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| **SOP 1** | **FINDINGS** | **CONCLUSION** | **RECOMMENDATION** |
| 1. What is the awareness of Gender Inclusivity Initiatives at NwSSU among LGBTQIA+ students in terms of:    1. NwSSU Student Handbook;    2. Campus activities; and   1.3. Gender-Responsive Facilities? | The awareness of Gender Inclusivity Initiatives at NwSSU among LGBTQIA+ students regarding NwSSU Student Handbook, Campus activities and Gender-Responsive Facilities was all perceived by the students as “Very Aware.” | LGBTQIA+ students at NwSSU demonstrated high awareness of Gender Inclusivity Initiatives, including the NwSSU Student Handbook, campus activities, and gender-responsive facilities, with all categories perceived as "Very Aware." | * Prioritize gender-responsive facilities within the university's vicinity. This entails ensuring that facilities such as restrooms, ramps, changing rooms, and other public spaces are designed and equipped to accommodate the needs of individuals of all gender identities, promoting inclusivity, safety, and comfort for everyone. * Prioritize the distribution of student handbook copies to ensure that all students are fully aware of the responsibilities and rules of the university, in addition to making it available online. |
| **SOP 2** | **FINDINGS** | **CONCLUSION** | **RECOMMENDATION** |
| What are the challenges of the gender inclusivity initiatives at NwSSU as perceived by the LGBTQIA+ students in terms of:  2.1. Policy Implementation;  2.2. Establishment of Gender Inclusive Facilities; and  2.3. Social Environment? | With regards to the challenges of the gender inclusivity initiatives at NwSSU as perceived by the LGBTQIA+ students in terms Policy Implementation, Establishment of Gender Inclusive Facilities, and Social Environment, it obtained an overall mean of 3.01 described as “neutral.” | The overall perception of challenges in gender inclusivity initiatives at NwSSU, as perceived by LGBTQIA+ students, was described as "neutral" (3.01). This finding suggests room for improvement in policy implementation, establishment of gender-inclusive facilities, and social environment. | * Expand on the need for more school policies that favor LGBTQIA+ students in the university to explicitly support and protect the rights and well-being of LGBTQIA+ individuals within the academic community. * Enforce a requirement for the Gender and Development Coordinators and Head to maintain an updated roster of LGBTQIA+ students and fortify their offices to ensure students are informed of their support services. * Encourage teachers and faculty members to participate in training and seminars focused on Gender Diversity, Inclusion, and Orientation, enhancing their awareness and ability to support students with diverse orientations. |
| **SOP 3** | **FINDINGS** | **CONCLUSION** | **RECOMMENDATION** |
| Based on the findings of the study, what information education communication (IEC) materials can be proposed? | The findings imply that while there is a high awareness of the gender inclusivity efforts at NwSSU, the lack of the level of perception of their effectiveness needing an improved communication and education strategies. Consequently, information education communication material, such as Educational Brochures is recommended. Such materials should include the description of LGBTQIA+ rights, help understand gender identities and orientations, and provide information on the university’s inclusivity efforts. They should be located across the campus broadly and particularly at events like orientation. | The study implies a need for enhanced communication and education strategies regarding gender inclusivity initiatives at NwSSU. The researchers recommend implementing information education communication materials, such as educational brochures to help LGBTQIA+ students understand their rights, gender identities, and orientations, and provide information on the university's inclusivity efforts. These materials should be easily accessible across the campus, particularly during events like orientation. | The proposed brochure should offer students easy access to the Student Handbook, including information on where and how to access it. It should also provide details about Gender and Development (GAD) Coordinators for each college to ensure accessibility in addressing Gender Orientation and Inclusiveness concerns. Moreover, the brochure should feature the names of orientation sessions and workshops promoting gender inclusivity, serving as a platform for students to gain necessary knowledge and skills for fostering inclusivity on campus. |