassment can perpetuate unbound.

Suggestions:

Based on the suggestions from the people surveyed we had the following points:

A code of conduct should be developed and enforced by the concerned departments in the universities and educational institutions and the violators must be punished

The issue of Sexual Harassment should be addressed from the point of view of The Quran and Sunnah and must be included in the curriculum

The media awareness should be designed which should be educational and informative

A joint committee among MoWA, MoRA, MoCI and civil society should be developed and work for betterment of educational environment

Imams must be involved to address the issue on regular basis from their stages on Friday Khutbas

Prevention of the provocative TV shows which cause immorality among the youths

Parents should pay special attention to the education and discipline of their sons and daughters.

The girls and women should come out of their homes in proper and modest dress and must be careful of their attitude, which may aggravate the situation.



Project2:

2015 Annual Forum for Promoting Peace, Respect to Human Rights and Countering Radicalism

Safi Land Mark – Kabul

1st and 2nd December 2015

Summary:

The annual Conference of Nahdhatul Ulama Afghanistan was successfully conducted on 1st and 2nd of December 2015 under the theme 2015 Annual Forum on Promoting Peace, Respect to Human Rights and Countering Radicalism the Forum was attended by Ulama delegations from various provinces of Afghanistan, Badakhshan, Herat, Kunar, Ningarhar, Parwan, Pakjshir, Laghman, Paktia, Kandahar, Maidan Wardak, Baghlan, Logar, Ghazni, Kabul, In addition the conference was attended by H.E Dr. As`ad Said Ali one of the senior members of NUBP and H.E Professor Nazaruddin Umar former Deputy Ministry of Religion Indonesia and H.E Anshory Tajuddin Ambassador of Indonesia in Kabul.

During the two days the topics of the agenda were covered well and the conferences was reflected in the Afghan national media well.

The forum was concluded with a final statement of eight points focusing on promoting peace, respect to human rights and countering radicalism.

I would like to express my thanks and appreciation to His Explanation: Excellency Mr. Anshory Tajuddin whose financial and technical support made this event happen and would extend our gratitude to the people and government of Indonesia for their support of promoting peace and development in Afghanistan as well as their support of NUA.

Based on the previous plan of conducting the annual conference of NUA, 1st and 2nd of December 2015 were chosen to held the event.

NECDO was given the task to do all the arrangements, Developing agenda, Communication with Ulama, Logistic preparations and conducting the program, all the preparations were done accordingly.

Goal of the Conference:

Promoting peace and unity, Respect to Human Rights and Countering Radicalism.

Objectives:

Renewal of commitment by NUA members to promote the 5 principals

Moderation

Social Justice

Balance

Tolerance

Participation

Seeking ways to promote NUA concept throughout the country.

Preparing grand to work on change of behavior to counter the radicalism in Muslim societies.

Promoting effective methods and techniques to work in communities.

During the first day (1st December 2015) of the conference the following topics were covered:

Registration of the Participants

Recitation of the Holy Verses of Quran (Mr. S Salahuddin Hashimi)

National Anthems of I.R. Afghanistan & R. Indonesia

Welcome Speech by NUA (Mr. Azizurahman Sediqi Head of NUA)

Introduction to Goal and Objectives of the Forum (F.G Kakar)

Speech by His Excellency Mr. Anshory Tadjudin (Ambassador R.I Kabul)

Let us praise to our god almighty Allah SWT, for his wisdom and blessing in providing opportunity for us to be here in this lovely morning to attend the Nahdatul Ulama Afghanistan conference. I would like to convey my highest appreciation to all of you who attend to this conference. Your presence here portrays a token of friendship between

the people Indonesia and Afghanistan and I certainly hope we may continue our friendship into much closer in the future.

My highest appreciation also to Dr. As`ad Said Ali (Former chairman of Nahdlatul Ulama) and Proffesor Nasaruddin Umar (Former deputy minister of religious affairs) that has presence in this conference. Your presence here as a portray that you are love Nahdlatul Ulama Afghanistan and love the people of Afghanistan. He said that I would like to thank you to NECDO as well that has run this conference.

Distinguished guest,

The theme of 2015 annual forum for Nahdlatul Ulama Afghanistan is Promoting Peace, Respect to Human Right and Countering Radicalism.

There are two roles of ulama, the first role is to guide people to be a good Muslim. People should follow what Allah SWT have written in Al-Quran and also follow what the prophet Muhammad SAW has said in his hadith. In this case Ulema become very important for bridging between Allah SWT and the people, its mean Habuluminallah.

The second role is to guide people become more tolerance to other people, respect of Human Right and live in peacefully, that its mean Hablumminannas.

As good ulama should promote peace and stability wherever they are, because without peace and stability we cannot live in normal life. Without peace we cannot go to the mosque and other place that we have to pray. Without peace our government cannot developed the country and no economic development and it will impact to the life of the people.

That is why we have to maintain peace and stability in order to get a better life.

The prophet Muhammad SAW said that between Muslims are brothers or sisters, so do not kill each other. But what happened at the moment in our country and also in other Muslim country such as in Iraq, Syria, Yamen, Libya and other African country. They kill Muslim brothers and sisters with the name of god some time they shout “Allah u Akbar” when they kill people. Is it a good Muslim?

If it is happened.our non-Muslim friends will laughing and happy because they see among Muslims are killing and destroying each other, do we want like this?

That is why as a good ulama, we should tell our people in our community, do not do the bad thing to our brothers and sisters,

We have to respect human right and respect each other for better life.

The other issue is about radicalism, as an ulama we should teach people that radicalism is not religious thought. Radicalism is against religion because they are spreading threat and terror they use Islam as a shield to cover their behavior which is against Islam.

Non-Muslim people think that are a hero of Islam, but again they are only use Islam as shield actually they are enemy of Islam, they destroying Islam for their benefit.

Distinguished Guest,

Indonesia is multicultural and multi ethnics country, accept other religion such as Christian Hindu and Budah. Even though Muslim population in Indonesia is around 80% but Indonesia is not Islamic state.

One of the biggest organizations is Nahdlatul Ulama which is Dr. As'ad Said Ali as former chairman of Nahdlatul Ulama, together with Prof Nasaruddin Umar as a former deputy minister of religious affairs, has presented there.

You can talk to them how Indonesia handling radicalism, human right and promoting peace and stability.

Indonesia committed for peace and stability of Afghanistan and will help Afghanistan through capacity building.

Relationship between republic of Indonesia and Islamic republic of Afghanistan has already 60 years, that's mean we enjoy our relationship between government to government and also relationship between people to people.

We hope insha allah our relation become stronger in the future.

Wassalamu`Alaikum WR.WB.

Role of Ulama for Unity of Ummah is a Dire Need (His Excellency Mr. Osmany/MoRA)

How to Promote Effective Dawah among Ulama In Afghanistan (H.E Mr. M.Qasim Halimi Advisor to President)

Radicalism in Muslim Societies, its impacts and how to overcome (H. E Dr. As'ad Said Ali)

(How to Strengthen NUA) Group Work

G1: What is the role of 5 principal of NUA (Moderation, Social Justice, Balance, Tolerance & Participation)

G 2: What are the effective methods of Dawah Ulama in Afghanistan should adopt to reform the society

G 3: What are the strength of Ulama to promote culture of peace

G 4: What are the challenges of Ulama, and weakness and how to overcome

Presentation of each group (Speaker of the group)

Evaluation of the Day (Mr. Naseer)

Dua and Closing of the day (Summarization) Mr. Musamem

During the Second day (2nd December 2015) the following topics were covered:

Recitation of the Holy verses of Quran (Qari Murtaza)

Naat-e-Sahrif (Maulawi Mohamad Ihsan Saiqal)

How to promote peace in conflict regions in Muslim societies (Dr. Nazarudin) Indonesia

Panel:

Islam Assures Respect to Human Rights (Mr. Husaini) Herat

Islam's Historical contribution to Peace (Mr. Tajddin) Badakhshan

What is the role of Ulama (particularly Afghanistan) to promote unity among the Muslim Society (Dr. Mohd Ayaz Neyazi)

How to create a good Muslim youth and the coming generations (Mr. Hafiz Asrarullah Hamim) Ningarhar

Speeches by Provincial representatives of NUA (5.5 minutes each)

Mr. Nesar Ahmad (Ningarhar)

Mr. Jalaludin Haqqani (Herat)

Mr. Amanuddin (Badakhshan)

Mr. Sayed Alishah (Laghman)

Mr. Khwajuddin (Paktia)

Mr. Mohd Sarwar Tauhidi (Ghazni)

Mr. Abdurrahman Allahyar (Kunar)

Mr. Mohd Ayaz Turnak (Zabul)

Mr. Dr. M.Sulaiman Nesary (Kabul)

Mr. Hedayatullah Mosamem (Logar)

Selection of new leadership for the period of next one year (1394-1395/ 2015-2016)

Speech by the outgoing leadership

Speech by incoming leadership

Final Statement of the Conference (Mr. Ahmad Noor Waqef) Panjshier

Evaluation of the conference

Dua (Mr. Ahmad Amadi) Herat

Final Statement NUA:

2015 Annual Forum of NUA was held with the theme Role of Ulama in Promoting Peace, Respect to Human Rights and Countering Radicalism held in Kabul on 1st and 2nd of December for two days based on the discussion during the sessions of the conference we come to the final eight points:

NUA is a non-political, non-profit social organization established to protect national and Religions values, through enlightening and giving awareness in particular the young generation in order to ensure peace, stability and integrity of the country (Afghanistan)

NUA acknowledges the struggle of the national army and security institution for security and safely of the nation and fully support them.

NUA refuse all sorts of violence and terror and is determined to counter radicalism.

NUA admires the efforts of all government and non-government institution who work for the protection of religions values and national interests.

NUA refuse violation of Human rights by any individual or organization in the country.

NUA is committed to be in service of religions leaders without any sort of discrimination.

NUA will assist with other organization to eliminate corruption and immoral activities.

NUA supports the Islamic Republic of Afghanistan in implementation of the national constitution and all the development progress activities and program



PROJECT #3: CONSTRUCTION OF INDONESIAN SOCIAL CENTER-KABUL (IIC) PROJECT JUNE 2015

NECDO planned to establish a social, cultural and educational community resource center for people of BUTKHAK alongside the mosque and a Family Welfare Clinic. The initial one year of the project will be spent for construction and for the next two years the activities and service provision for the community will be started. Goal of the Project is to empowerment Ulema, youths, children, men and women of the most vulnerable area (Returnees, IDPs and Nomads) through capacity building, education, social activities and having a Clinic and mosque

In the below lines every part construction, and its activities and expected results in details:

Indonesia and Afghan Friendship Social & Cultural Hall:

Construction: the hall will be constructed in 200sqr meter where a big hall having the capacity of 100- 300 audience at the same time. There will be shelves where indicate some information about Indonesian history culture, cloths, language, handicrafts, population, pictures and map location. Beside, that there will be other information shelves where information about Afghanistan history, culture, cloths, language and other information will be there.

Cultural activities: people of the area will visit the center and participates in bio monthly meetings beside, any cultural day of Indonesia and Afghanistan will be celebrated in the center.

Social activities: any exchange visit possibly will be arrange, hopefully an Indonesian network or NGOs will be connected to this center to share information and jointly work on collaboration and brother hood between the two brotherly nations

Library for the community:

Construction of a hall for library, the hall will be of 200sqr meter size having capacity of 10,000 books including shelves and 50 participants at time. Establishment of library for

women, youths and children where they will have good number of books, audio & video resources for more learning process, the internet likes will make them connected to all around the world. Monthly meetings among library members, community will be a good source of capacity building and empowerment. We will connect the library with other libraries around the world especially with libraries in Indonesia.

Construction of 4 rooms for social and educational activities for Ulema, youths and children men and women of the area. In these rooms we will organize literacy, Quranic classes, English and computer departments where community will be benefited from the regular classes in morning and evening shifts by well trained trainers. We will also include other topics, long term and short term trainings session for the community.

Construction of 4 rooms for office of Indonesian, Afghan Cultural Center... 300 square meter for its administrative activities which include office for key managers, finance department, administration and a meeting hall. Over all

Construction of a mosque in 400 square meter of land where at a time having the capacity of 300-500 Namazi male including 100-200 space for women Namazies

Construction of a Family Welfare Health Clinic where to have 420 square meter having rooms for bed patients, 2 room for administrative activities, 1 room for emergency cases and 2 for OPDs, 1 waiting launch and 1 Psycho social consoling unit for women about family meters. NECDO since 2002 our work in psychological point of view suffer from lots of problems, stress, anxiety and many other problems due to long term violence and brutality. Women will come there by daily and one nurse and a doctor (consular) will help them with their problems at the same time we will arrange on job trainings for 2 other women to learn from the doctor how to help victims with different cases



Women International League for Peace and Freedom activities in Afghanistan By NECDO:

WILPF's mission is to further by non-violent means the social transformation that enables the inauguration of systems under which social and political equality and economic justice for all can be attained to ensure real and lasting peace and true freedom.

To achieve this mission, WILPF conducts programs in four areas: Disarmament, Human Rights, Crisis Response, and Women, Peace and Security. The WILPF International Secretariat works alongside our global network of Sections, conducting peace-building activities at every level, from the grassroots to the highest decision-making bodies at the United Nations.

VISION: WILPF envisions a world free from violence and armed conflict in which human rights are protected and women and men are equally empowered and involved in positions of leadership at the local, national and international levels.

NECDO's work on WILPF:

NECDO achieved the representative of WILPF in Afghanistan on 2015. And will implement the WILPF aims at Afghanistan.

NECDO introduced WILPF to the afghan women through the networking g meetings and reached their recommendations for a better program. Before the networking meetings, NECDO prepared a registration form for the person who wants to take the membership of WILPF and want to work for peace in Afghanistan; also NECDO designed a logo (see below) and chose a name for WILPF in Afghanistan by the name of "Afghan Women Movement for Peace and Freedom in Afghanistan".

Moreover, NECDO established 4 committees for the WILPF in Afghanistan such as financial, cultural and religious, legal and public and international relation committees, each member of WILPF has the right to elect themselves for these committees to gain the committee leadership position and voluntarily achieve the committee membership and work for that committee to achieve the WILPF goal easily.

These committees will start their work from 1st April 2016.

Up to date, WILPF in Afghanistan has more than 100 members from the elegant women of Afghanistan who are working in Governmental and Non-governmental Organizations.

Official Travels (International meetings and conferences):

In the beginning of the April 2015, head of the NECDO board of directors Ms. Jamila Afghani attended at the WILPF (Woman International League for Peace and Freedom) in Netherland and she succeed to take the WILPF representative in Afghanistan. Now this league has more than 100 active women member in Kabul.

Moreover NECDO managing director Mr. Fazal Ghani Kakar attended the countering radicalism and ISIS conference in Jakarta, Indonesia on April 2015.

On the beginning of Nov 2015 Mr. Fazal Ghani Kakar attended the international workshop, women – in Muslim constitutions in Dubai which was conducted by USIP.

Also Ms. Jamila Afghani got the international Award on Leadership from Tallberg Foundation SWEDEN on Nov 2015. This is considered achievement for all Afghan women and Afghan Civil Society.



Annexes:

Annex #1: Safe Environment Code of Conduct:

The idea of developing an Anti-Sexual Harassment Policy was initiated in the University through the work of NECDO a women local organization is doing for provision of “Safe Educational Environment for All” realizing the need for institutionalizing efforts to address acts of sexual harassment that were rampant in all governmental and non-governmental educational institutions of Afghanistan. Sexual Harassment is one of the major challenges that women in Afghanistan constantly face, which affects their progress in the society. According to this report “Muhit-e-Salim Research Report 2015”, one of the major challenges in the way of women empowerment and leadership in the tribal, male dominated and religious society. Family dignity is the top priority and women as representative of family's dignity are the very first to be victimized. In order to keep family's honor and dignity, women sacrifices their basic rights such as education, right of social mobility, and the right of employment. The issue of sexual harassment in higher educational institutions not only affects women as individual but it also the whole society. The need of the time is to scientifically find out the magnitude, dynamics, and the context of these social problems and weed them out. This struggle of cleaning our environment is the responsibility of both men and women at all levels. We need to return to our high standards of ethics and make the environment at home, in public, in educational institutions, and at workplace safer for all women and men. On the basis of the above mentioned research findings, the University developed this draft Anti Sexual Harassment Policy for educational. The policy acknowledges that sexual harassment not only undermines the vision and the mission of the University which is to generate and disseminate significant knowledge and offer exemplary education to contribute to and innovatively influence national and global development, but it also erodes its academic and social fabric. Therefore, the successful implementation of this policy will bring social and academic harmony among members of the university community

The intention of the policy is to provide the students, University Administration, teaching and non-teaching staff with information and intervention strategies designed to make all of them aware of conduct which could constitute sexual harassment, procedures to follow if one is sexually harassed, and what consequences may follow from violation of the provisions of the Policy. This policy is focused on the management of sexual harassment in the workplace, learning, residential, and social environments of the University. The policy should be understood and implemented in the context of other University policies and statements, including the Gender Policy. This policy is aimed at empowering the victims of sexual harassment to address such conduct. In view of its duty to provide a safe working, learning, residential and social environment, the University may on its own accord and where appropriate, proceed with formal steps against an alleged perpetrator. The privacy and dignity of the victim will be protected at all times. The negligent failure of supervisory or managerial employees to observe and implement the terms of this policy shall be regarded as serious misconduct and may lead to disciplinary action being taken, possibly resulting in dismissal. In this policy some of the terms used with following meanings:

1. Direct discrimination: that someone is disadvantaged by being treated less favorably than someone else is treated, has been treated or would have been treated in a comparable situation, if this disadvantaging is associated with sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

2. Indirect discrimination: that someone is disadvantaged by the application of a provision, a criterion or a procedure that appears neutral but that may put people of a certain sex, a certain transgender identity or expression, a certain ethnicity, a certain religion or other belief, a certain disability, a certain

sexual orientation or a certain age at a particular disadvantage, unless the provision, criterion or procedure has a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

3. Harassment: conduct that violates a person's dignity and that is associated with one of the grounds of discrimination sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

4. Sexual harassment: conduct of a sexual nature that violates someone's dignity.

5. Instructions to discriminate: orders or instructions to discriminate against someone in a manner referred to in points 1–4 that are given to someone who is in a subordinate or dependent position relative to the person who gives the orders or instructions or to someone who has committed herself or himself to performing an assignment for that person.

In this Act discrimination has the meaning set out in this Section.

1. Direct discrimination: that someone is disadvantaged by being treated less favorably than someone else is treated, has been treated or would have been treated in a comparable situation, if this disadvantaging is associated with sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

2. Indirect discrimination: that someone is disadvantaged by the application of a provision, a criterion or a procedure that appears neutral but that may put people of a certain sex, a certain transgender identity or expression, a certain ethnicity, a certain religion or other belief, a certain disability, a certain sexual orientation or a certain age at a particular disadvantage, unless the provision, criterion or procedure has a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

3. Harassment: conduct that violates a person's dignity and that is associated with one of the grounds of discrimination sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

4. Sexual harassment: conduct of a sexual nature that violates someone's dignity.

5. Instructions to discriminate: orders or instructions to discriminate against someone in a manner referred to in points 1–4 that are given to someone who is in a subordinate or dependent position relative to the person who gives the orders or instructions or to someone who has committed herself or himself to performing an assignment for that person.

Sexual harassment means "Any act of sexual nature that violate some one's dignity"

2. DEFINITION

Sexual harassment does not arise from mutual attraction and consent, but is a wide range of behaviors of a sexual nature which are targeted, uninvited, unwelcome, or unreciprocated and clearly objected to. Both, women and men - as individuals or in groups - might be exposed to sexual harassment. Pertinent behaviors may be physical and/or communicative and may include: questions about another person's sexual conduct and/or intimate relationships; persistent unwelcome invitations;

- requests for sexual activity in exchange for favors/rewards, such as grades for students, or under threat

- intimidating or demeaning sexist comments;
- repeated derogatory sex-oriented comments or gestures;
- unnecessary and clearly objected close physical proximity;
- unnecessary physical contact, such as brushing against someone or touching, pinching, fondling,
- kissing or embracing someone against their will;
- actual molestation;
- sexual assault;
- Openly displayed pornographic visuals.

The purpose of the Act

Section 1 This Code enshrines our commitment to high standards of quality, accountability, and ethics in the conduct of our work. It is grounded in respect for the dignity and capacity of the individual, Members of University and University Secretariat staff also have a common commitment to prevent sexual exploitation and abuse, fraud and corruption and abuse of power. The University Steering Committee members (office bearers), staff, representatives and volunteers, students are personally and collectively responsible for upholding and promoting the highest ethical and professional standards in their course of being a representative of the university. And also The purpose of this Act is to combat discrimination and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. In this Act discrimination has the meaning set out in this Section.

1. Direct discrimination: that someone is disadvantaged by being treated less favorably than someone else is treated, has been treated or would have been treated in a comparable situation, if this disadvantaging is associated with sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

2. Indirect discrimination: that someone is disadvantaged by the application of a provision, a criterion or a procedure that appears neutral but that may put people of a certain sex, a certain transgender identity or expression, a certain ethnicity, a certain religion or other belief, a certain disability, a certain sexual orientation or a certain age at a particular disadvantage, unless the provision, criterion or procedure has a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

3. Harassment: conduct that violates a person's dignity and that is associated with one of the grounds of discrimination sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

4. Sexual harassment: conduct of a sexual nature that violates someone's dignity.

5. Instructions to discriminate: orders or instructions to discriminate against someone in a manner referred to in points 1–4 that are given to someone who is in a subordinate or dependent position relative to the person who gives the orders or instructions or to someone who has committed herself or himself to performing an assignment for that person.

In this Act the following terms have the meaning set out in this Section:

1. Sex: that someone is a woman or a man.

2. Transgender identity or expression: that someone does not identify herself or himself as a woman or a man or expresses by their manner of dressing or in some other way that they belong to another sex.
3. Ethnicity: national or ethnic origin, skin color or other similar circumstance.
4. Disability: permanent physical, mental or intellectual limitation of a person's functional capacity that as a consequence of injury or illness existed at birth, has arisen since then or can be expected to arise.
5. Age: length of life to date.

Working life

Prohibition of discrimination

Section 1

An employer may not discriminate against a person who, with respect to the employer,

1. is an employee,
2. is enquiring about or applying for work,
3. is applying for or carrying out a traineeship, or
4. is available to perform work or is performing work as temporary or borrowed labour.

The prohibition of discrimination also applies in cases where the employer, by taking reasonable support and adaptation measures, can see to it that an employee, a job applicant or a trainee with a disability is put in a comparable situation to people without such a disability.

A person who has the right to make decisions on the employer's behalf in matters concerning someone referred to in the first paragraph shall be equated with the employer.

Section 2

The prohibition in Section 1 does not prevent

1. Differential treatment based on a characteristic associated with one of the grounds of discrimination if, when a decision is made on employment, promotion or education or training for promotion, by reason of the nature of the work or the context in which the work is carried out, the characteristic constitutes a genuine and determining occupational requirement that has a legitimate purpose and the requirement is appropriate and necessary to achieve that purpose,
2. Measures that contribute to efforts to promote equality between women and men and that concern matters other than pay or other terms of employment,
3. The application of age limits with regard to the right to pension, survivor's or invalidity benefits in individual contracts or collective agreements, or
4. Differential treatment on grounds of age, if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

Preamble

Every University of the world is for the advancement of humanity. The University is committed to creating and maintaining a working, living, and learning environment free from sexual harassment, in which all members are assured of their dignity, security and well-being.

The policy acknowledges that sexual harassment not only undermines the vision and the mission of the University which is to generate and disseminate significant knowledge and offer exemplary education to contribute to and innovatively influence national and global development, but it also erodes its academic and social fabric. Therefore, the successful implementation of this policy will bring social and academic harmony among members of the university community.

All employees, students and third parties are subject to this policy and are expected to take full responsibility and accountability in understanding, implementing, observing and adhering to the terms of this policy in their conduct with other employees, students and third parties to ensure that the objectives of the policy are achieved. Sexual harassment will not be tolerated. Acts of sexual harassment may lead to disciplinary action being taken, possibly resulting in the dismissal (of employees) or the exclusion (of students) from the University or the termination of contractual or other relationships with third parties.

The intention of the policy is to provide the students, University Administration, teaching and non-teaching staff with information and intervention strategies designed to make all of them aware of conduct which could constitute sexual harassment, procedures to follow if one is sexually harassed, and what consequences may follow from violation of the provisions of the Policy.

This policy is focused on the management of sexual harassment in the workplace, learning, residential, and social environments of the University. The policy should be understood and implemented in the context of other University policies and statements, including the Gender Policy. This policy is aimed at empowering the victims of sexual harassment to address such conduct. In view of its duty to provide a safe working, learning, residential and social environment, the University may on its own accord and where appropriate, proceed with formal steps against an alleged perpetrator. The privacy and dignity of the victim will be protected at all times.

Chapter 1

Introduction

Despite both national and international efforts to eliminate sexual harassment, there is no single definition of what constitutes prohibited behavior. All definitions, however, are in agreement that the prohibited behavior is unwanted and causes harm to the victim. 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; it is discriminatory when the woman has reasonable ground to believe that her objection would disadvantage her in connection with her employment, including recruitment or promotion, or when it creates a hostile working environment." The International Labor Organization

(ILO) is a specialized United Nations agency that has addressed sexual harassment as a prohibited form of sex discrimination under the Discrimination (Employment and Occupation) Convention. The ILO has made clear that sexual harassment is more than a problem of safety and health, and unacceptable working conditions, but is also a form of violence (primarily against women). In Kenya's jurisdiction, Sexual harassment has been defined as unwelcome advances, requests for sexual favors or other verbal or physical conduct of sexual nature by way of words, acts, gestures or comments that would embarrass, humiliate, intimidate, demean or compromise a reasonable person to whom such advances, requests or conducts are directed. It also refers to the imposition of sexual requirements in the context of a relationship of unequal power.

According to a 1992 study conducted by the International Labor Organization (ILO), "Sexual harassment is inextricably linked with power and takes place in societies which often treat women as sex objects and second-class citizens."

Catharine MacKinnon, one of the foremost writers on the topic, describes sexual harassment as an "explosive combining of unacceptable sexual behavior and the abuse of power." A particular incident of harassment may or may not include any explicitly sexual behavior, but it always involves some form of abuse of power. Thus the definition of sexual harassment is multi-faceted, which adds to the complexity of the concept.

The law which is passed in 2008 in Egypt on Anti Sexual Harassment Law says".....

The Pakistan code for anti-sexual Harassment was passed in March 2010 and it defines sexual harassment as.....

Iran and India.....

Background Information

NECDO as Women local organization in a joint venture of civil society.....

For a number of years, there have been attempts to draw attention to the problem of sexual harassment and how they affect men and women. A number of conventions, international agreements, institutions, organizations and networks have attempted to provide direction and developed interventions to guide societies towards transforming the situations that perpetrate sexual harassment. But due to political instability of the country and involvement of some of the key players were the major obstacle on the way of MSP advancement. We Think Globally and Act locally where in the 6 years we have adopted the bottom to top approach and finally the recent development on the issue has got

Attention of Afghan government as Mr. Ashraf Ghani HRW.....

The Constitution of Afghanistan serves as the cornerstone upon which this policy derives its legitimacy. Being the supreme law of the land, any other law, policy, rules and regulations that are contrary to it are null and void to the extent of the inconsistency to the Constitution. The Constitution contains the principles of non-discrimination and equality which are fundamental to this Anti-Sexual Harassment Policy.

This policy is further grounded on the Afghanistan National laws and policies prohibiting sexual harassment. The policy borrows from international human rights principles enumerated in international and regional human rights conventions such as the Universal Declaration on Human Rights (1948), the Beijing Declaration and Platform of Action (BPFA), The Millennium Development Goals, the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), The African Charter on Human and People's Rights and its protocol on the Rights of Women, the international labor organization among others which emphasize the need to eradicate all manner of sexual exploitation including sexual harassment..

Situational Analysis

There have been deliberate attempts globally within University to eradicate sexual harassment and gender based discrimination. Examples of sexual harassment that were identified by the students, university administrators, teaching and non-teaching staff, students through the questionnaire administered to them include but are not limited to:

- Unwanted physical contact of intimate body parts, e.g., patting buttocks or stroking breasts, massaging any part of the body or scratching the palm of the hand;
- Unwanted and persistent explicit or implicit propositions to engage in sexual activity
- Unwanted verbal communication, e.g. dirty jokes, derogatory sexual remarks, leering, persistent social invitations or threats that failure to oblige to sexual advances might lead to unfair treatment;
- Unwanted nonverbal communication, e.g., obscene gestures, sexually suggestive actions or facial expression
- Remarks about sexual activities or speculation about sexual experience
- Exposure to sexually suggestive visual displays such as insinuating graphics, photographs, pictures, posters, calendars or other materials
- Rape or defilement
- Sexual assault.

The factors that contribute to sexual harassment identified in the survey include:

- **Poverty**
- **Gender discrimination**
- **Indecent/provocative dressing by both males and females**
- **Ignorance on what constitutes sexual harassment**
- **Impunity**

The consequences of sexual harassment identified include:

- Low staff morale and productivity
- Unwanted pregnancies

- Psychological problems
- Victimization
- Stigma

Chapter 2

2.0 Policy Framework

2.1 Rationale

Afghanistan University is committed to being a high performance, reputable and vibrant institution which shall not tolerate all forms of behavior that perpetuate gender inequalities and sexual harassment in particular. The University acknowledges that sexual harassment is a violation of the fundamental human rights, debilitates morale and interferes with the effectiveness of the living, working and learning environment. Sexual harassment cases have been handled in an ad hoc manner within the precincts of the University. There is no guidance on how to handle the subject due to the absence of a comprehensive anti-sexual harassment policy.

In as much as University has documents that outline the regulations governing the conduct of members of the University community, such documents lack clear guidelines on how to handle sexual harassment cases and neither do they recognize the explicit connection between sexual harassment and gender based violence. Consequently, many cases are never reported, and even when they are reported, there are no clear guidelines for dealing with the perpetrator.

There needs to be recognition that sexual harassment. It is necessary to provide standard guidelines and a mechanism for handling sexual harassment cases e.g. Reporting, investigation, punishment and counseling victims to cope with the experience.

Female students who have suffered indignity at the hands of their lecturers do not report for lack of an institutional framework for reporting and punishments thus fearing getting low marks. Some staff members have been accused of oppressing and exploiting students but have never been punished and even if they are punished, the punishments are lenient and no appropriate action has been taken against them.

The policy will create awareness on what constitutes sexual harassment and serve as a deterrent to potential perpetrators. Students too have fallen into the trap of sexually harassing their fellow students especially due to the fact that drugs and alcohol intake is rampant at the universities. Respondents were of the opinion that drugs and alcohol contribute to cases of SH and therefore the university had to deal with such issues severely. Such offences sometimes result into rape in the student hostels but the perpetrators even when they appear before the disciplinary committee, their cases have not been dealt with appropriately.

2.2 The policy formulation process

The development of the anti-sexual harassment policy was spearheaded by the efforts of core group of MSP under leadership of NECDO. This was in the period of July to November 2009. NECDO employed a highly participatory and rigorous process. Consultations and surveys were carried out through the administration of questionnaires. The purpose of the surveys was to get input from the 20 Universities from the 4 provinces Kabul, Harat, Ningrhar and Mazar from 1348 individuals were

interviewed. A validation workshop was held on the 11th November 2014 where participants validated the survey findings, critiqued the draft policy and made recommendations. The involvement of the community has fostered ownership of the policy by the community and facilitate acceptance of the document for implementation. The policy was reviewed and farther improved by Afghan legal experts.....

2.2 Goals and Objectives of the policy

The overall goal of this policy is to provide a comprehensive framework for preventing and redressing sexual. It is also aimed at empowering and building the capacity of the University community and its affiliates in the bid to eradicate the vice.

The specific objectives include:

1. To create and maintain a conducive learning and working environment at Afghanistan University so as to achieve the University Mission to generate and disseminate significant knowledge and offer exemplary education to contribute to and innovatively influence national and global development.
2. To prevent sexual harassment. 3. To remedy sexual harassment situations.
4. To provide disciplinary procedures for the perpetrators of sexual harassment.
5. To provide guidelines and mechanisms/structures for handling cases of sexual harassment at the University.
6. To provide a platform for debate on sexual harassment both within and outside the University and to uphold fundamental human rights
7. To sensitize Afghanistan University Community on what constitutes SH and its consequences.
8. To create awareness on the reporting procedure.
9. To consistently handle cases of sexual harassment promptly, effectively and with utmost sensitivity and fairness
10. To promote research and publication of research findings and recommendations for cultural reforms regarding sexual harassment.

2.3 Scope of the Policy

All employees, students and third parties are subject to this policy and are expected to observe and adhere to the terms of this policy in their conduct with other employees, students and third parties. The sexual harassment policy will apply to all activities and operations taking place at the University. It is binding on all employees, students and third parties that deal with the institution and its affiliate structures. The implementation of the policy will be the responsibility of everyone in the university. NECDO will provide guidance, coordinate and act as a resource center for implementation of the policy. Specifically, this policy covers:

1. Teaching staff
2. Non-teaching staff in Departments and Sections (permanent, temporary and casual)

3. Administrators

4. Students (regular, self-sponsored, part-time, school-based, diploma and postgraduate)

2.4 Guiding principles

- Rule of law, promotion and protection of human rights
- Access to accurate information on the reporting mechanism
- Adherence to principles of gender equality and equity
- A Sexual harassment free university
- Research based interventions
- Sustained approaches to coordination and management of anti-sexual harassment activities.
- Confidentiality
- Non-discrimination
- Zero tolerance to Sexual Harassment
- Transparency and Accountability
- The dignity and integrity of every human being must be given due regards at all times.

Chapter 3

Areas of Intervention

To achieve the objectives of the anti-sexual harassment policy, the following areas of intervention shall be initiated:

- Awareness and sensitization
- Capacity building and training
- Curriculum
- Safety and security
- Research on sexual harassment

3.1. Awareness and Sensitization

This is the process through which people or the public are made aware of SH and the redress mechanisms available at their disposal in order to increase their level of awareness and empower them to confront SH.

Challenges

- Ignorance on the part of the University community that indeed sexual harassment is a vice and a human rights violation.
- Lack of accurate information of what exactly constitutes sexual harassment

Policy statement

The University has and will continue to provide support for initiatives that are already in place and are aimed at educating the public on the importance of eradicating sexual harassment.

Intervention strategy

- The University will ensure that this policy is published and disseminated to all staff, students and the community.
- Conduct awareness workshops on SH
- Require all students, staff and the community to undertake to abide by the anti- Sexual Harassment Policy.
- Continue to support advocacy groups and create new ones where applicable.

3.2. Capacity Building and training

The University recognizes that it needs to take proactive measures to train individuals and equip them with knowledge on how to handle SH cases. These individuals would preferably be those who deal with grievances of other nature within the University such as the Disciplinary Committee, the office of the Dean of Students, the Human Resource Officer, Spiritual Leaders and any other University Advisor that students present grievances to or confide in. These persons are in turn expected to build the capacity of the larger University Community on SH and gender equality as they have a wider reach due to their leadership positions within the University.

Policy statement

The University has and will continue to implement capacity building program such as workshops and seminars that are aimed at empowering the staff, students and the community to join forces against sexual harassment

Intervention Strategy

- Facilitate training of University counselor's, the human resources officer, the office of the dean of students, the staff to recognize and be responsive to the emotional and psychological needs of staff and students.

- Strengthen the current guidance and counseling unit to deal with sexual harassment cases.
- Empower members of the University Community to take part in the implementation process.

The curriculum The curriculum is the avenue for teaching, learning and acquisition of knowledge and skills at the University and any other educational institutions.

Policy statement

The University commits itself to incorporate sexual harassment into the curriculum whether through the formal learning system or the co-curricular system.

Intervention strategy

- Mainstream sexual harassment into the formal curriculum
- Audit and device methods of rewarding students and staff who actively engage in anti-sexual harassment activities.

3.4. Safety and Security

In any setting, safety and security pose a great challenge especially with regard to preventing sexual offences and other related offences. The Institute and the office of the dean of students especially have received numerous complaints about sexual offences especially against females which make it imperative that this policy provides for it.

Policy statement

The University has continually tried to ensure the safety and security of staff, students and the community especially female students. The university will ensure that the University and its environs are made secure and safe, especially for female students to foster a secure environment for teaching, learning, working, recreation and respect for dignity and privacy.

Intervention Strategy

To achieve the above objective the university will:

- Provide training for staff and students on life skills.
- Provide adequate lighting within the university
- Ensure all reports on sexual harassment are kept private and confidential to avoid jeopardizing the safety and security of the victim as it may attract victimization.

- Install suggestion boxes and hotlines in appropriate locations within the University.

3.5. Research on Gender Based Violence and Sexual

Harassment

- The University shall continuously carry out research on SH and gender based violence to ensure that the policy keeps up to date with the changing current situations and also that it keeps up the momentum in its attempt to eradicate sexual harassment.

Policy statement

The University will continually support research initiatives in the area of sexual harassment and gender based violence

Intervention strategy

- Establish a research unit
- The University shall allocate funds for research and dissemination of research findings.

Chapter 4

4.0 Procedures for handling sexual harassment

- While studies undertaken in the University Campuses and Constituent Colleges reveals that sexual harassment is rampant at the University, very few of the survivors reported the incidences.
There are several reasons for the non-reporting of sexual harassment incidences in the university such as; fear of stigmatization, fear of family disgrace net, fear of reprisal, fear of ostracism, fear of punishment or victimization, lack of proper reporting structures and mechanisms, lack of confidentiality, ignorance and lethargy and inability of the university administration to handle such cases when reported.
- It is in recognition of the above mentioned failures that the university has seen the need to have a well laid down procedure for effective handling of sexual harassment cases as and when they occur.

4.1 Reporting Mechanisms

- Persons who believe they have been survivors of sexual harassment are strongly encouraged to report the incidence to the confidential advisors appointed to help in the implementation this policy. The survivor of sexual harassment who wishes to pursue or make a complaint of sexual harassment has two options through which they can make the complaint: either through an informal complaint or through a formal complaint.
- An informal complaint is made to any academic member of staff, personal tutor or administrator. It is made in those cases where the survivor wishes for something to be

done (e.g. warn the harasser or transfer him/her to another department or change his/her dissertation supervisor) but is not ready to lodge □ A formal complaint. In any case, the alleged perpetrator must be notified of the complaint lodged against him/her. An additional advantage of an informal complaint is that it remains on record and may be used in future as evidence of repeated unwanted conduct should the need arise.

- In making a formal complaint, the survivor will lodge a written and signed complaint to the board or committee with the duty to implement the policy. The committee will then investigate the complaint exhaustively and make adequate disciplinary decisions.
- The Committee can also on its own motion and with no formal complaint being received from the survivor of sexual harassment initiate an official investigation in circumstances where such an intervention is clearly required or justified.
- The policy emphasizes the importance of documenting all cases of sexual harassment within the university's precincts or involving the students, university administrators, teaching and non-teaching staff. Thus, it is vital that an account of the incident that the survivor is complaining about be documented as soon as possible after its occurrence, especially if they decide to bring a formal complaint. The written account should include the date, time and place of each incident, the behaviors involved in the incident, the survivor's response to it, and the names of any witnesses to it. Complaints must be lodged within a reasonable time, preferably within 72 hours especially in cases where the survivor may need medical attention. In any case the time period for reporting should not exceed three months from the alleged harassment.
- Survivors should report to the dean of students, gender units of universities, medical department or custodians in the hostels or directly to the anti-sexual harassment committee.

4.2 Investigation procedures

- Upon receiving a report on sexual harassment, the receiving authority shall refer the matter to the anti-sexual harassment committee to investigate. The receiving authority shall also inform the vice chancellor for necessary interim action especially in cases where the perpetrator is in higher authority than the survivor and is likely to interfere with investigations. Investigations will include but not limited to interviews with and written statements by or with the complainant and the perpetrator. Interviews will be confidential and discreet. Persons with information on the incidence will also be interviewed. The investigators will establish the circumstances leading to the incidence, nature of the incidence, the relationship between the parties, past behaviors and the context under which the alleged incident occurred.

4.3 Disciplinary measure

- Once the investigations are complete, they shall be submitted to the vice chancellor. The vice chancellor shall then direct the disciplinary committee to deliberate on the appropriate disciplinary action. Disciplinary measures shall be instituted

against perpetrators as appropriate once investigations have been conducted and it is established beyond reasonable doubt that the incident occurred. The disciplinary committee shall then submit its recommendation to the Vice Chancellor for action.

- This policy document states the university's commitment to providing an environment within the university that is free from sexual harassment and any employee or student who violates the policy shall be subject to serious disciplinary action which could include:

1) Termination of services

2) Suspension or expulsion of the student from the University.

3) Barring such persons from accessing the University premises.

4) Conciliation

- The University recognizes that persons may make false reports and therefore prohibits this. Persons who make false allegations are subject to disciplinary action. Cases beyond the University jurisdiction will be forwarded to the appropriate authorities outside the University.
- Sexual harassment is a crime in Afghanistan as is provided for in the EVAW Law which was signed as presidential decree. Notwithstanding, any other action that has been taken by the survivor as is provided for under this policy; the survivor should be informed that she/he also has a right to pursue criminal charges against the perpetrator and thus have them prosecuted in a Court of Law.

4.4 Confidentiality

- All complaints of sexual harassment shall be treated confidential to the extent practicable. Only those individuals who may have received informal complaints or are necessarily involved in an investigatory process and in the making of decisions regarding resolution of the complaint should ordinarily be provided access to information regarding any allegation of sexual harassment. All information regarding sexual harassment complaints shall be maintained in a confidential file and locked away in a secured safe place in the exclusive office of the body charged with the duty of implementing the policy.
- Due to the sensitivity and the distressing nature of sexual harassment cases, all persons involved shall treat the matter with utmost confidentiality. The University shall only disclose such information as required by law and only to the extent that such information will aid further investigation and thereby ensure perpetrators are punished and the vice eradicated.

4.5 Support for victims of Sexual Harassment

- There is usually stigma and undue pressure associated with SH and most survivors and especially female survivors who experience this with their lecturer opt to keep quiet for fear of victimization. Once there is evidence that one is undergoing SH, the University shall provide appropriate counseling for the survivors and any other member of the survivor's family where appropriate.
- The University shall circulate copies in strategic places such as Schools, Departments, libraries and hostels. It shall further orient any incoming new students on the anti-SH policy. It will make the policy part of the conditions of employment and incorporate it in the performance contract.

4.7 Monitoring and Evaluation

- The Anti Sexual Harassment Committee created by this policy in conjunction and the University Administration will develop tools for monitoring and evaluating the progress made in the implementation of the policy strategies. The Committee and the Institute will continue to undertake research, collect, collate and analyze information to monitor or track progress of the implementation. Evaluation of interventions will be undertaken yearly to assess the extent of impact and the shortcomings thereof, which in turn will feed the policy cycle for improvement in content and context. The policy will be reviewed at least every three years to take into account new developments in research and lessons learnt from the monitoring and evaluation of the policy. The review will also take into account the social and economic realities associated with sexual harassment and the overall university environment.

4.8. Implementation roles and responsibilities

4.8.1. Awareness and Sensitization

- The actors involved are the Vice Chancellor, the Deputy Vice Chancellor (Administration) and the Dean of Students.

4.8.2. Curriculum program

- The actors involved in its implementation are the Vice Chancellor the Deputy Vice Chancellor Academics Affairs, Deputy Vice Chancellor Administration, Dean of Students, and Heads of Department.

4.8.3. Capacity building

The actors involved in its implementation are the Vice Chancellor and the Deputy Vice Chancellor Administration.

4.8.4 Research on Sexual harassment and Gender based violence

The actor involved in its implementation is the Vice Chancellor, Deputy Vice Chancellor in charge of research.

4.8.5. Reporting mechanisms

- The actors involved in its implementation are the vice chancellor, the investigating committee, the DVC (administration) and the various Deans.

4.8.6. Investigation procedures

- The actors involved are the Vice Chancellor, the investigation committee.

4.8.7. Disciplinary measures

- The actors involved are the Vice Chancellor, the disciplinary committee, the DVC (Administration).

4.8.8. Confidentiality

The actors involved are the Investigation and the Disciplinary Committees.

4.8.9 Support for victims

- The actors involved are the Vice Chancellor, the Deputy Vice Chancellor (Administration), Dean of students, Head of Departments, Guidance and counseling section.

4.8.10 Dissemination

- The actor involved is the Deputy Vice Chancellor (Administration).

4.8.11 Monitoring and evaluation

- The actors involved are the Vice Chancellor, the anti-sexual harassment committee and the Deputy Vice Chancellor (Administration).

Section 3

If an employer becomes aware that an employee considers that he or she has been subjected in connection with work to harassment or sexual harassment by someone performing work or carrying out a traineeship at the employer's establishment, the employer is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can

reasonably be demanded to prevent harassment in the future. This obligation also applies with respect to a person carrying out a traineeship or performing work as temporary or borrowed labor.

Education

Prohibition of discrimination

Section 5

A natural or legal person conducting activities referred to in the Education) or other educational activities (an education provider) may not discriminate against any child, pupil or student participating in or applying for the activities. Employees and contractors engaged in the activities shall be equated with the education provider when they are acting within the context of their employment or contract.

The prohibition of discrimination also applies in cases where an education provider, by taking reasonable measures regarding the accessibility and usability of the premises, can see to it that a person with a disability who is applying or has been accepted for education or for education that can lead to a qualification to award certain qualifications, is put in a comparable situation to people without such a disability.

Section 6

The prohibition in Section 5 does not prevent

1. Measures that contribute to efforts to promote equality between women and men in admissions to education
2. The application of provisions that take account of age with regard to preschool education, preschool classes, compulsory schools, compulsory schools for pupils with learning disabilities, Sami schools, special schools or recreational school centers, or educational activities
3. Differential treatment on grounds of age, if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose. Nor does the prohibition prevent a folk high school or a study association from taking measures that contribute to efforts to promote equal rights and opportunities regardless of ethnicity, religion or other belief.

Obligation to investigate and take measures against harassment

Section 7

If an education provider becomes aware that a child, pupil or student participating in or applying for the provider's activities considers that he or she has been subjected in connection with these activities to harassment or sexual harassment, the education provider is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can reasonably be demanded to prevent harassment in the future.

Information about qualifications

If an applicant has been refused admission to an educational program or has not been selected for a test or interview if such a procedure is used in the admissions process, the applicant shall, upon request, receive written information from the education provider about the education or other qualifications that the person had who was admitted to the educational Program or who was selected for the test or interview.

Labor market policy activities and employment services not under public contract

Section 9

Discrimination against applicants or employees is prohibited with regard to labor market Policy activities and employment services not under public contract.

However, this prohibition does not prevent 1. Measures that contribute to efforts to promote equality between women and men or equal rights and opportunities regardless of ethnicity, or

2. Differential treatment on grounds of age, if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

Health and medical care and social services etc.

Section 13

Discriminations is prohibited with regard to

1. Health and medical care and other medical services, and

2. Social services activities

3. Assistance in the form of special transport services and national special transport services and housing adaptation allowances.

Section 13 a

The prohibition of discrimination in Section, associated with sex does not prevent women and men being treated differently if this has a legitimate purpose and he means that are used are appropriate and necessary to achieve that purpose.

Section 13 b

The prohibition of discrimination in Section 13 associated with age does not prevent 1. The application of provisions of an act in which a certain age is prescribed, or

2. Other differential treatment on grounds of age if the differential treatment serves a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose. Social insurance system, unemployment insurance and financial aid for studies

Section 14

Discrimination is prohibited with regard to

1. Social insurance and related benefit systems,
2. Unemployment insurance, and
3. State financial aid for studies.

Obligation to investigate and take measures against harassment

Section 16

If a government agency or an organization covered by the prohibition in Section 15 becomes aware that a person applying for or participating in training or other activities indicated in that provision considers herself or himself to have been subjected in this connection to harassment or sexual harassment, the government agency or organization is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can reasonably be demanded to prevent harassment in the future.

Chapter 3: Active measures Working life Cooperation between employers and employees

Section 1

Employers and employees are to cooperate on active measures to bring about equal rights and opportunities in working life regardless of sex, ethnicity, religion or other belief, and in particular to combat discrimination in working life on such grounds.

Section 2

Employers and employees are in particular to endeavor to equalize and prevent differences in pay and other terms of employment between women and men who perform work which is to be regarded as equal or of equal value. They are also to promote equal pay growth opportunities for women and men. Work is to be regarded as of equal value to other work if, on an overall assessment of the requirements and nature of the work, it can be deemed to be equal in value to the other work. The assessment of the requirements of the work is to take into account criteria such as knowledge and skills, responsibility and effort. In assessing the nature of the work, particular Account is to be taken of working conditions.

Section 4

Employers are to implement such measures as can be required in view of their resources and other circumstances to ensure that the working conditions are suitable for all employees regardless of sex, ethnicity, religion or other belief.

Section 5:

Employers are to help enable both female and male employees to combine employment and parenthood

Section 6: Employers are to take measures to prevent and hinder any employee being subjected to Harassment or reprisals associated with sex, ethnicity, religion or other belief, or to sexual Harassment.

Recruitment

Section 7:

Employers are to work to ensure that people have the opportunity to apply for vacant Positions regardless of sex, ethnicity, religion or other belief.

Section 8:

Employers are to promote an equal distribution of women and men in different types of work and in different employee categories, by means of education and training, skills development and other appropriate measures.

Section 9

When the distribution of women and men is not more or less equal in a certain type of work or in a certain employee category at a place of work, the employer is to make a special effort when recruiting new employees to attract applicants of the under-represented sex. The employer is to attempt to see to it that the proportion of employees from the under-represented sex gradually increases. However, the first paragraph shall not be applicable if there are special grounds not to take such measures or if the measures cannot reasonably be required in view of the employer's resources and other circumstances.

Matters of pay

Section 10:

In order to discover, remedy and prevent unfair gender differences in pay and other terms of employment, every three years the employer is to survey and analyze

1. Provisions and practices regarding pay and other terms of employment that are used at the employer's establishment, and
2. Pay differences between women and men performing work that is to be regarded as equal or of equal value.
3. The employer is to assess whether existing pay differences are directly or indirectly

Associated with sex. The assessment is to refer in particular to differences between

4. Women and men performing work that is to be regarded as equal, and
5. Groups of employees performing work that is or is generally considered to be dominated by women and groups of employees performing work that is to be Regarded as of equal value to such work but is not or is not generally considered to be dominated by women. An education provider referred to in Section..... is to draw up a plan each year containing an overview of the measures needed to (1) promote equal rights and opportunities for the children, pupils or students participating in or applying for the activities, regardless of sex, Ethnicity, religion or other belief, disability or sexual

orientation, and (2) prevent and hinder Harassment referred to in Section..... The plan is to contain an account of which of these Measures the education provider intends to begin or implement during the coming year. An account of how the measures planned under the first paragraph have been implemented is to be included in the next year's plan.

PREAMBLE

Afghanistan Educational Institutions is dedicated to teaching that meets the highest standards of excellence; to conducting research that breaks new ground; and to turning knowledge into Solutions for local, national, and global communities. Since establishment of educational institutions, the heart of our mission is preparing students to become productive members of Society and good citizens of the world. When students choose to accept admission to in any of Afghan Universities (Government & Private), they accept the rights and responsibilities of membership in the University's academic And social community. As members of the University community, students are expected to uphold our stated values by maintaining a high standard of conduct. The primary purpose of the student conduct process should be to foster the personal, educational, and social development of students. The process should also serve as deterrence to misconduct to enhance the safety and security of the community. Students are expected to take responsibility for their conduct. Disciplinary consequences therefore serve both educational and deterrence Objectives. Those working within the conduct system balance the individual needs of students with the expectations set by the University to provide a safe community. The University, through authority given to it by its Board of Governors, is responsible for communicating behavioral expectations to students and the consequences for violating standards. This Code of Student Conduct describes the behaviors that are inconsistent with University values; it outlines procedures to respond to such behaviors; and it suggests possible sanctions and interventions that are intended to educate and safeguard members of the University community.

II. DEFINITIONS:

- A. "Accused student" or "responding student" is any current student who has had disciplinary Charges filed against him or her.
- B. "Administration or staff" includes any person who currently holds a non-faculty appointment Within the University. This classification does not include faculty who serve as department chairs.
- C. "Chancellor's Designee" is the person (or people) on the RBHS, Newark, and Camden campuses empowered to oversee the student conduct process on that campus. .
- D. "College" or "School" means any academic division at Rutgers University.
- E. "Complaint initiator" or "complaint party" refers to anyone who has filed a report with the Office of Student Conduct alleging misconduct of a Rutgers University student.
- F. "Faculty" includes any person who holds a current academic appointment within the University.
- G. "Institution" and "University" mean Rutgers, The State University of New Jersey.
- H. "Member of the University community" means any student, faculty, administrator, staff or Employee at the University.

I. "Student" is any person for whom the University maintains educational records, as defined by the Family Educational Rights and Privacy Act of 1974 and related regulations, and who has not yet been awarded his or her degree or certificate from the University at the time of the alleged Violation. The term student may also include any person who is a non-matriculating student at the time of the alleged violation.

J. "Student organization" is any identified group of students who have complied with the formal requirements for University recognition and affiliation and have registered for affiliation with the University.

K. "Support person" is the person or persons who have been asked by the accused student or complaint party to attend a Disciplinary Conference or University Hearing to provide support and assistance. A support person cannot represent the person during the Disciplinary Conference or hearing and cannot address a Hearing Board, Hearing Officer, or Student Conduct Officer unless specific procedures provide the support that person the opportunity to speak.

L. "University premises," includes buildings or grounds owned, leased, operated, controlled or Supervised by the University.

M. "University sponsored activity" means any academic, co-curricular, extra-curricular or other activity on or off campus, which is initiated, aided, authorized or supervised by the University.

N. "Working day" includes any weekday that is not listed as a University holiday on the University Calendar. Days when classes are not in session but the University is open for business, are "working days."

III. JURISDICTION AND AUTHORITY

A. This Code shall apply to conduct that occurs on University premises, at University sponsored activities, at events where students are representing the University, and to off-campus student conduct that adversely affects the University community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of application through the actual awarding of a degree, even if conduct occurs before classes begin or after a semester is complete.

B. Individual academic programs may have additional ethical rules, professional requirements and professional standards of conduct. Academic programs are empowered to address deviations from acceptable professional standards of conduct. Any procedures a program puts in place to address deviations from their professional standards must include notice to the student of the deviation and some opportunity for that student to respond to the information.

C. Student organizations are collectively responsible for any action committed by members on behalf of the organization that violates University policy. Disciplinary action against student organizations is separate from action taken against individuals. Facts of an incident may necessitate action against both a student organization and the individual members of that organization who were found to have violated University policy.

D. Formal rules of process, procedure, and/or evidence that are applied in criminal and civil courts are not used in campus disciplinary proceedings. Participants are provided process and procedure as outlined in this Code.

E. The Director of Student Conduct shall develop procedures and policies for administration of the conduct process that are consistent with provisions of the Code of Student Conduct.

H. The University may take interim disciplinary action as outlined in Section.....

VIOLATIONS OF LAW AND UNIVERSITY DISCIPLINE

Students may be held accountable for their behavior through both the criminal system and the University conduct process. University conduct proceedings may be carried out prior to, simultaneously with, or following civil or criminal proceedings at the discretion of the Director of Student Conduct. Disciplinary action, decisions, and/or sanctions shall not be subject to change because criminal charges were dismissed, reduced, or resolved in favor of the student. University community members are not precluded from filing a civil or criminal charge against a student before, while, or after the University pursues disciplinary action.

RESPONDING STUDENT RIGHTS

The University Hearing Board expects that all disciplinary proceedings will be handled fairly. All students shall therefore be granted the following rights in the disciplinary process under this Code:

- ☐ a student has the right to be treated with dignity by the University Hearing Board and by all persons involved in the disciplinary process
- ☐ a student has the right to information pertaining to counseling services
- ☐ a student has the right to a fair hearing
- ☐ a student has the right to have a campus adviser present at all disciplinary meetings and hearings. It is the responsibility of the student to make sure his/her adviser is present at hearings and meetings. Specific adviser availability shall not be sufficient grounds for postponing meetings, hearings or Disciplinary Board
- ☐ a student has the right to have a support person present at all disciplinary meetings and hearings. It is the responsibility of the student to make sure his/her support person is present at hearings and meetings. Support person availability shall not be sufficient grounds for postponing meetings, hearings
- ☐ Student has the right to written notice of the charges placed against her or him that also

indicates the time and place of any Disciplinary Hearing Board. Proper written notification shall be defined as delivery of mail to a student's local or permanent address, as reported by the student to the University Registrar, or an e-mail message sent to the email account established as his or her official e-mail. Students shall be held responsible for the contents of mail sent to reported addresses and e-mail messages sent to their established e-mail accounts. Students have the responsibility for providing the University with current addresses, e-mail addresses, and phone numbers.

- ☐ Student has the right to receive a written copy of the report(s) stating the circumstances and allegations involve. This information shall generally be available to the student when he or she is notified of the charges.
- ☐ A student has the right not to present information against herself or himself. Students do not have to speak at any meeting, conference or hearing and no negative inference will be made should a student choose not to speak.
- ☐ A student has the right to hear and respond to all information presented against her or him.

☐ a student has the right to present information and/or witnesses on her or his behalf. The relevancy of witnesses shall be determined by the Student Conduct Officer or Hearing Office

☐ A student has the right to privacy throughout the disciplinary process with respect to

Campus and other media, and from all other uninvolved parties.

☐ A student has the right to expect to be free from intimidation, harassment and bullying Throughout the disciplinary process

☐ a student has the right to written notification of the results of the hearing or conference within a reasonable time after a University Hearing or Disciplinary Board.

☐ a student has the right to be informed of his or her right to appeal and of the process for doing so.

☐ COMPLAINT PARTY RIGHTS

When a member of the University community files a complaint against a University student, that person should expect that the University shall respond in a caring manner, allowing that person to utilize the disciplinary process while also maintaining the rights of the accused student. The following rights shall be provided persons serving as complaint parties for alleged offenses under this Code, Student Rights, Responsibilities and Disciplinary Procedures: ☐ The person has the right to be treated with dignity by the University Hearing Board and by all persons involved in the disciplinary process

☐ the person has the right to information pertaining to the University disciplinary process and appropriate referrals for information on the criminal process.

☐ the person has the right to information pertaining to counseling services.

☐ the person has the right to assistance throughout the disciplinary process, including the right to have a campus adviser and support persons at all disciplinary meetings and Proceedings. It is the responsibility of the complaint party to make sure his or her adviser and support persons present at hearings or Disciplinary Board. Adviser or support person availability is not sufficient grounds for postponing a hearing or Disciplinary Board.

☐ the person has the right to the same protections provided to accused students, including The right to written notification of a meeting, conference or hearing, the right to hear all information presented, the right to present information and witnesses, and the right to written disclosure of the results of a meeting, conference or hearing. For cases involving assault, relationship violence, harassment, sexual assault, bullying, intimidation, invasion of privacy, stalking and hazing the complaint party also has the right to appeal.

☐ The person has the right to have any unrelated past behavior excluded from the disciplinary process. The Student Conduct Officer or Hearing Officer shall determine what constitutes unrelated behavior.

☐ The person has the right to deliver or submit a written impact statement to the Student Conduct Officer, Administrative Hearing Officer, or Hearing Board that will be considered only in sanctioning, should the accused student be found responsible.

☐ the person has the right to privacy throughout the disciplinary process with respect to campus and other media, and from all other uninvolved parties.

☐ the person has the right to expect to be free from intimidation, harassment and bullying throughout the disciplinary process.

☐ For cases involving assault, relationship violence, harassment, sexual assault, bullying, intimidation, invasion of privacy, stalking and hazing the complaint party has the right, upon request, to have reasonable steps taken by the Office of Student Conduct or other University agencies to prevent any unnecessary or unwanted contact with the accused Student. **RULES AND REGULATIONS** Any student found responsible for committing, attempting to commit, or assisting others in committing a violation shall be subject to disciplinary sanctions as outlined

A. Violations, including but not limited to:

1. Academic integrity: Violations of the Academic Integrity Policy. Please refer to the Academic Integrity Policy for specific information regarding what would constitute a violation of this policy.

2. Acts of dishonesty:

a. Forging, unauthorized alteration, or unauthorized use of any University documents or Records, or any instrument or form of identification.

b. Intentionally furnishing false information to the University.

c. Intentionally furnishing false information to persons outside the University concerning the Student's academic record, degree, or activities.

d. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency.

e. Unauthorized entry into, use of, or misuse of University property, including computers and data and voice communication networks.

3. Safety violations:

a. Intentionally or recklessly starting a fire (does not include University approved programs including fire, e.g., bonfires.)

b. Misusing fire safety equipment or elevators.

c. Intentionally or recklessly endangering the welfare of any individual.

d. Intentionally or recklessly obstructing fire, police, or emergency services.

e. Using, possessing, or storing dangerous chemical, fireworks, or explosives on University property, even if they are legal to possess because of a license ; or illegally possessing dangerous chemicals, fireworks, or explosives on an off-campus property. Possessing and storing small containers of Mace is permitted.

f. Using, possessing, or storing of any object classified as a weapon by the on University property or illegally possessing weapons on an off-campus property. Law enforcement officials who are authorized by law to carry firearms are excluded from this definition.

- g. Utilizing any instrument in a manner that endangers or tends to endanger any person.
 - h. Obstructing the free flow of pedestrian or vehicular traffic on or adjacent to University premises or at University events.
 - i. Failing to comply with the reasonable and lawful directions of University officials and University police.
4. Physical misconduct:
- a. Inflicting bodily harm upon any person.
 - b. Threatening to use force against a person
5. Sexual assault
6. Bullying, intimidation, and harassment:
- a. Making, or causing to be made any communication (including electronic or through social media) to another person in any manner likely to cause alarm.
 - b. Subjecting another person or threatening to subject another person to striking, kicking, Shoving or offensive touching.
 - c. Threatening to reveal personal information or media about a person electronically or through other means of communication.
 - d. Engaging in any other course of alarming conduct or repeatedly committing acts with the purpose of seriously alarming another person.
 - e. A person's behavior should be sufficiently severe, pervasive, or persistent as to substantially disrupt or interfere with the orderly operation of the institution or the rights of a student to participate in or benefit from the educational program.
8. Defamation:
- Creating a false statement about a University community member and communicating that false statement to a third party, which then exposes that community member to hatred, contempt, ridicule, loss of good will, or loss of reputation as a result of the false statement.
- Invasion of privacy:
- a. Making, attempting to make, transmitting, or attempting to transmit audio, video, or images of any person(s) on University premises in bathrooms, showers, bedrooms, or other premises where there is an explicit expectation of privacy with respect to nudity and/or sexual activity, without the knowledge
 - b. Viewing or spying on a person(s) on University premises in bathrooms, showers, bedrooms,
- Or other premises where there is an explicit expectation of privacy with respect to nudity and/or sexual activity

11. Theft or damage to property:

- a. Taking or attempting to take University property or private property without the consent of the owner or person legally responsible for that property
- b. Obtaining University services through devious means.
- c. Knowingly possessing private or University property that was stolen.
- d. Intentionally or recklessly damaging University or private property

12. Distribution or possession of alcohol, narcotics, or other drugs:

- a. Selling, transferring, or exchanging something in return for narcotics, prescription medications, or illegal substances on University property or between members of the University community.
- b. Providing or facilitating the consumption of alcohol by any person without taking reasonable and prudent precautions
- c. Sharing medical marijuana with individuals who do not have a medical marijuana prescription.
- d. Possessing or consuming alcohol
- e. Possessing alcohol in areas of campus where alcohol is not permitted.
- f. Unlawfully possessing or using drugs, narcotics, controlled substances, or paraphernalia.
- g. Misusing or misappropriating any prescription, over-the-counter medication, or legal substance.
- h. Possessing or using medical marijuana on any Rutgers University property.

13. Stalking:

Any course of conduct directed at a specific person that would cause a reasonable person to be fearful of serious harm or danger to himself or herself or to individuals close to him or her. Examples of stalking include non-consensual communication and physical contact; following or pursuing the other person; waiting or showing up at locations visited by the other person; spying on a person; trespassing; vandalism; gathering of information about a person from others; or manipulating and controlling behaviors such as threats to harm oneself or threats to harm someone close to the victim.

14. Disruption:

- a. Intentionally or recklessly interfering with any University activity or University sponsored activity.
- B. Disrupting or obstructing an academic class or lecture, an administrative or support function, or official University business.
- c. Engaging in classroom conduct prohibited by the faculty member or in violation of the law or University policy. It should be noted that this policy is not intended to punish students for classroom dissent or hinder organized, peaceful and orderly protests that are undertaken within reasonable time, manner, and place restrictions placed upon the same by the University.

15. Disorderly conduct: Engaging in conduct that is disruptive, lewd, or indecent, regardless of intent, which breaches the peace of the community.

16. Undisclosed recording: Making, attempting to make, or transmitting an audio or video recording of private, non-public conversations and/or meetings on University premises without the knowledge and consent of all participants subject to such recordings. This provision does not extend to the recording of public events or discussions, or to recordings made for law enforcement purposes.

17. Violations of other University policies: Violating other published University regulations or policies.

18. Abuse of the disciplinary system:

a. Knowingly providing false testimony or evidence at a University Hearing or Disciplinary board.

b. Disrupting or interfering with the orderly conduct of a University Hearing or Disciplinary Conference.

c. Failing to complete imposed sanctions.

d. Refusing to provide information at a Disciplinary Board or University Hearing. A witness

May choose not to present information if he or she feels information presented will lead to self-incrimination.

e. Harassing a University Hearing Board member before or after a disciplinary proceeding

DISCIPLINARY SANCTIONS

A. Disciplinary sanctions are imposed when students are found in violation of University regulations. The purpose of sanctioning is to educate a student as to why her or his behavior is inappropriate, as well as to make the student aware of and sensitive to all the possible consequences of the behavior in question. Sanctions for misconduct will be determined on a case by case basis, utilizing six main criteria: a) the nature of the offense, b) the precedent established by previous sanctions, c) the previous disciplinary history of the student, d) aggravating or mitigating facts brought up during the University Hearing or Disciplinary Board, e) the developmental needs of the student, and 6) the safety and well-being of the community.

B. Sanctions are typically comprised of two components: a) an “inactive sanction,” or official University sanction (Warning, Reprimand, Disciplinary Probation, Restrictive Probation, Disciplinary Suspension, or Expulsion); as well as b) an “active sanction,” requiring the student to complete some form of service or assignment. The sanctioning process is outlined on the Office of Student.

7. Accused students and complaint parties shall be notified at least ten working days prior to the hearing. This notification shall include the charges, the names of the Hearing Officer and Hearing Board members for the case in question, the time, date, and location of the hearing, the names of people attending the hearing as witnesses, and a list of the names and addresses of University-trained Campus Advisers. Each party will also be instructed to supply the Director of Student Conduct or Chancellor’s Designee with additional witness information and any supporting documents he or she is submitting at least five working days before the Hearing. Parties shall also be given information regarding access to the case file. The case file shall contain the Preliminary Review report, the complaint filed, and any additional information provided by parties during the Preliminary Review. If a hearing needs to be adjourned and continued on another day, the Hearing Officer shall determine when the hearing is Reconvened. The hearing may be reconvened without 10 days’ notice.

8. Parties may request a hearing postponement for good cause to the Hearing Officer at least five working days in advance of the hearing. Except in emergency situations, no request for a postponement shall be considered when received less than five working days before the hearing. The Hearing Officer will determine whether the request meets the criteria for “good cause” and his or her decision is final.

11. The hearing will begin with the Student Conduct Officer who conducted the Preliminary Review answering questions about the Preliminary Review report. The Hearing Officer will then ask the complaint party to give a narrative account of what happened, followed by witnesses in support of the complaint. The accused student is then given the opportunity to provide a narrative to the Hearing Board and can then provide witnesses to support his or her interpretation of the incident.

12. Witnesses shall be called in support of the complaint and by the accused student. Both parties shall have the right to question witnesses once the Hearing Board and Hearing Officer have an opportunity to ask questions. Witnesses are excluded from the hearing during testimony from other witnesses. If a victim chooses to participate as a witness and not as a complaint party, he or she shall present information first and then may remain in the room for the rest of the hearing. All witnesses shall be asked to affirm that all information they are providing is truthful. If a witness cannot attend the hearing for some reason, he or she may participate by telephone. Witnesses for both parties may also provide information to the Hearing Board in the form of a signed statement. The witness statement shall be witnessed by a Student Conduct Officer, Dean of Students, or notary. Written witness statements may only be used for the purpose of supplementing or explaining other information. Written statements alone shall not be sufficient to support a finding.

13. Accused student(s) are presumed to be not responsible for violations. Responsibility must be established by a preponderance of evidence. This standard requires that the Hearing Board must be persuaded that it is more likely than not that the allegations brought against the accused student are true.

14. At the end of the hearing, the Hearing Board shall retire to closed deliberations. The board Decision shall be made by majority decision and no board member may abstain. The Hearing Officer will reconvene all parties to have Hearing Board questions answered on the record. Once a decision is reached by the Hearing Board, the Hearing Officer will meet with the Hearing Board in closed session to receive its decision and rationale. The Hearing Officer is not present during Hearing Board deliberations.

15. The Hearing Board’s decision shall be read by the Hearing Officer to the accused student and complaint party in a reconvened hearing and a copy of the decision shall be provided to the accused student and complaint party. The Hearing Board’s decision shall be supported with a brief written summary of the finding of fact that led to its conclusion. The written summary shall become a part of the case file.

16. Any determination of responsibility shall immediately be followed by a proceeding to determine disciplinary sanctions. The accused student and the complaint party shall be given opportunities to make statements regarding sanctions. The accused student may present character Witnesses or statements and the complaint party may submit a statement of impact. The referring Student Conduct Officer shall offer his or her sanction recommendation and the past disciplinary record of the accused student shall be supplied to the board. The board shall then retire to closed proceedings to determine a recommended sanction. The recommended sanction shall be by majority vote and no board

member shall abstain. The Hearing Officer shall confirm the sanction and send a decision letter to the both parties, including how to appeal the decision and/or the sanction.

E. Disciplinary Board Procedures

1. A Disciplinary Conference is an informal hearing between an accused student and a Student Conduct Officer. The Student Conduct Officer is assigned by the Director of Student Conduct or Chancellor's Designee. The accused student maintains his or her rights.

2. The Student Conduct Officer shall make sure that both parties receive a fair hearing and shall exercise control over the process to make sure procedures are followed.

3. The accused student and complaint party (if there is one) shall receive written notice of the charges and the date, time, and location of the Disciplinary Conference at least five working days before the conference. The letter shall also include how each party can access the case file before the Disciplinary Conference.

4. A recording of the Disciplinary Conference shall ordinarily be made and shall be preserved in the student's disciplinary file. If a recording of the Disciplinary Conference is not made, the decision of the Student Conduct Officer must include a summary of the testimony that shall be

sufficient to be reviewed by the Appeals Committee and Senior Student Affairs Officer.

5. At the beginning of each Disciplinary Conference, the Student Conduct Officer will outline the Disciplinary Conference procedures. The accused student(s) shall then be asked to respond to

each alleged violation of University regulations by stating one of the following:

Responsible for violating the University regulation.

Not Responsible for violating the University regulation.

If the accused student fails to appear for the conference, the Student Conduct Officer shall enter a plea of not responsible on behalf of the student.

6. Each party shall be given the opportunity to present information to the Student Conduct Officer, who shall question all parties and any witnesses called. Each party shall also have the opportunity to pose questions, once the Student Conduct Officer has asked questions.

7. Once information is presented and questions have been asked, the Student Conduct Officer shall move to closed proceedings to deliberate on the decision and the sanction. The accused student is presumed to be not responsible. Responsibility is established by a preponderance of evidence. This requires that the Student Conduct Officer must be persuaded that it is more likely

than not that the allegations brought against the accused student are true.

8. The Student Conduct Officer can assign any sanction outlined in Section IX.

9. The Student Conduct Officer shall provide both the accused student and complaint party with written notice of the decision within a reasonable time after the Disciplinary Conference. A copy of the decision

letter shall also be sent to the Director of Student Conduct or Chancellor's Designee. This decision letter needs to include information on how to appeal the decision.

F. Appeals Procedures

1. Sanction only appeals Any student who accepts responsibility for a Code of Student Conduct violation but disagrees with the sanction imposed maintains the right to have his or her sanction reviewed by the Campus Appeals Committee. The student has 10 working days from the date of his or her decision letter to submit a sanction appeal to the Director of Student Conduct or Chancellor's Designee (Camden, or Newark). The Director of Student Conduct or Chancellor's Designee will then transmit the appeal to the appropriate Campus Appeals Committee. Failure to submit an appeal by the appropriate deadline will render the decision final and conclude the process. The Campus Appeals Committee will review all information and make one of the following recommendations to the Senior Student Affairs Officer:

- a. Affirm the sanction originally determined.
- b. Modify the sanction.

The Senior Student Affairs Officer reviews the information from the student and Campus Appeals Committee and renders a decision. A decision letter is then sent to the student by the Senior Student Affairs Officer, explaining the decision. If the sanction is upheld, the case is concluded. If the sanction is reduced, the student is given new sanction instructions and the case is concluded.

2. Appeals of decision and sanction Any responding student found responsible by a University Hearing Board or a Student Conduct Officer and any complaint party (for a violation involving assault, relationship violence, bullying, Intimidation, harassment, sexual assault, invasion of privacy, stalking and hazing) is given one appeal of the finding and/or sanction to the Campus Appeals Committee. Students and complaint parties will be given 10 working days from the date of their decision letter to submit their appeal. Appeals are to be submitted to the Director of Student Conduct or Chancellor's Designee, who then transmits will transmit the appeal to the appropriate Campus Appeals Committee. Failure to submit an appeal by the appropriate deadline will render the decision final and conclude the process.

XI. DISCIPLINARY PROCEDURES – TITLE IX GRIEVANCE PROCEDURES (SEXUAL ASSAULT, SEXUAL HARASSMENT, STALKING, AND RELATIONSHIP VIOLENCE) Title IX of the Education Amendments of 1972 (Title IX), and its regulation, prohibit discrimination on the basis of sex and/or gender in education programs and activities operated by recipients of Federal financial assistance. Sexual harassment that creates a hostile environment, including sexual assault and sexual violence, is a form of discrimination prohibited by Title

IX. The regulation implementing Title IX requires that recipients adopt and publish grievance procedures providing a prompt and equitable resolution of complaints that allege any action that would be prohibited by Title IX, including sexual harassment, sexual assault and sexual violence. Similarly, the Violence Against Women Reauthorization Act of 2013 (VAWA) requires prompt, fair and impartial investigation and resolution of allegations of stalking, dating violence and domestic violence.

XII. DISCIPLINARY PROCEDURES – ACADEMIC INTEGRITY (not including RBHS) Disciplinary procedures for academic integrity cases are found in the Academic Integrity Policy,

10.2.13. Please consult the Academic Integrity website (<http://academicintegrity.rutgers.edu>) or the Rutgers University Policy Library for specific procedures regarding academic integrity. Academic integrity appeals procedures are listed in the Academic Integrity Policy. Please consult the academic integrity website or the Rutgers University Policy Library for additional information.

XIII. DISCIPLINARY PROCEDURES – RUTGERS BIOMEDICAL AND HEALTH SCIENCES (RBHS) Disciplinary procedures for RBHS are found in the RBHS Students Rights, Responsibilities, and Disciplinary Procedures document. Please consult the RBHS website (<http://rbhs.rutgers.edu>) or the Rutgers University Policy Library for specific procedures Regarding RBHS.

XIV. DISCIPLINARY PROCEDURES – STUDENT ORGANIZATIONS

Student organizations will be asked to account for behavior committed by organization members On behalf of the organization. Please consult the Office of Student Conduct website (<http://studentconduct.rutgers.edu>) for student organization conduct procedures and specific policies related to student organizations at Rutgers University.

XV. DISCIPLINARY FILES

- A. A student found responsible for violating the Code of Student Conduct or Academic Integrity Policy shall have a disciplinary file created in his or her name. University Records Retention Policy requires that student disciplinary records (excluding students in RBHS programs) be kept for ten years from the date of the letter providing notice of final disciplinary action. Disciplinary records may only be reported to third parties in accordance with University regulations
- B. A student found not responsible for violating the Code of Student Conduct or Academic shall have any records created in his or her name voided. Voided files shall be so marked, shall not be kept with active disciplinary records, and shall not leave any student with a disciplinary record.
- C. Permanent notation of disciplinary action shall be made on the transcript whenever a student is expelled. Transcript notations of disciplinary action will also be made if a suspension is implemented. When the suspension has been completed, the notation will be removed.
- D. At no time will the University provide any information that divulges to the public the name, address, or other identifying personal information of anyone involved in the disciplinary process.

CLEMENCY FOR EXPULSION:

- A. The University has established standards of conduct for students, and imposes sanctions for violations of these standards in order to sustain the personal, educational, and social development of its students. The University expels students when the student's behavior is so egregious that the University concludes that his or her continued affiliation with the University is antithetical to the safety or interests of the University community.

B. the University recognizes that, following a long separation from the University, people may change. Consequently, it is appropriate that the University consider granting clemency to expelled former students in circumstances where they are able to provide significant evidence of rehabilitation and a renewed commitment to the standards of conduct and scholarship expected of Rutgers students. For the purposes of this document, a petition for clemency is a procedure whereby the expelled individual requests the opportunity to complete her/his degree, and asks the University to consider new circumstances and facts that might alter the original sanction. Individuals who have been expelled from the University may seek clemency under the following circumstances and conditions:

1. The individual must wait a minimum of five calendar years after the original expulsion before initiating a request for clemency. If the individual has taken classes elsewhere in the intervening period, those credits will not transfer towards the Rutgers degree.

2. The request for clemency must be made in writing to the Chancellor on each campus, Hereafter referred to as the Clemency Officer. The written request should include appropriate documentation concerning the individual's status during the intervening years since the expulsion, any additional mitigating circumstances with appropriate documentation, and any additional information about character or change of behavior that may be appropriate. This documentation may include records pertaining to mental health status, employment, criminal or probation records, educational records, social service records, and letters of recommendation.

NOTE: A victim impact statement will be allowable if relevant. The Clemency Officer should arrange for its inclusion in the assembled documents.

3. Upon receipt of the request for clemency, the Clemency Officer may consult with whomever he or she wishes and may empower an advisory panel to advise him or her. The Clemency Officer or advisory panel will review the request for clemency and may conduct a personal interview with the individual and/or conduct other forms of inquiry as needed.

4. The Clemency Officer will make a recommendation to the President on clemency including specific conditions, if any, for admission/readmission.

5. The final decision (with any special conditions) will be made by the President and transmitted to the Clemency Officer on the campus from which the individual was expelled.

6. The decision of the President is final.

7. If clemency is granted, the individual will be readmitted to the University and to the school, program, or successor unit from which he or she was expelled (assuming he or she is academically qualified for reenrollment). If the individual wants to attend a different academic unit within the University, he or she will be subject to the same requirements and approval processes as any current student. He or she will remain on Disciplinary Probation, noted on the transcript, until the degree is completed, at which time it will be removed as will the notation regarding the original expulsion. The individual must meet whatever graduation requirements are in place at the time of readmission. The President may impose additional conditions on the individual's readmission.

XVIII. REVISIONS TO THE CODE OF STUDENT CONDUCT

A. The Committee on Student Conduct is a standing University-wide committee responsible for advising the Senior Student Affairs Officers on issues pertaining to student discipline. The duties of the Committee on Student Conduct shall include reviewing this Code and suggesting appropriate amendments or modifications.

B. The Senior Student Affairs Officer on each campus shall annually appoint members of the Committee on Student Conduct. Members may be reappointed at the discretion of the Senior Student Affairs Officer on each campus. The Committee on Student Conduct shall include at least two undergraduate students and one graduate student.

C. It will be the responsibility of the Vice Chancellor for Student Affairs in New Brunswick to inform the University Senate, the President, and the Board of Governors of any substantive changes in the student disciplinary process recommended by the Committee on Student Conduct review. Substantive changes to the Code of Student Conduct must be approved by the President of the University.

3. PROCEDURE FOR THE RESOLUTION OF COMPLAINTS OF ALLEGED SEXUAL HARASSMENT

Individuals who believe they have experienced sexual harassment should attempt to resolve the matter by stating their objection directly to an alleged harasser. If an individual feels unable to do this, or if the personal approach does not result in the cessation of the behavior in question, an individual may choose to use the University's internal complaints procedure or make a formal complaint to the police. The University's internal procedures are divided into three stages:

- ☐ Initial Advice/Counseling
- ☐ Informal Complaints
- ☐ Formal Complaints

The procedures are intended to ensure that complaints are resolved promptly with care and understanding.

3.1 INITIAL ADVICE/COUNSELING

Initial enquiries about a possible sexual harassment situation should be made to:

- ☐ any member of the Equal Opportunity, Dual Career and Family Friendliness Committee (EQ-Committee; accessible for faculty, staff, students, and volunteers);
- ☐ any of the College Masters (accessible for college residents only);
- ☐ Any resident associate responsible for off-campus housing (accessible for residents of the relevant off-

campus housing only) The person who has been approached then becomes the advisor in this matter. Discussions are strictly confidential, and will be designed to consider the privacy of all parties concerned and to minimize suspicion toward any of them. At this stage the advisor will keep an informal record only. The identity of an alleged harasser need not be revealed by a complainant at this stage. The advisor will:

- ☐ assist the complainant in clarifying whether the offending behavior constitutes sexual harassment;
- ☐ discuss ways in which the problem might be resolved without the intervention of a third party;

- ☐ advise the complainant of informal means of resolving the problem with the aid of the advisor;
- ☐ advise the complainant of the formal procedures for the resolution of a complaint;
- ☐ provide the complainant with support and counseling whatever course of action is chosen. After this discussion, the complainant may choose to resolve the issue by her/him, proceed to making an informal complaint, or take no further action on the matter. If the complainant undertakes the first option, the advisor should follow up with the complainant within seven days to ensure that the problem is resolved to the complainant's satisfaction. If the matter is resolved satisfactorily, no further action should be taken, and all informal record be destroyed.

3.2 INFORMAL COMPLAINTS

If the matter remains unresolved after the initial discussion, or the complainant's own actions, or the complainant does not wish to approach the alleged harasser, the complainant may request the advisor to intervene (i.e. may lodge an informal complaint). An informal complaint may be lodged orally or in writing. On receipt of an informal complaint the advisor may consult with another advisor. A decision will be made as to whether the matter shall be pursued on behalf of a complainant. The advisor(s) shall:

- ☐ counsel the complainant on whether they wish their identity to be revealed to the respondent, and how this may affect the complaint;
- ☐ inform the person or persons against whom the informal complaint is made of the nature of the complaint and offer mediation as a way of resolving the complaint;
- ☐ advise the respondent or respondents as to how the complainant perceived the alleged harassment and attempt to ensure that there is no re-occurrence of the behavior complained about or reprisals against the complainant for having made an informal complaint;
- ☐ mediate between the parties, seeking agreement which will resolve the matter;
- ☐ advise the respondent or respondents of the consequences if the informal complaint is not resolved and the matter becomes the subject of a formal complaint. The advisor(s) should initiate any action within 7 days of receipt of an informal complaint or as soon thereafter as possible if circumstances prevent earlier action being taken. Resolution of the complaint should be obtained as promptly as possible, bearing in mind that the speed of an inquiry should not inhibit the proper investigation of a complaint. The advisors should attempt to achieve a resolution within 21 days of the initial receipt of a complaint. The complainant should be regularly informed of progress towards the resolution of the complaint. Upon resolution of an informal complaint the advisor(s) shall submit a written report outlining the complaint, the steps taken to resolve the complaint and the outcome. In addition, the report has to contain relevant dates (e.g., date of the incident, date of the first contact with the complainant and of the steps taken). The report has to be accompanied by any other documents pertaining to the complaint. All documents associated with any case pursued under this policy will be kept in a file by the chairperson of the EQ-Committee.

3.3 FORMAL COMPLAINTS

Where mediation or attempts at mediation fail to resolve the complaint to the satisfaction of the complainant, the complainant may make a formal complaint to the chairperson of the Hearing Board Committee. Formal complaints should be made in writing identifying the complainant, respondent, and the circumstances of the alleged harassment. The President shall be advised and regularly updated on

progress toward resolution of the complaint. Step One On receipt of a formal complaint, the chairperson informs the HB-Committee that a formal complaint has been received; the chairperson of the HB-Committee shall, together with the advisor(s), approach the appropriate Vice President to advise that a complaint has been received, the type of complaint and the parties involved. All parties shall attempt to resolve the complaint to the satisfaction of the complainant as promptly as possible, including the option of professional counseling. If conciliation is not achieved and/or the respondent's behavior continues to be perceived as unsatisfactory, the Chair of the HB-Committee will refer the matter, with the complainant's approval, to the President for further action. Step Two Where conciliation is refused or does not achieve a satisfactory resolution the complainant or respondent may request that the matter be referred to the President. The President shall either: (a) Initiate further action to achieve resolution of the complaint, or (b) initiate appropriate disciplinary action against the respondent which may ultimately lead to the exclusion of the staff/faculty member or student from the University, or (c) recommend that the complaint be referred to the police. Upon resolution of a formal complaint the advisor(s) shall submit a full written report outlining the complaint, the steps taken to resolve the complaint and the outcome. In addition, the report has to contain relevant dates (e.g., date of the incident, date of the first contact with the complainant and of the steps taken). The report has to be accompanied by any other documents pertaining to the complaint. All documents associated with any case pursued under this policy will be kept in a file by the chairperson of the HB-

Committee 4: FINAL REMARKS

These procedures are intended to cover both students and employees on and off campus whilst they are engaged in activities on behalf of the University or whilst involved in their University employment /study commitment. The university ensures that all potential advisors are appropriately trained, esp. In terms of diversity issues that may impact behaviors mentioned in this policy. For any case presently going on, any person who is a complainant or respondent shall not become (a) an advisor or (b) a person to whom the formal complaint is lodged or (c) a person who decides about the formal complaint. Any person who has been a respondent in a case processed under this policy and whose case was pursued beyond the initial advice/counseling stage shall never be involved again in any process detailed in this policy other than as a complainant.

التطرف في المجتمع المسلم : آثاره وكيفية حلّ مشاكله

إن التطرف كونه لا يقع بين المسلمين فحسبه، بل كذلك هو يقع بين جميع الديانات معتنقها وكذلك بين الجماعات السياسية العلمانية، فالتطرف هو فهم يندفع منه تغيير جذري للنظام الاجتماعي القائم. ولا يعني كل تغيير جذري أن في حد ذاته شيئا سلبيا، ولكن القضايا التي سيَتِمُّ نقاشها هنا هي التطرف الذي له دلالة سلبية. فقد وقع في تاريخ الإسلام أن التطرف (فكرا وعملا) نشأ وحيلت كانت أعمال الدعوة الإسلامية أظايرها لا تزال نعيمة نسبيا، حيث ظهرت جماعة الخوارج في القرن الأول الهجري ثم جماعة الحشاشين بعد أربعة قرون لاحقة وكل من الجماعتين يحيل فكرة متطرفة (فهي التكفير على معارضيها السياسيين) ويرتكب أعمال العنف فكان الدافع لظهور الجماعات المتطرفة هو تنازعات أو مصالح سياسية من أجلها قُدمت حجة دينية تبريرا. في العصر الحاضر، يظهر التطرف في العديد من البلدان الإسلامية كما شاهدنا. والأسباب لا تفرق كثيرا عن ما وقع سابقا، ألا وهي مشاكل سياسية سواء تكون داخلية أو خارجية، فالفرق يكمن في نطاقه العالمي.

جذور المشاكل

وإن تطوّر التطرف اليوم نتيجة لعدد من العوامل، فمن بين تلك العوامل المختلفة، هناك عاملان بارزان، أولا، لم ينجح العديد من البلدان الإسلامية في صياغة النظام السياسي والحكومي في العصر الحديث، فهذا الأمر يتضح من اختلاف الرأي منذ انهيار الخلافة العثمانية في تركيا، اختلاف حول التساؤلات عن النظام السياسي المثالي للدول الإسلامية، حيث اختلف كثير من آراء العلماء في التجاوبات، وانعقدت ثلاثة مؤتمرات إسلامية عام عشرينات بالقرن الفائت، مرة في القاهرة ومرتين في مكة المكرمة، ولكنهم لم يتفقوا على أي صياغة.

إن القرآن والحديث نفسهما لا يحدّان بوضوح نموذجاً مُعيّناً لنظام الدولة، فتنظيم المجتمع المسلم في المدينة المنورة جعله العلماء مثلاً يمكن أن يكون مصدر إلهام للعصر القادم، فالمشكلة هي أن الحياة الحديثة المُعقّدة الآن يختلف وضعها عن الحياة عند القرون السابقة. والواضح هو أن النبي محمد صلوات الله وسلامه عليه قد أعطى المثال أن تنظيم مجتمع المدينة المنورة بُني على أساس الشورى ومبادئ الشريعة الإسلامية، فالمتطرفون يريدون دولة دينية يُؤمّها الخليفة قائداً أعلى، ويخالفهم المعتدلون بصياغة النظام السياسي مع النظر في واقع الأمور المعاصرة التي صُمّمت خصيصاً لشريعة الإسلام وتطور الثقافة المحلية، فهذا الاختلاف حول مفهوم الدولة هو الذي صدر عنه صراعٌ أدّى إلى العنف.

وثانياً، بعد انتهاء الحرب الباردة هناك اشتباةٌ بأن الغرب يحاولون محاولة منهجية على فرض نظام ليبرالي أو علماني بعد أن يشعروا بالفوز ضد الشيوعية. ذلك لأنهم يعتبرون النظام الليبرالي أو النظام الليبرالي الجديد نظاماً وحيداً قادراً على إيجاد الازدهار والعدالة، يجعل الليبراليون الجُدد قضية العولمة عبارة عن المدخل إلى نشر المفهوم سواءً من خلال تدخّل صنّاع القانون (المشرعين) عند الدُول الإسلامية فضلاً عن انتشار القيم العلمانية من خلال المطبوعات والالكترونية والعالم الافتراضي، لتغيير ثقافات المسلمين.

تتمثّل الأهداف الرئيسية للعولمة، كما فهمته، هو جعلُ العالم كعائلة واحدة في سلامها وازدهارها وتبادلها في احترام بعضها البعض وجوداً، فطبعاً لا يرفض المسلمون المعتدلون عمليّات العولمة التي لا يمكن تجنّبها، ولكن بملحوظة أن يكون فيها الحوار على قدّم المساواة المبنية على أساس المصالح المتبادلة، فيخالفهم المتطرفون إلى حيث أن

التطرف في المجتمع المسلم : آثاره وكيفية حلّ مشاكله .. صفحة 2

يرفضوا تلك العمليات ويقاوموها بوسائل العنف على النطاق العالمي بل حتى يجعلوا المسلمين الذين يختلفون عنهم هدفا للعنف.

وبناءً على الوصف أعلاه، يبدو واضحاً أن التطرف اليوم يأتي من خيبة أمل نحو الوضع الوطني وكذلك من خيبة أمل من ظلم الغرب على المسلمين، فمن الآثار المترتبة في الظلم الذي يبرز هو موقف الغرب تجاه الفلسطينيين باعتبارها أرضاً محتلة وتجاه حقوق شعبها الأساسية التي تجاهل عنها إسرائيل.

آثار التطرف

ونظراً في التطورات وَسَطَ المسلمين في مختلف بلدان الإسلام وحياة الأقليات المسلمة في مختلف الدول، هناك ثلاثة الاتجاهات التي تضرُّ بمصالح الأمة :

أولاً: إن التطرف شخّذ الصراع السياسي بفضول العنف، فالنزاعات التي طال أمدها هي ممّا أدّى إلى الانخفاض في الاقتصاد والتعليم والثقافة وإلى الجريمة. وأي بلد يكون وضعه في صراع مستمر، فحسبه سوف يتخلّف بالنسبة من سائر البلدان الأخرى.

وثانياً: إن التطرف قد يُسبّب الصراع بين الدول الإسلامية، ذلك لأن حركة متطرفة في دولة ما - في عصر العولمة الحالي - غالباً ما تبني أنشطة عنيفة تنطوي على حركات متطرفة في دولة أخرى، أو لأن جماعة سياسية في دولة ما، تأتلف مع حركة متطرفة في دولة مجاورة، فبالتالي تشجّع الصراع، وقد تحدث الصراعات بين الدول المجاورة أيضاً لأن المتطرفين يجعلون جماعة نزعة ما من نزعات ديانتهم هدفا للعنف، حتى أثار الوضع بحضور التعاطف والدعم لتلك الجماعة حين تقع ضحية في أيديهم، وذلك من الذين لديهم نفس النزعة العقيدية وهم من البلدان المجاورة.

وثالثاً: بالإضافة إلى ما ذكر أعلاه، حيث أن يؤدي التطرف إلى صراع بين المسلمين، فالجدير بالذكر هو أن التطرف أيضاً يعيق أعمال الدعوة الإسلامية في البلدان غير

الإسلامية. هنالك بدأت حركة رهاب الإسلام تظهر وتتحول من أيديها صورة الإسلام السِّلبي إلى دين قاسي ومعادي للسلام، فازداد العداء على الإسلام عند العديد من الدول الغربية.

كيفية حلّ المشاكل

إن العلماء يجب ألا يقفوا مكتوفي الأيدي فيتركون أحوال المسلمين ضائعة إلى الأسفل، وكذلك نحن لا ينبغي أن نحسب الأخطاء فقط على كتفي المتطرفين من حيث السبب كما وضع أعلاه الذي به ارتكبوا أعمالا متطرفة من العنف والإرهاب بشكل خاص، فربما تكون لِكُلّي المتطرفين والمعتدلين نفسُ الآلام والمشاعر في مواجهة الغطرسة الغربية، وهذا الأمر يعني أن الغرب لديه مسؤولية عن تطوّر التطرف، وبالمثل، فإن على حكومات الدول الإسلامية – بالرغم من شرفها على توجيه اللوم لها – أن تُدرك أو تفهم مواطنيها أن لبعضهم رأيا مختلفا ومضرا، فإن أخطاء المتطرفين هي أن يجعلوا العنف كاستراتيجية.

واستنادا إلى الخبرة من علماء أكبر جمعية إسلامية في إندونيسيا، وهي الجمعية نهضة العلماء، أنه حين يحدث خلاف سياسي، وخصوصا في ما يتعلق بالتزاع حول نظام الحكومة، هم يشجعون موقف الوسطية للجميع، لأنهم أدركوا أن قيم الإسلام ما نفذت في الظروف الفارغة، فمن ثمّ يتم استيعاب قيم الحداثة والثقافات المحلية في النظام الوطني حين لا تتعارض مع تعاليم الإسلام، وعلى سبيل المثال، يتطلب النظام السياسي الغربي فصلا بين الدين والدولة، فالنظام الذي نختاره وفق البانشاسيلا هو أن الدولة والدين لا يمكن فصلهما لأنهما توأمان يكمل بعضهما البعض، فالدين يقوم بتعزيز أخلاق المجتمع من خلال الوسائل التي يملكها، في حين تقوم الدولة بحماية المواطنين

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وبتيسيرهم في العبادة، وعلى كل حال أن النظام السياسي لأي بلد لا بد أن يكون متفقا عليه حسب ظروف كل بلد ومناقشا عنه في الشورى، وهنا يكمن دور العلماء.

وفي ضمن موقف الوسطية مبادئ التسامح والتوازن والعدالة والتعاون، وأيضا — قد علمنا العلماء المبادئ الثلاثة من الأخوة، فتلك هي: الأخوة الإسلامية، والأخوة الوطنية، والأخوة البشرية.

فبما يتناسب مع الأخوة البشرية، ينبغي للتأكيد هنا وجود الحوار مع معتنقي الأديان الأخرى أو الحوار بين الحضارات وتجنب الصراع بينها.

هنا نرى أهمية تأسيس جمعية نهضة العلماء الأفغانية، مضيفا إلى عمل ريادي به كانت الجمعية قائمة، من رأب الخلافات بين الشعب الأفغاني، وكذلك نأمل علماء الجمعية أن يكون لديهم مقدورات على تطوير الوسطية في البلدان المجاورة لأفغانستان، فهذه المناسبة أود أن أرفع أسمى التهاني والتبريكات لتأسيس جمعية نهضة العلماء الأفغانية، وأنا على يقيني أن هذه المبادرة تُعد من الاختيار الذي يدوم في رحمة الله سبحانه وتعالى وبركاته.

Annex #4: support letters:





USAID | AFGHANISTAN

FROM THE AMERICAN PEOPLE

November 30, 2015

Ms. Jamila Afghani
Deputy Minister
Ministry of Labor, Social Affairs, Martyrs and Disabled (MOLSAMD)
Islamic Republic of Afghanistan
Kabul

Dear Deputy Minister Afghani:

Let me take the opportunity to congratulate you on winning the Global Leadership Prize awarded by the Tällberg Foundation. I understand that this prestigious award was made in recognition of your courageous work as Founder and Program Director of the Noor Educational and Capacity Development Organization (NECDO), serving women, youth, and children.

USAID is pleased to work closely with you in your current role as Deputy Minister of MOLSAMD. Your dedication and talents are vital to improving the living conditions of disabled persons and other victims suffering from conflict.

USAID Afghanistan is honored to work in partnership with you and your Ministry. Congratulations, again.

Sincerely,

Herbert Smith
Mission Director

U.S. Agency for International Development
Great Massoud Road
Kabul, Afghanistan

Tel: 202-216-6288 / 0700-108-001
Email: kabulusaidinformation@usaid.gov
<http://afghanistan.usaid.gov>

Contested Terrain Book “Reflections with Afghan Women Leaders”

A provocative exploration of women's lives in today's Afghanistan Sally L. Kitch explores the crisis in contemporary Afghan women's lives by focusing on two remarkable Afghan professional women working on behalf of their Afghan sisters. Kitch's compelling narrative follows the stories of Judge Marzia Basel and **Jamila Afghani** from 2005 through 2013, providing an oft-ignored perspective on the personal and professional lives of Afghanistan's women. Contending with the complex dynamics of a society both undergoing and resisting change, Basel and Afghani speak candidly--and critically--of matters like international intervention and patriarchal Afghan culture, capturing the ways in which immense possibility alternates and vies with utter hopelessness. Strongly rooted in feminist theory and interdisciplinary historical and geopolitical analysis, *Contested Terrain* sheds new light on the struggle against the powerful forces that affect Afghan women's education, health, political participation, livelihoods, and quality of life. The book also suggests how a new dialogue might be started in which women from across geopolitical boundaries might find common cause for change and rewrite their collective stories.

"Kitch writes beautifully and in a very engaging manner that draws the reader into the story she is telling. Jamila and Marzia come across as thoughtful and compelling women of great integrity who have devoted themselves to women's rights and national progress."--Valentine Moghadam, author of *Globalization and Social Movements: Islamism, Feminism, and the Global Justice Movement*

"Presents insights into the lives of . . . urban, educated Afghan women in a way that other books and articles available do not. . . . Kitch's reflections and conclusions are unique and valuable to the conversation about Afghanistan, gender, international intervention, [and] development."--Anne Brodsky, author of *With All Our Strength: The Revolutionary Association of the Women of Afghanistan*

Sally L. Kitch is Regents' Professor of Women's and Gender Studies and the founding director of the Institute for Humanities Research at Arizona State University. She is the author of *The Specter of Sex: Gendered Foundations of Racial Formation in the United States*. For purchasing/downloading of the book please go through the link <http://www.press.uillinois.edu/books/catalog/37bdm3am9780252038709.html>

NECDO Background:

NECDO's vision is to have a peaceful & prosperous Afghanistan through empowerment and polishing leadership potential of women and youths in order to have skilled, professional human resource, and enhancement for a just society through advocacy initiatives

NECDO's Mission is to work for an educated, skilled, and professional women & youths to create lasting solution to social injustice

Our Motto is "Let's light a candle instead of cursing the darkness!"

Who we are:

Noor Educational and Capacity Development Organization (NECDO) is a non-governmental, impartial and non-political organization, registered with Ministry of Economy in 2002 with INO.95. NECDO was established in January 2001 by a group of volunteers to help and support needy Afghan women, youth, and children when the Afghan nation was passing through time-tested moments of its history in Peshawar Afghan Refugee Camps. The destructive civil war resulted in material and spiritual losses for the nation. NECDO started its activities with little means, but greatness of purpose, which was based on humanitarian and development assistance. We believe that unity, faith, proper mobilization of youth & empowerment of Afghan communities can reduce the miseries of the Afghan nation. During our social activities in camps, we realized the need for education, capacity building and income generation projects in order to help our nation with sustainable development; especially educating Afghan women, youth, and children were the priorities set forth; with the believe that it is better to light a candle rather than curse the darkness we initiated several projects and implemented them successfully.

NECDO legal status and membership:

1. Registration No. 95 with Afghanistan Ministry of Economy
2. Registration No 35 with Ministry of Women Affairs
3. Registration No 106 with Ministry of Public Health
4. Registration No 278 with Ministry of Education
5. ACBAR
6. ANCB
7. Afghanistan Independent Commissions of Human Rights
8. Afghan Women Network (AWN)
9. Karama Network of Advocacy & Human Rights (KNAHR)
10. Muslim Women Shura Council (MWSC)
11. The Asia Forum
12. Women in Spirituality and Solidarity (WISE)
13. Tanenbaum "A International Network of Interfaith and Inter religious"
14. AWID
15. Asia - Pacific Refugee Rights Network
16. (APPRAN)
17. Association for Protection of Refugee Women and Children (HAMI)

Appreciation and Awards:

1. Contested Terrain Book” by professor Sally Kitch on Jamila Afghani's life and work through NECDO
2. Appreciation Letter from Scholastic International on successful partnership in 2015
3. Appreciation award from Indonesian Embassy in 2014
4. “International Peace Maker in Action Award” from Tanenbuam in 2011
5. Appreciation Award from Clinton Global Peace Initiative in 2011
6. Best Performance Award as Local Women NGO from Ministry of Women Affairs (MoWA) in 2012
7. Appreciation Letter from NDI on best leadership training for Afghan women political Parties in Afghanistan
8. Appreciation Letter from GIZ-GM Kabul office
9. Member of Muslim Women Shura Council headed by WISE
10. Appreciation letter from MoWA in 2012
11. Appreciation Award from Mr. Hamid Karzai in 2012

Major projects conducted by NECDO so far:

1. Establishment of 9 Community Development Groups in Kabul, Kunar and Kandahar
2. One week conference for 200 CDGs in Kabul
3. Conducting a research report from 20 universities from the 4 provinces on sexual harassment in higher education institutions
4. Publicizing 200 minutes of nationwide Radio messages against sexual harassment and its prohibition from Islamic perspective
5. Mobilizing 1600 Imams and women activist to advocate for women political participations in 2014 presidential elections
6. Convening a session on “Importance of Education for women economic empowerment” with Idea New/USAID Nov 2013 in Kabul
7. One day full day training on Islamic Peace Education with Tanenbaum in July 2013
8. Advocacy & networking training for 300 women in Kabul from June – Aug 2013, under KNAHR Gender & Islam training for management staffs of Canadian (WUSC)
9. Two days of trainings for Shelters Managers on Management on 1st & 2nd, October 2013 in coordination with DANNAR
10. Two days of training on management & leadership for Shelter for victims of domestic violence on 1st & 2nd, March 2013 in coordination with DANNAR
11. Leadership & management for support of KNAHR and its activities during the year 2014
12. Provision of ToT for more than 600 teachers in 15 provinces through “My Afghan Library Project” in 2013
13. Development of Pra legal manual for Provincial council in Dari
14. Women Leadership Training for 300 women from 36 political parties by support of NDI training Units in Oct 2012-March 2013
15. Support of KNAHR and its activities during the year 2013

16. Provision of Training of Trainers (ToT) for more than 600 teachers in 15 provinces through "My Afghan Library Project," 2013
17. Women Political Leadership Training for 300 women from 36 Afghan political parties by financial support of National Democratic Institute Training Units, 2013
18. Provision of Management, proposal writing, financial management Leadership, & EAW for 400 women Shura members of Badakhshan province, 2013
19. Provision of peace education & conflict management training for 400 Imams supported by Indonesian Embassy in Kabul, 2013
20. Provision of Capacity building trainings for 200 Imams & 200 women activists on Women's right from Islamic perspective in Kabul Province by financial support of WISE in Jan- Dec 2013
21. Provision of Gender & Islam trainings for 700 women & girls, 2013 in Kabul province
22. Finalization of NECDO's strategic Plan for 2013-2015
23. Provision of literacy education for 400 women in Ghazni & 400 women in Ningerhar province, (2013 Provision of children library activities in Ghazni & Badakhshan provinces in 2012- 2013
24. Income generation project for 1,000 women through handicraft and tailoring (started in 2000 and ended in 2006)
25. Provision of peace education & conflict management training for 400 Imams supported by Indonesian Embassy in Kabul, 2013
26. Provision of Capacity building trainings for 200 Imams & 200 women activists on Women's right from Islamic perspective in Kabul Province by financial support of WISE in Jan- Dec 2013
27. Provision of literacy education for 400 women in Ghazni & 400 women in Ningerhar province, (2013 tailoring (started in 2000 and ended in 2006)
28. Provision of Gender & Islam trainings for 700 women & girls, 2013 in Kabul province
29. Provision of children library activities in Ghazni & Badakhshan provinces in 2012- 2013
30. Income generation project for 1,000 women through handicraft and Competent Trainers Training for 900 female teachers (started in 2001 and ended in 2011), Ghazni, Kabul and Ningerhar
31. Awareness workshops on Gender from Islamic perspective, CRC, Human Rights, Women's Rights from Islamic perspective (started in 2001 with periodic recurring sessions.
32. We have given awareness packages to around 20,200 women and men Establishment and expansion of Nazo Ana Library (started in 2001 and continued to date)
33. Establishment of 4 libraries in four provinces each 7,000 books and educational materials English language, computer and internet training for women and children for more than 12,000 (started in 2001 and continued to date)
34. Food for education program/artificial flower making (started in 2003 and ended in 2003) for 8000 women, Kabul city Literacy catch up program (started in 2004 and continued to date).

35. We have served more than 10,000 women in literacy classes in Kabul (third district, 12th districts, 6th districts, and 9 districts in Ghazni Province) Initiating Psychosocial and Peace Education for Elimination of Violence Against Women (started in 2004 with periodic recurring sessions) in Kabul & Ghazni Province.
36. Initiating Imams Committees for Elimination of Violence Against Women Project (started in 2013 time with periodic recurring sessions)
37. Establishment and leadership of Karama Network of Advocacy & Human Rights (KNAHR) (started in 2012 and continued to date)
38. Establishment of Afghan Women Professional Educational Institute (AWPEI) started in 2006 continued to date) where we have graduated 876 women with higher & professional education and we have worked for their employment, and there is 99% employment opportunities for the trainees
39. TOT for school teachers in Pashto language, peace education (started in 2006 with periodic recurring sessions) we have trained 2000 women and men in this field
40. TOT in Small Business Training (started in 2006 for a group of 60 small business owners) in Kabul & Ningrhar provinces

Main Area of Activities:

1. Capacity Building that includes: (1) Literacy & Catch up program for women & children; (2) Quranic Education; (3) Income generation programs for women; (4) CRC; (5) Human rights and women's right awareness; (6) Peace education, Psychosocial, conflict resolutions workshops; (7); Library; (8) Computer, networking; (9) Overall Management; (10); Accountancy & financial management; (11); Leadership; (12) Community mobilization trainings; (13); TOT, Master trainers training & teacher trainings; (14) Data base training; (15) Communication Skills; (16) Presentation skills; (17) Advance English language program; (18) Business Training for women; (19) Professional Higher Education in management, finance accounting and IT; and (20) Librarians training.
2. Advocacy and Networking that includes: (1) Elimination of violence against women through awareness raising and campaigns and media work Jalalabad, Kabul & Ghazni; (2) Youth committees for Elimination of violence against women in Kabul universities and Ghazni high schools; (3) Publication of Newsletter "Baztab e Noor" (Reflection of the light); (4) "Karama Network of Advocacy & Human Rights" initiative and leading by NECDO; and (5) Conducting surveys and assessments for EVAW. We also working on advocacy for a safe educational & work environment for all by conducting research report and advocacy initiatives
3. Vocational Training and Income Generation that includes: (1) (Tailoring and handicraft training; (2) Artificial flower making; (3) Handicraft and tailoring production and marketing; and (4) participation in exhibitions.
4. Building and Construction: 1. NECDO since establishment has constructed one social center of 4 rooms and one grand hall of gathering in Kacha Garhi camp of Refugees in Peshawar in 2001 where hundreds of Afghan refugee youths were trained and given the facilities to read books and have catch up classes, also a mosque in Behsood was built district of Ningrhar province where hundreds of people from the village of Charmesa are taking its advantage with prayers and

getting lesson on Quranic teachings 2. Construction of a form house in Ningrhar – Bahsood for villagers to be trained professionally for better productive. The construction was done by support of CNFA/USAID. 3. Construction of a mosque in But Khak is going on since 2013. Construction of Women Toilet in the main road of Jalalabad to Kabul and Kabul to Badakhshan by financial support of Global Fund for Women and Invest in Muslim Fund in March 2014

NECDO's Objectives:

1. To empower women, youths, through capacity building as professional leaders for key position
2. To mobilize community influenecial leaders (women and men) and building their capacity as advocates of human rights and women's rights
3. To Empower Afghan women and youths towards sustainable life and economic empowerment
4. To conduct advocacy for a just society through networking and advocacy

List of donors:

1. Indonesian Embassy in Kabul
2. Counter Part International/USAID
3. SDC (Swiss Development Cooperation for Afghanistan)
4. Scholastic International – US Embassy
5. WISE (ASMA SOCIETY)
6. GIZ/ GM □ Rights & Democracy (R&D)
7. American Friends Service Committees (AFSC)
8. Canadian Women for Afghan Women (CW4W in Afghanistan)
9. CNFA- USAID □ CDP- USAID □ Relief International
10. World Food Program
11. United Nation Fund for Women
12. Rockefeller
13. Association For women International Development (AWID)
14. Global Fund for Women
15. Global Fund for Muslim Women Advancement
16. Global Peace Mission of Malaysia
17. Malaysia Relief Agency
18. Indonesian Embassy