

# GARDEN CITY UNIVERSITY COLLEGE



## **GENDER POLICY**

---

EQUALITY  
FOR ALL

NOVEMBER 2022

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## 1. RATIONALE

Despite operating for a long time, Garden City University College (GCUC) does not have an explicit gender policy to guide its operations. There is a growing awareness in the University College of the need to improve gender equity and equality.

This gender policy has been developed to provide an opportunity for developing practical solutions to managing an institution of higher learning in a manner that celebrates, upholds and promotes the uniqueness of females and males in their efforts to achieve academic and professional excellence. The policy also enables GCUC to domesticate international, regional and national protocols and policies on gender equality. This policy reflects the Constitution of Ghana (The 1992 Constitution, Chapter 5; Article ii) and supports the Convention of the Elimination of All forms of Discrimination Against Women (CEDAW, 1998) and reflects the Millennium Development Goals in general and particular MDG 3 on Gender Equality and Women's Empowerment. It also reflects the African Union Gender Policy Commitments adopted in 2009 by all forum members as part of the Solemn Declaration on Gender Equality in Africa [SDGEA] i.e., *African Women's Decade 2010-2020 and as their specific undertaking in respect to the Global Platform for Action endorsed in Beijing (1995)* and the UN Universal Declaration on Human Rights, Article 2 (1948).

The policy serves as a statement of commitment by GCUC to adopt gender lenses in all academic and operational activities. It clearly spells out the position of the University on gender issues as part of its strategic focus. The policy responds to a specific need to engender higher education through systematic and progressive programmes that aim at empowering females and males to respect and promote their unique potentials in a bid to sustainably develop Ghana.

In this regard, the GCUC Gender Policy serves as an important contribution to the quality assessment criteria of the University's laws, policies, and programmes.

## **2. POLICY GOAL AND OBJECTIVES**

### **2.1 POLICY GOAL**

The overall goal of this policy is to establish a clear vision and framework to guide the transformation processes of developing policies, procedures, and practices which will serve to ensure equal rights and opportunities for women and men in all spheres and structures of the University, as students and staff.

### **2.2 POLICY OBJECTIVES**

In particular the Policy aims at achieving the following objectives:

1. Facilitating the creation to enable full development of individual intellectual potentials of men and women.
2. Providing guidelines that will facilitate equality and equity of opportunities for women and men in terms of accessing knowledge, employment opportunities, services as well as equality and equity of treatment by employers and all service providers at this University. (Equality and Equity of treatment means, meeting specific and distinct needs of different categories of men and women).
3. Establishing guidelines of the University to take actions in redressing the historical gender imbalances, such guidelines should include affirmative actions.
4. Proposing institutional transformation of values, norms and practices, which hinder promotion of gender equality.
5. Providing guidelines that will support women empowerment as students and as members of staff so that they can demand gender accountability from office bearers.
6. Providing guidelines that will enable the University to institute measure that will ban discriminative practices, procedures and rules.



### **3. POLICY VISION AND MISSION**

#### **3.1 POLICY VISION**

The vision on which this policy document is based is that of an Institution in which women and men are able to utilize their knowledge and skills to actualize their full potential and participate as equal partners in creating a centre of excellence for this nation and the global community. GCUC therefore adheres to a vision that focuses on gender equality, equity and women empowerment.

#### **3.2 POLICY MISSION**

The mission is to create an affective and enabling framework to guide the transformation programs in terms of developing policy guidelines, regulations, procedures and practices that will serve to ensure equal rights and opportunities for women and men in all spheres and structures of the university.

### **4. APPLICATION**

The policy guidelines, proposals, and provisions in this Gender Policy Framework applies specifically and directly to the University College covering all Faculties, Departments, Sections, Institutes, Centres and Units.

### **5. BASIC PRINCIPLES**

1. GCUC is an “Equal Opportunity” Employer.
2. GCUC is guided by the principle of “zero tolerance” on sexual harassment.
3. The principle of gender responsive participatory methods and approaches will guide learning and working environment.

4. The University College has a role and mandate to bring about social changes which will transform the patriarchy structures that hinder the nation from actualizing its constitutional principles of gender equality and equity.

## **6.0 MAJOR AREAS, ISSUES, POLICY STATEMENTS AND STRATEGIES ADDRESSED BY GENDER POLICY**

### **6.1 Policy Level Area**

#### **6.1.1 Situational Analysis and Policy Issues**

An Institution that is gender responsive has gender concerns anchored in all its key processes including vision, mission, policies, plans, budgets, Programs, projects and activities.

Literature review of the major policies of the university shows limited incorporation of principles of gender equality and gender equity in the GCUC vision, mission, and other key policies such as Student Affairs Policy, Staff Training and Development Policy, Research Policy etc.

#### **Issue(s)**

1. Review of documents indicated opportunity for gender sensitivity in the vision, mission and in some of policies.

#### **6.1.2 Policy Statement**

GCUC shall continue to review all key functions with a view to making them more gender responsive.

#### **6.1.3 Strategies**

1. To continue to promote gender equality and gender equity in GCUC's vision and mission and all key policies.

2. To provide accountability mechanisms for the implementation of gender mainstreaming in any newly established policies, Programs, plans and functions.

## **6.2 Student Enrolment, Performance, Achievement and Retention**

### **6.2.1 Situational Analysis and Policy Issues**

Since the inception of GCUC the undergraduate female student ratio continued to improve in relation to that of male students

#### **Issue(s)**

1. Inequality in the enrolment of female and male students
2. Limited counselling services

### **6.2.2 Policy Statement**

1. Shall continue to rectify the historical imbalance through the adoption of affirmative action
2. Shall through senate review from time to time, opportunity for both female and male students in the area of enrolment, performance, achievement and retention until the desired goal 50/50 percentage ratio between female and male is attained generally and across the organization.

### **6.2.3 Strategies**

1. To continue with the affirmative action efforts, such as pre-entry, lowering of cut off points for female students etc.
2. To introduce remedial courses to support and retain all the female students who are admitted through or under affirmative action.
3. To introduce empowerment Programs targeting female students to enhance their self-esteem and confidence as well as gender sensitization



programs for male students to empower them to handle empowered female students.

4. To strengthen counselling services for students.
5. To build sustainability and accountability plans for moving towards the 50/50 enrolment percentage ratio between female and male students and staff.

### **6.3 Curriculum Development Research and Consultancy Programs**

#### **6.3.1 Situational Analysis and Policy Issues**

Curriculum program is the heart of any institution of higher learning and once this becomes gender responsive in its contents and delivery then it also produces gender sensitive professionals.

##### **Issue(s)**

1. There is limited gender responsiveness in GCUC research policy generally and with the resultant gender imbalance representation in the research and publications committee at all stages of the University.

#### **6.3.2 Policy Statement**

GCUC shall mainstream gender in all academic Programs research and consultancy activities.

#### **6.3.3 Strategies**

1. To review all GCUC Curriculum for gender sensitivity.
2. To support and fund gender responsive researches and consultants as well as gender specific ones

## **6.4 Staff Recruitment, Development, Training and Retention**

### **6.4.1 Situational Analysis and Policy Issues**

An institution that is gender sensitive has staff recruitment, development and training policies, Programs, and plans that are gender responsive and which provide mechanism for gender balanced staff retention.

Staff recruitment is based on need and available applicant pool. The staff recruitment committee provides every opportunity for eligible female applicants to move thru the process efficiently.

#### **Issue(s)**

1. Finding qualified women for recruitment and training.
2. Absence of clear national policy and measurable indicators in bridging the existing gender gap in the academic and administrative staff number.

### **6.4.2 Policy Statement**

GCUC shall become an equal opportunity employer by instituting and pursuing policies and Programs that will create equal opportunities for both male and female staff in recruitment, staff development, training and retention

### **6.4.3 Strategies**

1. To put in place affirmative action at the recruitment level to support an increased number of female employees in academic and administrative positions by defining female and male target percent levels
2. To establish mechanism accountability for managing and monitoring the extent to which each unit (college, faculty, department etc.) adopts and implements gender responsive plans for moving to the set target of 50/50 percentage ratio
3. To speed up the preparation of the operational policy of the GCUC Staff Training and Development and make it implementable

4. To establish gender disaggregated data showing the actual number of employees at all levels in order to provide equal opportunity in staff recruitment, development and training.
5. Ensure equitable distribution of GCUC resources, benefits and opportunities

## **6.5 University Governance**

### **6.5.1 Situational Analysis and Policy Issues**

For purposes of accountability and role modeling, it is always important to have institutional governance that portrays gender balance that is moving towards the ratio of 50/50 percentage between women and men.

#### **Issue(s)**

1. Limited participation for women in leadership and governance structures
2. Limited accountability of key implementers in gender mainstreaming at the University due to among other things lack of operational tools for supporting governance structures on gender accountability.
3. Limited gender capacities/expertise within GCUC governance and management structures.
4. Lack of parity in the governance positions between women and men.

### **6.5.2 Policy Statement**

GCUC shall institute gender responsive structures and processes by putting in place mechanisms for increased women participation (at least 30% as per institutional Policy) in governance and management processes but with a long-term goal of attaining the 50/50 percent for both women and men (staff and students).

### **6.5.3 Strategies**

1. To define female target percentage with a view to reach the 50/50 gender ratio, in leadership positions and membership in decision making

organs. The target which may vary from one unit to another should be revised after a specified period of time so that by the year 2025 at least 30% of top leadership shall be female.

2. To put in place clear gender equitable operational procedures when searching and appointing individuals for leadership positions and decision-making organs.
3. To institute gender accountability and effective mechanism for holding office bearers accountable for lack of mainstreaming gender in their units.
4. To make knowledge of gender issues and gender responsiveness part of the terms of reference to all office bearers of governance positions at the University.
5. Elevate the GCUC gender policy committee to a centre to make its processes and Programs influential at various levels and structures of governance as well as facilitate gender mainstreaming in strategic corporate plans.
6. To equip staff with relevant gender skills and capacity.

## **6.6 Organizational Culture**

### **6.6.1 Situational Analysis and Policy Issues**

Organizational culture within which gender relations are anchored is key for producing and moulding gender sensitive professionals (students, academic and administrative staff).

There are still aspects of disempowerment and marginalization of some social groups at the University in the form of subtle discrimination at work places as a result of engendered social practices.

#### **Issue(s)**

1. Gender sensitive organizational culture still need improvement at GCUC

2. Limited institutional mechanism of promoting gender responsive organizational culture.

### **6.6.2 Policy Statement**

GCUC shall promote gender sensitive organizational structure by eliminating all forms of gender oppression, discrimination and marginalization (low level of gender sensitive organizational structure) and by promoting more progressive and gender sensitive culture and social relations.

### **6.6.3 Strategies**

1. To adopt effective strategies for advocacy processes and campaign and support the community to break silence on organization culture that is disempowering.
2. To conduct gender sensitization Programs for the entire University community and make this continuous.
3. To strengthen and popularize the anti-sexual harassment policy as well as putting efforts in place to check indecent dressing on campus.
4. To promote effective strategies, for enhancing progressive social relations within the community.

## **7. IMPLEMENTATION, MONITORING AND EVALUATION**

This policy document has identified six principles with implementation strategies to serve as guidelines for stakeholders. The stakeholders here include the GCUC Administration, Faculties, Departments, Sections, Units, Staff and Students in general. For the policy to be owned and become implementable, the different stakeholders shall not only make a commitment to endorsing and popularizing it but also shall be held accountable for its implementation. Stakeholders may use other strategies where appropriate to achieve the objectives in line with gender equality and gender equity principles.



## **7.1 GENDER POLICY IMPLEMENTATION**

Management should arrange for the following to ensure that the policy is implemented and makes a meaningful impact:

1. Defining the role and position of major stakeholders within the community in relation to the Gender Policy.
2. Establishing a framework for coordinating, monitoring and evaluating the implementation of the policy.
3. Reviewing and setting up of an enabling legislative and institutional arrangement.

## **7.2 MONITORING AND EVALUATION**

GCUC shall establish mechanism accountability for monitoring and evaluating the implementation of the policy. In this case an elaborate framework for monitoring and evaluation will be put in place within which monitoring and evaluation shall be carried out at all levels of the University.

## **7.3 INSTITUTIONAL AND LEGAL FRAMEWORK**

The implementation of the gender policy requires a sound institutional framework for translating the goals, objectives and strategies into actual Programs at all levels such as faculties, departments, sections, units etc. This means that the implementation will be affected through the existing University institutional set up but taking into account changes resulting from the ongoing institutional transformation.

The effective implementation, of the policy requires collective responsibility and accountability by all sectors of the University. The GCUC Gender program Committee needs to be elevated to a centre to oversee its implementation.

## 8. CONCLUSION

The successful implementation of these policy objectives will depend on the concerted and determined collective effort, willingness and accountability by all stakeholders within the University. This policy provides, to the GCUC community, both a challenge and an opportunity for promoting and enhancing gender equality and gender equity through the gender policy objectives.

## 9. GLOSSARY

### **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 her or his 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.

**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 EQUALITY:** A situation where women and men have equal rights to access and control, over resources and benefits, participation decision-making, gainful employment and equal conditions for realizing their full human rights and potential.

**GENDER EQUITY:** The fairness and justice in the distribution between women and men, of responsibilities, access to resources, control over resources and access to benefits.

**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 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 MAINSTREAMING:** Refers to a process that is goal oriented. It recognises that most institutions consciously or unconsciously serve the interests of men and encourages institutions to adopt a gender perspective in transforming themselves. It promotes the full participation of women in decision-making so that women's needs move from the margins to the centre of development planning and resource allocation.

**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:** 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.

**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.



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