DAMBAI COLLEGE OF EDUCATION

GENDER RESPONSIVE POLICY

DACE/GRP001/2020

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1.   INTRODUCTION

In recognition of the College's commitment to progressing in equality and in diversity, it ensures equal opportunity for female and male as an important issue. Therefore, the principle of establishing equality between male and female is given much premium. This policy sets out a culture of equal opportunity for the College's staff and students. The College is bent on its pursuit of academic excellence to equality of opportunity and to a proactive and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity. This gender responsive policy is committed to taking positive steps in gender planning for the institution's sustenance, the promotion of gender justice, the management and prevention of gender violence, discrimination and injustice.

This policy reflects DACE commitment and responsibility to gender equity and equality. It reflects the Constitution of Ghana (The 1992 Constitution, Chap.5; Act. ii.) and supports the Convention of the Elimination of All forms of Discrimination Against Women (CEDAW, 1998) and reflects the Sustainable Development Goals in general and particular SDG-5 on achieving Gender Equality and Empower all Women and Girls.

2.   POLICY STATEMENT

This policy is committed to ensuring that both male and female are given equal opportunity to contribute their potentials for the development and achievement of the College's vision and mission. It is to assist in doing away with any form of discrimination that may inhibit any individual by virtue of their sex from realizing their best abilities in the interest of the College. The policy gives equal opportunities to staff professional development and ensures that opportunities are equal to both male and female staff and student teachers in the area of recruitment and admissions respectively. There shall be resources readily available for all manner of persons who have transactions with the College community without discrimination. A Gender desk would be established to be in charge of Gender related issues. All members of the College community shall ensure that females and males have equal rights and development opportunities in the College.

The College opposes discrimination on the grounds of gender, ethnic / national origins, employment status, disability, family status, marital status, sex, age, religious or ethical belief among others. The policy also ensures that no particular sex is adversely affected in the day to day activities of the College. Conscious efforts shall be made to ensure that female interests are upheld at all times, because they have been under represented in the College over the years. Therefore, female staff will be supported to pursue further education as well gain promotion to serve in leadership positions in the College.

3.   PURPOSE AND OBJECTIVES

. This Policy has been designed to deal with Gender Equity, Equality, Sensitivity and Social Inclusion issues. The objectives are to:

a. ensure equal opportunity for the male and the female in all aspect of the College life.

b. set out a culture of fair and equitable platform for the College community to operate.

c. pursue academic excellence in an inclusive approach to teaching and learning.

d. support and encourage all underrepresented groups to participate in all sphere of College life.

e. promote an inclusive culture in diversity.

f. take steps in effective gender planning for the institution's sustenance, the promotion of gender justice, the management and prevention of gender violence and discrimination.

4.   SCOPE

This policy shall apply to all members of the College community thus, employees, student teachers and any other person who has transactions with the College.

5.   SUPPORTING PROCEDURES

A.   Policy Values

i.   The College shall be sensitive to gender issues and committed to addressing gender disparities in enrolment of student teachers and staff employment.

ii. Males and females shall be valued equally in all dimensions of the College work and provide equitable opportunities for development.

iii.   The College shall be committed to building an all-inclusive academic community devoid of any form of discrimination and provide the opportunity for all persons to develop their full potentials irrespective of disability, socio-cultural background and sex.

iv.   The College shall employ affirmative actions to improve the quality of education for females based on a recognition that action is required at all levels in the College system to advance women development and achieve gender equality and equity.

B.   Key Principles, Objectives and Strategies of the Policy

I.   Principle One

Achievement of gender balance with respect to both academic and administrative staffing and decision-making processes.

Principle Objective

To ensure that if either gender is strongly underrepresented in a given context, the policy recommends preferential treatment of candidates of the underrepresented gender, given equivalent qualifications.

Principle Strategies

- The College shall give preference to women applicants in the recruitment process in situations where both sexes perform equally. However, departments where the ratio is already weighed in favour of women, men will be favourably considered.

II.   Principle Two

The College shall be committed to achieving gender balance in enrolment of students.

Principle Objective

The College shall increase the enrolment of female student teachers when they are under-enrolled.

Strategies

- The College shall put measures in place to increase female accommodation facilities.

- The College shall ensure gender equity in the admission of student teachers in instances where applicants perform equally, the College shall give preference to female applicants.

III.   Principle Three

The College shall address gender issues in relation to content of courses and course materials.

Principle Objective

The College shall ensure the engendering of the curriculum by making sure content of courses and materials for teaching and learning are gender responsive.

Strategies

- Encourage course instructors to consider inculcating gender responsive and inclusion issues in the content of courses and materials during lesson presentations.
- Promote an environment which is supportive of women in all aspects of College life including teaching and learning processes.
- The College will ensure that its annual budget follows the tenets of gender and social inclusion budgeting.

IV.   Principle Four

The College shall support the development of policy documents from a gender perspective and the use of gender sensitive language at all levels of activity.

Principle Objective

The College shall promote gender and social inclusion sensitivity in all College documents and all information conveyed to student teachers, staff, public and applicants for positions in the College.

Strategies

The following strategies should be observed:

- the use of 'man' or 'men' as generic terms to describe both genders shall be avoided as much as possible. Gender neutral/sensitive terms exist and should be used, for example, 'person', 'people', 'staff', 'personnel'.

- plural subjects should be used in case of unspecified gender to avoid awkward use of pronouns. For example, the phrase "Each student should check his or her results" should be expressed "Students should check their results".
- where it is not relevant, a person's gender should not be mentioned. For example the phrase "The female tutor…." should be expressed "The tutor …."
- educate the College community on the use of gender sensitive language.
- encourage the review of College policy documents to be abreast of current gender and social inclusion responsive policy perspective from time to time.

V.   Principle Five

The College shall be committed to ensuring that gender issues are considered in the College's proposals for grant and projects.

Principle Objective

The College shall ensure that proposals for funding have gender and social inclusion considerations.

Strategies

- Project proposals in all fields shall consider the needs of all sexes, with greater emphasis on women training and capacity building.
- Monitoring and evaluation of projects should identify the impact on women.

VI.   Principle Six

The College shall create a desk responsible for Gender, Equity and Social Inclusion (GESI) issues.

Principle Objective

The College shall ensure that a special desk is created to address Gender, Equity and Social Inclusion (GESI) issues.

Strategies

- There will be an office to receive grievances and a committee to deal with concerns of Gender, Equity and Social Inclusion discrimination in relation to staff, student teachers and other members of the College community.
- Alleged cases shall be handled by the gender responsive committee within a period of two weeks.
- The findings of the committee shall be communicated to the parties involved and where possible made public through College Management.

6.   INCLUSION RESPONSIVE STATEMENT

All provisions made by this policy shall apply to all manner of persons considered stakeholders of the College irrespective of their gender, ethnicity, religion, social status, ability and cultural background and affiliations in such a manner that no act of discrimination is promoted under any circumstance in any engagement of the College.

7.   RESPONSIBILITY FOR IMPLEMENTATION

a. The Principal
b. The Academic Board
c. The Gender Equity and Social Inclusion committees

8.   RESPONSIBILITY FOR MONITORING

a. The Principal
b. The Academic Board

9.   KEY STAKEHOLDERS

a. The College Governing Council
b. The Academic Board of the College
c. The Staff of the College
d. The Student teachers of the College
e. Colleges of Education Teachers Association of Ghana (CETAG)
f. Colleges of Education Non-Teaching Staff Association of Ghana (CENTSAG)

10. **STATUS**

Approved

11. **INITIATING BODY**

The College Management

12. **SPONSOR**

The College Principal

13. **AUTHOR**

The College Principal

14. **APPROVAL BODY**

The College Governing Council

15. **EFFECTIVE DATE**

16th September, 2020.

16. **REVIEW DATE**

2023

17. **RELATED LEGISLATION**

Colleges of Education Act, Ghana Act 2012 (Act 847)

18. **RELATED POLICY**

a. Harmonized Statutes for Colleges of Education, Ghana
b. Harmonized Conditions of Service for Colleges of Education, Ghana
c. Staff Disciplinary Policy
d. Student Disciplinary Policy

19.   GLOSSARY OF TERMS

Definition of Technical terms used to describe this process:-

CEDAW: The Convention on Elimination of All forms of Discrimination Against Women. CEDAW provides the basis for realising equality between men and women through ensuring women's access to, and equal opportunities in political and public life; and state parties have agreed to take appropriate measures including legislation and temporary special measures so that women can enjoy human rights and fundamental freedoms.

Empowerment: The process of "conscientisation" which builds critical analytical skills for an individual to gain self-confidence in order to take control of their life. Empowerment of women is an essential process in the transformation of gender relations because it addresses the structural and underlying causes of subordination and discrimination.

Engendering: In Gender studies, engendering refers to the process of integrating gender considerations and concerns into words, action and assessment.

Gender: In this policy framework document, refers to the social roles allocated respectively to women and to men in particular societies and at particular times. Such roles, and the differences between them, are conditioned by a variety of political, economic, ideological and cultural factors and are characterised in most societies by unequal power relations. Gender is distinguished from sex which is biologically determined. It is also defined as the socially and culturally constructed differences between men and women, boys and girls, which give them unequal value, opportunities and life chances. It also refers to typically masculine and feminine characteristics, abilities and expectations about how women and men should behave in society. These characters are time bound and changeable.

Gender Awareness: A state of knowledge of the differences in roles and relations of women and men and how this results in differences in power relations, status, privileges and needs. It is also the recognition of the differences in the interests, needs and roles of women and men in society and how they result in differences in power, status and privilege. It also means the ability to identify problems arising from gender inequity and discrimination.

Gender Blind: The situation where potentially differential policy impacts on men and women are ignored

Gender Budget: A budgeting method that analyses the incidence of budgets on men and women and girls and boys. Gender budgeting entails analyses of revenue and expenditure impacts so as to avoid or correct gender imbalances.

Gender Discrimination: Differential treatment to individuals on the grounds of gender.

Gender Equality: A situation where women and men have equal conditions for realizing their full human rights and potential; are able to contribute equally to national political, economic, social and cultural development; and benefit equally from the results. Gender Equality entails that the underlying causes of discrimination are systematically identified and removed in order to give women and men equal opportunities. The concept of Gender Equality, as used in this policy framework, takes into account women's existing subordinate positions within social relations and aims at the restructuring of society so as to eradicate male domination. Therefore, equality is understood to include both formal equality and substantive equality; not merely simple equality to men.

Gender Equity: The fair and just distribution of all means of opportunities and resources between women and men.

Gender Gap: A difference in any aspect of the socio economic status of women and men, arising from the different social roles ascribed by society for women and men.

Gender Indicator: An indicator that captures gender related changes in society over time and in relation to a norm (Beck, 1999).

Gender Issues: these are issues that arise when the relationships between women and men, their roles, privileges, status and positions are identified and analysed. Gender issues arise where inequalities and inequities are shown to exist between people purely on the basis of their being female or male. The fact that gender and gender differences are socially constructed is itself a primary issue to deal with.

Gender Neutral: The assumption that policies, programmes and project interventions do not have a gender dimension and therefore affect men and women in the same way. In practice, policies intended to be gender neutral can be gender blind.

Gender Perspective: An approach in which the ultimate goal is to create equity and equality between women and men. Such an approach has a set of tools for and guidelines on how to identify the impact on development of the relations and roles of women and men. GENDER POLICY: An organisation's policy that integrates gender in the mainstream of its programme activities, where the policy also designates institutional arrangements, responsibilities, management functions and tools/guidelines for mainstreaming.

Gender Responsive: Refers to a planning process in which programmes and policy actions are developed to deal with and counteract problems which arise out of socially constructed differences between women and men.

Gender Sensitive: The state of knowledge of the socially constructed differences between women and men, including differences in their needs, as well as to the use of such knowledge to identify and understand the problems arising from such differences and to act purposefully to address them.

Gender Stereotyping: Constant portrayal in the media, the press or in the education system, of women and men occupying certain roles according to the socially constructed gender division of labour and expectations in behaviour.

Gender Training: The provision of formal learning experiences and skills in order to increase gender analysis and awareness skills, which serve to recognise and address gender issues in the programming process. Training can include the three dimensions of political: introducing gender concepts and analysis, the professional: providing staff with "how–to" skills and the personal: challenging an individual's gender attitudes and stereotypes.

Policy: Guiding principles to a course of action arrived at by decision-makers to address a particular issue or issues.

Sex: The biological state of being a male or female. Sex is not equal to gender.

20.   FURTHER INFORMATION

For further information or enquiries regarding this policy, please contact the following:

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