GENDER AND INCLUSION POLICY

Introduction

Having in mind our motto "OBI DAN BI" which stands for interdependence for the common good of all members of the college community in achieving our vision aimed at training quality teachers for the nation in the spirit of fairness, St. Joseph's College of Education is committed to being an inclusive College, where all students irrespective of gender, physical /social background feel safe and valued.

In a similar vein, the staff of the College must have a sense of dignity to be able to work effectively to promote quality teaching and learning in an atmosphere of respect and understanding where discrimination is not tolerated. However, these can be realised only when the current constraints regarding access to college infrastructure, low female tutors rate, low female enrolment rate, lack of changing rooms for female staff and students, among others are taken care of. Again, tutors lack of knowledge and skills about gender responsive pedagogy may frustrate efforts to improve female students' effective participation in learning and the accompanying improvement in their achievement. The need to eliminate all forms of discrimination, to enhance the right to education, and to promote gender equality inclusion and empowerment within education is evident in Ghana's 2010-20 Education Strategic Plan. Ghana's Transforming Teacher Education and Learning programme, supported by UK Aid has outlined some objectives and their accompanying strategies in a Gender Scorecard to help in creating a Gender Responsive and Disability friendly College where everyone can work and learn meaningfully and effectively. However, this can only be achieved if the College has a comprehensive policy that will guide the mainstreaming of gender and social inclusion in all aspects of college life. In this way, the Ministry of Education's efforts to achieve gender equality in education can be realised.

In lieu of this, the College shall have a Gender and Inclusion policy.

Goal

The goal of the policy is to promote gender equity and equality in education by addressing gender-based discrimination and disparities in St. Joseph's College of Education through an array of strategies set to achieve the objectives of this policy

Scope

The focus of this policy is to align with, and build on the Gender in Education policy for pre-tertiary level drafted by the Ministry of Education's Girls' Education Unit (GEU), with support from UNICEF. Specifically, this policy aims to improve the gender-responsiveness of St. Joseph's College of Education so as to:

- Help all college actors as well as our partner schools to be gender responsive in all endeavours
- Improve female enrolment and completion rates so that there are more female teacher role models for girls at the pre-tertiary level
- Create an environment that enhances learning for both female and male student teachers, and ensures gender responsive teachers in the future.
- Make provisions for inclusiveness, equitable distribution of resources and equal opportunities for both sexes.
- Respond constructively to the needs of educationally disadvantaged/marginalised students
- Equip tutors and teacher trainees with gender responsive pedagogies during their pre-service training and assist them to apply when deployed as teachers.

Policy Statement:

Each member within the college community is encouraged to reach their full potential through the development of their skills and knowledge based on their unique contribution and individuality regardless of age, disability, gender, tribe, race, religion or belief, marital status and child bearing.

Policy Principles

In alignment with the 2017 Gender in Education policy for the pre-tertiary level, the following principles guide this policy:

1. **Mutual Co-existence:** Ghanaian men and women will play complementary roles and improve gender relations.

2. **Non-Discrimination**: As enshrined in the 1992 Constitution of Ghana, neither Ghanaian men nor women will be discriminated against in terms of access to the resources that the nation offers to its citizens.

3. **Affirmative Action**: Affirmative action has been used in Ghana to address gender and regional imbalances in access to work, health, education and political representation. The Administrative Directive of 1998, based on the recommendations for Affirmative Action in Ghana submitted by the National Council on Women and Development (NCWD), contains a section that deals with girls' education. The directive defends affirmative action policies as non-discriminatory on the grounds that they are temporary and designed to address historical inequities/inequalities. As such, the policies would be discontinued once the goals of gender equality and equity have been achieved.

4. **Sustainable Development**: Gender equality is a sign of sustainable development.

5. **Economic Sense**: Gender equality improves the economic development of the nation.

6. **Political Will**: Government and all stakeholders in the education sector have the political will to mainstream gender.

7. **Resource Availability**: The Ministry of Education will have the requisite resources to mainstream gender equality in all its activities.

Policy Objectives

The objectives in this policy are based on a Gender Responsive Scorecard that was introduced by the Government of Ghana's Transforming Teacher Education and Learning [T-TEI] programme, supported by UK Aid. The set of objectives in the Scorecard are gender responsiveness as it requires *taking comprehensive action to correct gender discrimination so* **as to ensure equitable outcomes for females and males.**

The 13 objectives in this policy include:

1. **Ensure all members of the College understand gender and social inclusion issues through appropriate training** (including tutors, leaders, non-teaching staff, students)

2. **Ensure classroom practice is gender responsive** (pedagogy that enhances opportunities for all students to participate, take leadership roles, feel confident, etc.)

3. **Ensure tutors challenge traditional gender roles during lessons** (examples and activities encourage females and males feel confident to challenge traditional gender roles such as boys cooking and girls being doctors)

4. **Ensure College practices and activities are gender responsive** (equally assigned leadership roles and chores, a gender club is organised, positive discipline is used, etc.)

5. **Ensure College infrastructure is gender responsive** (especially accommodation, toilets, changing rooms, etc.)

6. **Ensure College teaching practice is gender responsive** (strategies that ensure that mentees are safe, comfortable)

7. **Ensure the College has a sexual harassment policy that is fully implemented** (which includes clear definitions, reporting processes and a dissemination strategy)

8. **Ensure College policies are developed and/or amended to be gender responsive** (such as code of conducts, the QA policy, the health and safety policy, etc.)

9. **Ensure tutor recruitment is gender responsive** (strategies address barriers and encourage female applicants)

10. **Ensure staff protocols and procedures are gender responsive** (which includes treatment of staff, appointment of a Gender Champion, seeking gender balance in senior management and Governing Councils)

11. **Ensure College data is collected and analysed in a gender responsive way** (data is collected and analysed for female enrolment, achievement, female tutors, senior management, etc.)

12. **Ensure College planning is gender responsive** (there are targets and strategies to improve female enrolment, etc.)

13. **Ensure College budgeting is gender responsive** (budgets for gender training, infrastructure, recruitment, etc.)

Strategies to Address Each Policy Objective

This section of the document first identifies appropriate strategies that will help in achieving the respective objectives and then elaborates on each of these policy objectives and their accompanying strategies. It explains why each objective is important and provides guidelines/actions that the College can use to facilitate the implementation of the strategies. The College Gender Champion and Gender Committee shall initiate and oversee the sensitisation, implementation and monitoring of the strategies.

Policy Objective 1: Ensure all members of the College understand gender and social inclusion issues through appropriate training

The import of this objective is to help College actors understand that gender issues are about unequal/unfair treatment of people based on their gender. This is particularly pertinent to our College context where the effects of unequal treatment leaves certain groups of people, particularly females, performing poorly in certain subjects like Mathematics or Science. There is therefore the need for all members of the College to be aware of this unequal treatment, especially if they are contributing to it.

Strategies for objective 1
- Train and coach all Tutors and Students on gender responsive pedagogy and assessment
- All senior management to be trained on gender responsive management
- All non-teaching staff to receive training on gender responsive management
- Train and coach all TP mentors on gender responsive pedagogy, assessment and gender-responsive mentoring strategies

Guidelines for implementing the strategies:

- **Gender Training for Tutors and Students:** The College Gender Champion shall provide gender training and coaching for all tutors and students using the following resources prepared by the Ministry of Education, with support from T-TEL:
- ✓ Gender Responsive Scorecard,
- ✓ Gender Pedagogy Checklist and the
- ✓ Gender Handbook for TP Mentors which provides guidance on how to ensure classroom pedagogy is gender responsive.
- ✓ Presentation on social inclusion

- **Gender Training for Senior Management:** Senior Management who have received training through the Leadership and Management shall receive refresher training on gender responsive management and Senior Management who join the College later must receive the same training. In this way, Senior Management should be able to review the gender units every year in a self-study group, in order to keep updated and train any new members who join the college community.

- **Gender Training for College staff:** The Gender Champion with the support of the Gender Committee shall provide gender training to any non-teaching staff [librarians, administrative staff, kitchen staff and staff from the demonstration school. Training resources shall include the Gender Responsive Scorecard and the Gender Handbook for TP Mentors.

- **Gender Training for Mentors:** Gender Champions to assist Mentors who support students on TP to understand gender responsive pedagogy, assessment and gender responsive mentoring strategies using the *Gender Handbook for TP Mentors* and the Gender Pedagogy Checklist. Gender Champion and Lead Mentors shall ensure that mentors conduct group self-study sessions on the Handbook annually to keep updated and train any new Mentors.

Policy Objective 2: Ensure classroom practice is gender responsive

The reason for this objective is that, more often than not when tutors ask questions or demand questions from students, the first to raise their hands is the male student. This has the tendency to making the tutor believing that males are smarter and cause them to unconsciously give the males preferential treatment particularly where the tutor often calls on the students who are first to raise their hands. The result is that females see that tutors give preferential treatment to male students year on year, and they start to believe that they are not as smart as their males counterparts and thus do not answer or ask questions in class. There is therefore the need for tutors to be aware of these and other related issues, so that they can compensate for any unequal treatment in the past, stop current unequal treatment, and ensure equal outcomes in the future.

Strategies for Objective 2

- ✓ All tutors undergo appraisals/lesson observations for gender responsive **and social inclusion** pedagogy on a regular basis
- ✓ All tutors make sure females, males and students with special needs participate equally in activities during class
- ✓ All tutors assign leadership roles equally to females and males in lesson activities.
- ✓ All tutors are patient with females and males who may be shy or afraid to speak
- ✓ All tutors mix females and males to work together in groups
- ✓ All tutors provide positive verbal feedback to both females and males in class

Guidelines for implementing the strategies:

- ✓ **Appraisals/lesson observations**
  All tutors should receive training in gender responsive pedagogy through review of the *Gender Handbook for TP Mentors*. Tutors should also use the Gender Pedagogy Checklist to guide classroom practice.

Peers, HoDs, M&E unit, PDCs, TLAs and Principal should observe and appraise tutors' practice in class to ensure their use of gender responsive pedagogy. All tutors should receive at least satisfactory scores on strategies in the Gender Pedagogy Checklist during lesson observations.

✓ **Females and males participate equally**
Tutors to provide equal opportunities for female and male participation

✓ **Assign leadership roles equally**
Both female and male students should have opportunity to lead group discussion

✓ **Patient with females and males**
Tutors should endeavour to wait a little, giving time for all students including females to think around the task [question] before calling on a student to respond. This way, students who are slow, shy or afraid can get along.

✓ **Females and males to work together**
In assigning group tasks to students, tutors should use mix ability, mix gender grouping

✓ **Positive verbal feedback**
Tutors should endeavour to make positive and encouraging comments on both female and male students during lessons to bolster students' confidence.

Policy Objective 3: Ensure tutors challenge traditional gender roles during lessons

This objective is essential because, tutors need to be aware of how traditional gender roles and stereotypes can be problematic, not only for their students but also for themselves. As such, tutors should not for any reason, create a situation where female student constantly see teaching /learning resources with the subtle message that only men are capable of having a professional career and women are only expected to be mothers and in charge of domestic duties. When these happen, female students are likely to unconsciously accept these roles which may limit their goals and confidence. Conversely, if male students are also exposed to messages about their 'role' in society, this can also shape their aims and preferences.

Strategies for Objective 3 and accompanying guidelines for implementation

✓ **All tutors to use teaching materials that do not show or reinforce traditional gender roles:** Tutors should avoid using teaching/learning resources that show women cooking/cleaning and men in professional roles, listening to and/or reading news.

✓ **All tutors identify and discuss traditional gender roles:** Tutor should discuss with students any traditional gender roles that appear in books/materials stating how these can limit what females think they can achieve in their education and lives and challenge female students to think beyond such stereotype roles

✓ **All tutors actively use examples that *challenge or reverse* traditional gender roles which make females and males feel confident to challenge traditional gender roles:** The exercises and/or activities assigned students should show for instance; men cleaning, bathing and feeding children, boys cooking, and women listening/reading news, girls acting as doctors/engineers.

✓ **All tutors support female students to improve their performance:** Tutors in the various departments should adopt strategies to improve the general performance of female students in their respective course areas. In particular, tutors in the science, maths and ICT departments should work together in providing support that will improve female students' achievement in subjects like maths, science and ICT.

Policy Objective 4: Ensure College practices and activities are gender responsive.

Unequal treatment can be very subtle and unconscious, but can have damaging effects over a long period of time. This objective aims to stop current unequal treatment that might be occurring in the practices, activities and protocols, compensate for unequal treatment from the past, and ensure equal outcomes female and male students in the future.

Strategies for Objective 4

✓ Cleaning and chores do not reflect or reinforce traditional gender roles.
✓ Class prefect/SRC leadership roles are equally assigned to female and male students
✓ Design specific extra-curricular activities to build female student confidence in specific subject areas
✓ Establish a gender club for both females and males students and make provision for them to discuss gender equality issues in order that they are confident to challenge traditional gender roles
✓ Appoint and task a guidance counselor to provide support and a safe space for all students and staff.
✓ Ban the use of all forms of corporal punishment or intimidating disciplinary measures from use by tutors and staff

Guidelines for Implementing the Strategies:
- College chores and activities should be shared equally and should not reflect or reinforce traditional gender roles: e.g. male students mopping, scrubbing and sweeping while female students weed, rake
- Assign Class prefect roles equally to female and male students: thus females could be class rep and assisted by a male class secretary
- Gender Committee should design extra-curricular activities to build female student confidence in general, as well as in maths, ICT and science in particular. The Committee to work collaboratively with respective course tutors.
- Gender Champion should see to the establishment and running of a gender club that allows all students to discuss gender equality issues that will help both females and males feel confident to challenge traditional gender roles in society.
- Appoint and task a guidance counselor to provide support and a safe space for all students.
- Ban all manner of corporal punishment or intimidating disciplinary measures used by tutors, staff and students.

Policy Objective 5: Ensure College Infrastructure is Gender Responsive and Inclusive

Physical violence and/or sexual harassment from men is a significant form of unequal treatment women experience. To prevent and protect women from these forms of treatment, the College shall have a sexual harassment policy in operation and take steps to provide women with safe accommodation as well as toilets that have water and hygiene bins. With appropriate toilet facilities, female staff and students can efficiently manage the unpleasant and messy accidents that they often face during menstruation. When college infrastructure is not disability friendly it can serve as a good reason for persons with disabilities not applying for admission to the College. To avoid this, the College shall ensure that persons with physical disabilities can access college infrastructure such as lecture halls, halls of residence, changing rooms, etc.

Strategies for Objective 5

- ✓ Female students' accommodation is safe and is close to College buildings and facilities and are disability friendly.
- ✓ Female staff accommodation are safe and is close to College buildings and facilities and are disability friendly
- ✓ Female mentees have safe accommodation during teaching practice (follow up is done with Mentors to ensure this)
- ✓ Female toilets throughout the College have water available and are disability friendly
- ✓ Female changing rooms are safe, clean, regular water flow and are disability friendly

Guidelines for Implementing the Strategies

- College infrastructure should be gender responsive and inclusive. In particular, female students and staff accommodation should have lighting at night, secure doors/locks, nearby security guards/watchmen and ramps. Female toilets and female changing rooms should be accessible, clean, safe and have regular water flow with hygiene bins for sanitary products. The teaching practice unit should collaborate with partner schools and community leaders to secure safe accommodation for female mentees.

Policy Objective 6: Ensure College Teaching Practice (TP) is Gender Responsive
The import of this objective is to prevent and protect mentees, in particularly female mentees, from being sexually harassed, intimidated or taken advantage of; these are the risks student teachers face when they are out on their teaching practice in the communities

Strategies for Objective 6

- ✓ TPCs, tutors, Gender Champions and Lead Mentors ensure that mentors are aware of and are using the Gender Responsive Mentoring Strategies in the *Gender Handbook for TP Mentors*
- ✓ TPCs, tutors, Gender Champions and Lead Mentors check if mentors are using strategies and activities from the *Gender Handbook for TP Mentors* with their mentees
- ✓ TPCs, tutors, Gender Champions and Lead Mentors ensure that the College Sexual Harassment Policy is widely disseminated amongst the TP school's staff and community members
- ✓ TPCs and Lead Mentors ensure that mentees have safe accommodation before Teaching Practice begins
- ✓ TPCs and Lead Mentors try to group/pair female mentees when assigning TP schools and accommodation

Guidelines for Implementing the Strategies

Before any teaching practice begins, TPCs are responsible for following-up with Lead Mentors at schools to make sure that:

- The NCTE National Sexual Harassment Policy is thoroughly disseminated in all partner schools in order to protect Mentees.
- Mentees have accommodation that is close to the school and is safe at night (adequate lighting, locks, security guards/watchmen), particularly for females (mentors are required to follow-up and ensure safety)
- If pairs of female mentees can have accommodation together
- During teaching practice, Gender Champions, Gender Committees, TPCs and tutors should visit TP schools to monitor and make sure that Mentors are aware of and are using the Gender Responsive Mentoring Strategies in the *Gender Handbook for TP Mentors.*

At the end of every teaching practice, TPCs are responsible for following-up with Lead Mentors at schools to make sure that:

- Mentors used the Gender Responsive Mentoring Scorecard for self-assessment.
- Mentees also used the Gender Responsive Mentoring Scorecard to appraise their Mentors.
- Follow-up actions are being taken by the school based on Scorecard assessments.

Policy Objective 7: Ensure the College has a Sexual Harassment Policy that is Fully Implemented

Sexual harassment involves unwanted sexual advances, requests and other verbal or physical conduct of a sexual nature. Unwanted sexual behavior can have serious negative effects on victims, and may have serious negative effects on the teaching and learning process where students, tutors and other members of the College community are involved.

Strategies for Objective 7

- ✓ The College has adapted her sexual harassment policy to align with the NCTE's National Sexual Harassment Policy
- ✓ The College has assigned a female and male 'Safe Space' focal persons to act as the first point for reporting and counselling
- ✓ The College has a clear definition of what constitutes sexual harassment, as per NCTE's policy
- ✓ The College has a formal and informal reporting system for staff/students experiencing sexual harassment, as per NCTE's policy
- ✓ The College has disciplinary measures for those guilty of sexual harassment, as per NCTE's policy
- ✓ The Sexual Harassment Policy has been widely disseminated to all staff, students, partner schools and community members.

Guidelines for Implementing the Strategies

- The College shall review her sexual harassment policy and align it to the NCTE National Sexual Harassment Policy. The policy shall outline: what constitutes sexual harassment, reporting and discipline systems and dissemination strategies.
- The College shall ensure that all college staff and students sign a document indicating that they have been oriented on the policy and that they are committed to upholding it.

Policy Objective 8: Ensure College Policies are Developed and/or Amended to be Gender Responsive

This policy is relevant because unequal treatment can occur even if a policy *appears* to be 'gender neutral', therefore, there is need to ensure that all college policies are gender responsive to cater for unequal positions of and biases towards males over females.

Strategies for Objective 8

✓ Student admission policy provides dedicated spaces/admission for female students and students from disadvantaged backgrounds
✓ The College shall provide flexible scheduling for female students/staff in case of pregnancy/child-care.
✓ Financial Management policy provides budgets for resources (i.e. scholarships, college facilities, training) focused on female students/tutors
✓ Health and safety policy specifies resources (i.e. toilets and female hygiene bins) for female students/tutors
✓ Tutor professional development policy specifies resources dedicated specifically for female tutors, training on gender sensitive pedagogy
✓ Tutor appraisal policy includes gender responsive pedagogy in appraisals and/or lesson observations
✓ Tutor/Student codes of conduct highlights gender responsive conduct regarding the treatment of female students (i.e. sexual harassment)
✓ Quality Assurance Policy includes gender responsive indicators in its Monitoring and Evaluation strategy
✓ Teaching and Learning Policy includes Gender Responsive Mentoring Guidelines and scorecard
✓ Staff Recruitment policy aims to actively recruit female tutors/staff
✓ Public Engagement policy includes a fundraising (revenue generation) plan to engage with industry/women groups
✓ Assessment Policy includes a gender responsive appeals and mitigation process
✓ Acceptable Use policy includes gender responsive procedures for Libraries, ICT and other college facilities.

Guidelines for Implementing the Strategies

The Gender Champion and Committee should study the college policies to see how many policies align with those listed in the Scorecard and recommend for policy review where some policies are not gender responsive.

The Gender Champion and Gender Committee should work with the policy committees to review all college policies to reflect the gender responsive criteria listed on the gender scorecard.

In developing new policies, the Gender Champion and Gender Committee should support the policy committees to include the gender responsive criteria.

Policy Objective 9: Ensure Tutor Recruitment is Gender Responsive

In 2016/17 academic year, T-TEL Gender and Leadership study revealed gross gender disparities in the Colleges of Education regarding tutors and senior management. Such revelation has made it extremely important to have an equitable representation of women in the teaching staff and

senior management in our college to ensure that issues related to equal treatment of staff and students are not overlooked or de-prioritised. It is also extremely important to make sure that subtle or unconscious forms of unequal treatment of current female staff are eliminated.

Strategies for Objective 9

- ✓ Data on female tutors employed collected/analysed for reasons for disparity with males, and strategies are developed to close gaps
- ✓ Data on female senior managers collected/analysed for reasons for disparity with males, and strategies are developed to close gaps
- ✓ Ensure that there is a good quality demonstration school (good facilities, creche, KG) so female tutors feel confident sending their children there
- ✓ Provide decent/secure accommodation for female tutors near college
- ✓ Provide decent health facilities for families and children
- ✓ Allow for flexible scheduling for breast feeding/maternity leave
- ✓ Provide opportunities (scholarships and study leave) for female tutors to do further studies (sandwich, top ups, short courses, distance, etc.)
- ✓ When advertising for posts, there is an explicit statement that the College aims to achieve gender balance amongst the staff and outlines all the above strategies/incentives
- ✓ Identify/reach out to female candidates to encourage them to apply and extend deadlines if only a small number of women apply
- ✓ Identify promising female tutors and pair them up with a senior mentor (preferably female) who can provide support, give guidance, dispel misconceptions and encourage them to apply to leadership roles

Guidelines for Implementing the Strategies:

Ensure that there is a good quality demonstration school at the college (good facilities, creche and KG) so that female tutors feel confident sending their kids there

Provide decent, disability friendly accommodation with security for female tutors

Provide decent health facilities that are gender responsive and disability friendly

Allow for special scheduling for breast feeding/maternity

Provide extra opportunities (scholarships and study leave) for female tutors to do further studies (sandwich courses, top ups, short courses, distance, etc.)

When advertising for posts, make an explicit comment that the College's aim is to achieve gender balance amongst the staff and explicitly outline all the above incentives

Also extend application deadlines if only a small number of women apply and identify/reach out to female candidates to encourage them to apply

Policy Objective 10: Ensure Staff Protocols and Procedures are Gender Responsive

It is important to have a balanced perspective in decision-making at Council, senior management, staff and students levels. This will also ensure that female staff and students are treated equally to their male colleagues. Therefore, Gender Champions and Gender Committees should ensure that equal treatment is given. This should be done through the sensitisation, implementation and monitoring of Scorecard strategies.

Strategies for Objective 10

- ✓ College Gender Champion is appointed and achieves her/his roles and responsibilities
- ✓ College Gender Committee is constituted, meets regularly and achieves its roles and responsibilities
- ✓ Female and male tutors/staff are equally included in discussions, meetings, contributing opinions.
- ✓ Female and male tutors/staff have equal opportunities for participating in activities, training, promotion, housing, etc.
- ✓ Female and male tutors/staff have equal informal duties that do not reflect or reinforce traditional gender roles (e.g. female staff should *not* be the only ones to run errands or clean up)
- ✓ The criteria for Governing Council membership can be reviewed and revised in order to ensure gender balance within the Council.
- ✓ The Council understands the importance of gender balance in female leadership and teaching staff; and the Council develops leadership succession plans that reflect this (when applicable)
- ✓ When advertising for senior management posts, make explicit comment on the College's aim to achieve gender balance amongst the leadership
- ✓ Also extend application deadlines for senior management posts if a small number of women apply and reach out to identified female candidates to encourage them to apply

Guidelines for Implementing the Strategies:

- The Gender Champion and Gender Committee with support of all college actors should ensure a comprehensive approach to gender responsiveness in the College through the dissemination, implementation and monitoring of the Gender Responsive Scorecard.
- The Gender Champion will be responsible for delegation, coordination and ensuring that people know what they are responsible for, and holding them to account.
- The Gender Champion's role is not only limited to women and can rotate with a different staff member. Some men are very concerned about Gender equality issues and as such having a male Gender Champion would also demonstrate this.
- The Gender Champion and Gender Committee should analyse current treatment of female staff and then take steps to eliminate subtle or unconscious forms of unequal treatment. Thus they should ensure that female and male tutors/staff have:
  - ✓ Equal levels of inclusion (for discussions, meetings, contributing opinions, etc.)
  - ✓ Equal opportunities (for activities, training, promotion, housing, etc.)
  - ✓ Equal types of informal duties that do not reflect or reinforce traditional gender roles (eg., female staff should *not* be the only ones to run errands or clean up).
- Senior management, along with the Gender Champion/Committee, should analyse current gender representation in the senior management team and Governing Council. If they are not equal, strategies should be developed to seek, support and promote females to senior management positions.

Policy Objective 11: Ensure College Data is Collected and Analysed in a Gender Responsive Way

This objective is relevant in that cumulative effects of unequal treatment can lead to low achievement and unequal outcomes for females. To compensate for years of unequal treatment, to stop current unequal treatment and to ensure equal outcomes in the future, there is the need to collect gender disaggregated data in order to check for any disparity in male and female students/tutors achievement and take the necessary actions

Strategies for Objective 11

✓ Collect/analyse data on female student enrolment for reasons for disparity with males, and develop strategies to close gaps
✓ Collect/analyse data on female achievement for reasons for disparity with males, and develop strategies to close gaps
✓ Collect/analyse data on female SRC members for reasons for disparity with males, and develop strategies to close gaps
✓ The Gender Champion and Gender Committee should complete a college self-assessment with the Gender Responsive Scorecard annually
✓ The Gender Champion and Gender Committee should discuss the results of the Scorecard with stakeholders and together prioritise follow-up actions to be included in the College Strategic Plan.

Guidelines for Implementing the Strategies
• The College should collect and review data on the various categories on an annual basis as means of monitoring gender responsiveness.
• The Gender Champion/Committee can assist in analysing why any gaps are occurring and developing strategies and targets to close gaps. These strategies and targets can be included in the College Improvement and/or Development plan.
• The Gender Champion/Committee should also do a College self-assessment using the Gender Responsive Scorecard annually to consistently monitor its gender responsiveness. Results of the self-assessments should be shared with College stakeholders and the achievement of three strategies should be prioritised each year.

Policy Objective 12: Ensure College Planning is Gender Responsive

Data analysis is essential as it sheds light on any gaps in enrolment and achievement between males and females. This is important in that it will provide insight on targets and strategies that should be developed to close any gaps. Some of these strategies should be included in the College Improvement and/or Development plan.

Strategies for Objective 12

The College should set targets and strategies in its Strategic Plans to improve:

✓ female student enrolment
✓ female student achievement
✓ female tutor recruitment
✓ number of females in senior management

- ✓ number of female students in the SRC
- ✓ number of female students serving on statutory committees
- ✓ number of males involved in gender equality promotion/activities
- ✓ an appraisal system is developed to assess targets and the implementation of strategies

Guidelines for Implementing the Strategies

- After conducting gender disaggregated analysis and disparities are found, set targets for each area. These targets should be 'SMART':
  - ✓ **Specific** – Targets should be simple and (e.g., raise female enrolment to 40% after 2 years, then 50% after 4 years)
  - ✓ **Measurable** - Targets need to be measurable and this requires providing tangible evidence that you have accomplished it (e.g., measured and evidenced through Maths exam scores)
  - ✓ **Achievable** – Targets should stretch you so that you feel challenged but they need to be defined enough so that you can achieve them. This might include ensuring you have the necessary knowledge and resources to achieve them (e.g., develop a strategy like starting a Maths Club to provide remedial help for female students, which requires tutor buy-in and commitment and any other resources)
  - ✓ **Realistic –** practical and reasonable in terms of resources and time you have to implement
  - ✓ **Timely** – the need to have set timeframe for achieving your target (e.g., Club up and running by October in order to improve July exam scores)

- After choosing a manageable number of targets to focus on in a year, develop strategies/actions in order to meet the chosen target. This requires:
  - ✓ Identifying the persons most closely involved with implementing strategies to improve the target
  - ✓ Developing work plans and/or timeframes for the steps needed to implement strategies
  - ✓ Determining indicators for each target (these can be the indicators used for data collection/analysis)

Policy Objective 13: Ensure College Budgeting is Gender Responsive

Developing strategies to close gender gaps is extremely helpful, however budgeting for these is necessary in order to implement them.

Strategies for Objective 13

College Budgets make provision for:
- ✓ gender training for College staff and students
- ✓ gender responsive infrastructure and resources
- ✓ scholarships for female students
- ✓ recruitment and promotion of female staff
- ✓ gender sensitive policy development and dissemination
- ✓ wide dissemination of the Sexual Harassment policy

- ✓ implementation of strategies to improve gender targets
- ✓ College Gender Champion and Gender Committee work

Guidelines for Implementing the Strategies

- After the Gender Champion/Committee conducts a College Scorecard self-assessment and shares results with College stakeholders, the group should prioritise the achievement of three strategies for the upcoming year. Prioritisation could be based on budgets and the Gender Champion/Committee should help stakeholders budget accordingly.
- The Gender Champion/Committee should oversee the following to fund strategy implementation: 1) IGF activities; 2) community in-kind donations (e.g., building of infrastructure); and 3) T-TEL Payment by Results funding.

Policy Basis /Supporting Procedures

The Government of Ghana has passed a range of national legislation and developed various policies that promote gender equality. In addition, the Government of Ghana has ratified various international conventions and treaties that seek to promote gender equality. Signing these conventions and declarations is a clear indication that the Government is committed to pursuing gender equality in development. The following documents have been identified in the Gender in Education Policy for the pre-tertiary level (see section 2.4) and as such, also serve as the basis for this Gender in Education policy for the tertiary level.

1. Sustainable Development Goals (2015-2030)
2. African Union Gender Policy Commitments
3. The 1992 Constitution of Ghana
4. Ghana Shared Growth and Development Agenda, II
5. The 2015 National Gender Policy
6. The 2017 Gender in Education Policy for the Pre-Tertiary Sector
7. Education Strategic Plan, 2018-2030 Policy Objectives

Reporting Processes
Informal Approach:

Any person who feels discriminated against is free to express his/her concern to the one infringing on their right for redress either directly or through a third party.

Formal Procedure:

Beyond the informal approach aggrieved persons can report in writing to the 'Safe Space' Focal Persons for further actions to be taken.

The culprit may be arraigned before the Disciplinary Committee.