

# Leading Institutional Strengthening

Systems Leadership

RESOURCES FOR COLLEGE LEADERS



## Unit 2: Leadership Programme Resources for College Leaders



Transforming Teacher Education and Learning in Ghana

### **UNIT 2: LEADING INSTITUTIONAL STRENGTHENING (SYSTEMS LEADERSHIP) – LEADERSHIP PROGRAMME RESOURCES FOR COLLEGE LEADERS**

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The Government of Ghana



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# TABLE OF CONTENTS

- INTRODUCTION .....7**
- 2. Systems Leadership in your College as a Tertiary Institution .....9**
  - 2.1 Building a Shared Vision.....9
  - 2.2 Leading Effective Management Systems ..... 19
  - 2.3 Gender Responsive Management ..... 31
  - 2.4 Revisiting your College Improvement Plan ..... 43
- 3. Reflection on the Unit ..... 47**
- 4. Appendices ..... 49**
  - Appendix A: Vision Statements from first Training Workshops..... 49
  - Appendix B: Women’s work or men’s work (p1) - Occupation checklist ..... 51
  - Appendix C: Template for Gender Responsive Budget Items..... 53
  - Appendix D: Policy Document Template..... 54
  - Appendix E: Gender Responsive Score Card for CoEs ..... 57
  - Appendix F: Notes on Policy Perspectives ..... 65
  - Appendix G: Set of Management Policies for Colleges  
of Education and their Rationales ..... 67
  - Appendix H: Answers To Hebam Case Questions..... 68
  - Appendix I: Exemplar..... 69
  - Appendix J: Reasons for Gendered Leadership..... 77
  - Appendix K: Understanding Some Basic Gender  
Terminologies and Definitions used in T-TEL ..... 79
- REFERENCES ..... 83**
- Appendix L: ..... 85



## Unit 2: Leadership Programme Resources for College Leaders

# Welcome to the T-TEL Leadership Programme Resources for Leaders in Colleges of Education

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme to support the implementation of the new policy framework for Pre-Tertiary Teacher Professional Development and Management. T-TEL seeks to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning through support to relevant national bodies and institutions and all Colleges of Education (CoEs).

Elements of the programme will include:

- training and coaching for CoE tutors in mathematics, English and science, and eventually generic materials for all tutors;
- support for the leadership and management of CoEs and training of their leadership and management teams;
- support to reform the Diploma in Basic Education (DBE) curriculum;
- support to develop more effective student practicums;
- work with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- a Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives, and
- a set of incentives for each CoE to improve their management and training delivery.

The role of leaders of educational institutions in securing quality provision and ensuring that all learners achieve their full potential is both a professional responsibility and a moral obligation. Whilst the quality of teaching and learning is considered a major contributory factor to positive learning outcomes, there is growing evidence about the positive relationship between effective leadership and continuous improvement in schools and colleges in many countries. The Leadership component of the T-TEL programme seeks to focus on the improvement of management, leadership and governance of Colleges of Education as they develop their capacity as autonomous tertiary education institutions.

As the primary decision-making authority in the college, it is critical that college principals and their leadership teams take initiative in building classrooms which are student-friendly as well as inspire and motivate tutors to develop their professional capacities. In transforming these colleges, it is also imperative that management and administration and most importantly leadership are effectively strengthened to ensure changes are embedded in everyday practice.

The Leadership Programme for college leaders is organised into 6 units around four domains of institutional leadership with a clear focus on professional development and quality assurance, such as Leading Institutional Strengthening (Systems and Operations Leadership), Curriculum, Training and Learning Leadership, Change Leadership and Strategic Leadership. There are about six different carefully selected topics within each unit to ensure that college leaders are equipped with the necessary skills to lead their colleges to autonomous tertiary intuitions. Imbedded in each unit is the self-assessment of seven quality assurance indicators of Leadership and Management, Training and Learning, Assessment, Student Engagement, Monitoring and Evaluation, Environment and Infrastructure and Partnership and Cooperation. The Leadership Programme resources provide a step-by-step guide on assessing the indicators against specific themes and evidence. Further information on the professional development units and quality assurance indicators is available in the appendix of this book.



## Unit 2: Leadership Programme Resources for College Leaders

The resources are self-contained and could be used for self-study. However, since college and school improvement is mostly accelerated through a collegiate approach, the Leadership Programme resources are developed to encourage and ensure a collaborative working between senior leaders, middle leaders and college community. The aim is to build a culture of distributed and transformative leadership practices within each college.

The leadership materials are presented and printed in the respective units, but are also available online at [www.t-tel.org](http://www.t-tel.org) in various formats such as HTML, ePub and PDF. All T-TEL resources are Open Educational Resources (OER), available under a Creative Commons Attribution ShareAlike licence. This means that you are free to adapt the resource, as long as you attribute T-TEL and retain the same licence.

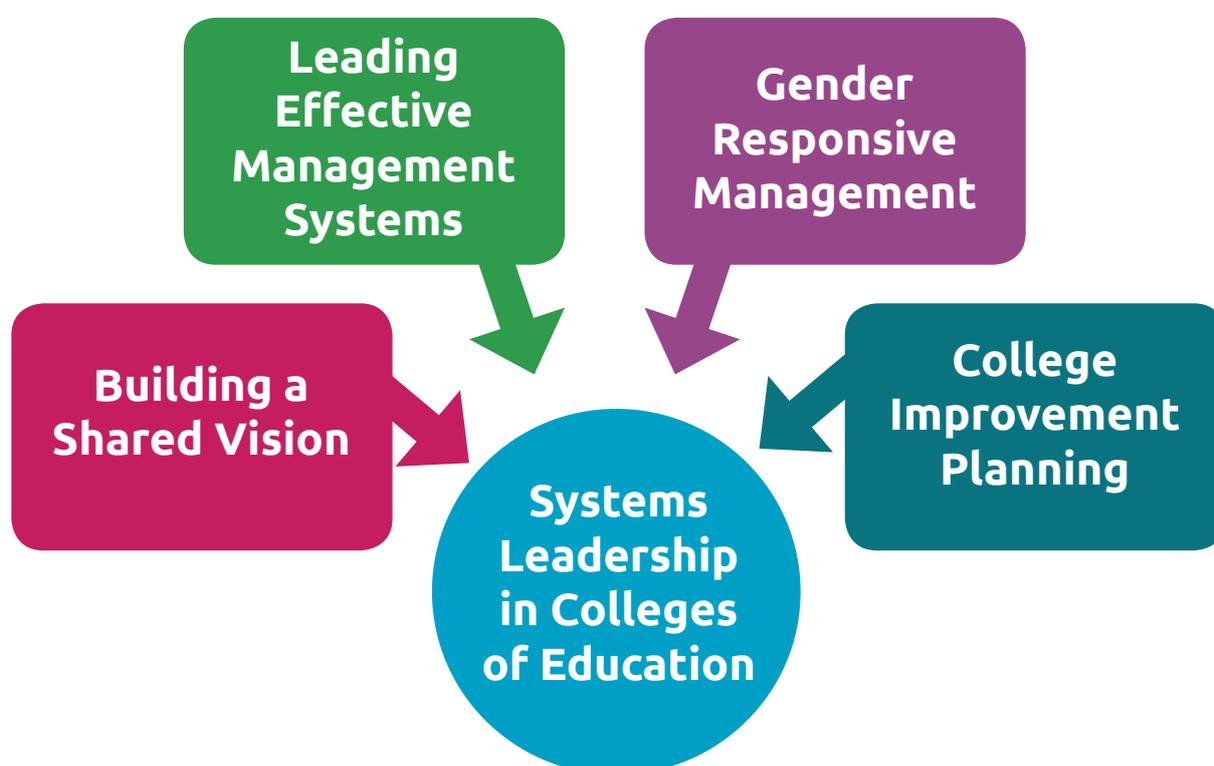
# 1. Introduction

In Unit 1 'Setting New Directions' you were supported to self-assess key components of your college practices and to develop an improvement plan using a collaborative approach. You were also introduced to the need to create and share a vision for your college. This unit is intended to help college leaders to put in place policies and procedures for the new direction that their colleges are to take, which requires that key college practices are also strengthened. Strengthening key practices of the college requires the creation of the environment and systems to support the day to day activities, including training and learning.

Leadership is responsible for creating the climate, the system and the provision of the needed resources. Systems Leadership in this context refers to the deliberate steps that Colleges of Education leadership takes to build a shared vision, establish effective management systems including gender responsiveness and leading college improvement planning. The deliberate steps which are the focus for this unit include to:

- ensure that the College vision is aligned with the College mission, values and improvement planning;
- ensure that all policies and procedures needed to run the Colleges effectively are formulated and approved by the governing council;
- ensure that the College Improvement Plan is regularly reviewed and updated; and
- ensure that gender responsive practice is an integral part of the College.

The diagram below shows the components covered in this unit, which represents the four elements of Systems Leadership in the Colleges of Education of Ghana.





## Unit 2: Leadership Programme Resources for College Leaders

The rationale is to further support and provide you with knowledge and skills in systems leadership that you will need to strengthen your institution and improve its performance and quality of training provided to student teachers.

This module uses a case study to assist you in grappling with the issues involved in leading a College. The case study college, Hebam College, is fictitious and does not refer to any existing college. However, many of the issues that the case study presents are common to many colleges in Ghana.

### Unit Learning Outcomes

By the end of this unit College Leadership should be able to:

1. work with staff, students and stakeholders to revise the vision for their college;
2. develop policies that comply with legal, regulatory, ethical and social requirements;
3. develop a systematic approach to managing a College priority, for example promoting gender equity across all aspects of the College's work;
4. demonstrate understanding of gender responsive management practices;
5. prepare a College budget which is gender responsive (GRB);
6. assess factors that impact on institutional performance using PESTLE; and
7. review and strengthen College Improvement Plans.

### Relevance to National Policy Framework

The key national policy framework informing this unit is the Colleges of Education Act, 2012 (Act 847). Specifically, the act requires Colleges of Education to:

- provide teacher education to citizens in the teaching profession;
- offer programmes of study that have special relevance to the needs of the educational systems of and for the development of the country;
- adopt and expose students to the modern and innovative techniques of teaching and learning that promote critical thinking and problem solving;
- make basic research and action research integral part of their educational provisions to support quality teaching and learning in the classroom;
- set up well-equipped resource centres for the purpose of equipping staff, students and serving teachers with effective classroom teaching skills including effective use of teaching and learning materials;
- offer programmes for the award of diplomas and other certificates through affiliation with other chartered institutions accredited by the National Accreditation Board;
- make provision for the general welfare, recreational and social needs of the staff and students of the College;
- develop close relationships with professional teacher organisations, the Ghana Education Service, pre-tertiary educational institutions, universities and other tertiary institutions both local and international for the exchange of ideas and professional development; and
- exercise powers that are incidental to the performance of the aims and functions of a College.

By implication, the Act requires the Colleges to implement various statutes to regulate and guide college practices. Clearly, for the Colleges of Education to effectively perform these functions, requires that they are institutionally strengthened and become autonomous.

## 2. Systems Leadership in your College as a Tertiary Institution

This section of the Unit provides a step-by-step discussion of four elements of 'Systems Leadership' in the context of strengthening Ghanaian Colleges of Education. These are:

- building a shared vision;
- leading effective management systems;
- gender responsive management; and
- College improvement planning.

### 2.1 BUILDING A SHARED VISION

As was discussed in Unit 1, the development of a shared vision in your college is essential for strengthening your institution. As the college leader you are expected to set the direction you want your college to take in collaboration with all your staff and stakeholders; this starts with developing the shared vision.

If you recall the activity in Unit 1 in which you had to select the people you would travel with into a 'New World'. What prompted the choice of people that you included in your selection to the New World? Did you consider your current status, what you thought was most important and also where you wanted to be in making those choices?



*College leaders discussing their vision for the college.*

Such considerations talk to the mission, vision and the values of the 'New World'. In this section, we will explore the meanings of mission, vision and values and support you to revisit your college missions, visions and values statements to reflect your colleges' status as tertiary educational institutions.

### What is the difference between a vision and mission statement?



#### ACTIVITY 1: DIFFERENCE BETWEEN VISION AND MISSION

In your College groups, carefully take a look at the College Mission and Vision Statements in Appendix A on page 49.

- What are the key features of each statement?
- Can you identify any differences in the two statements?
- List these differences.
- Can you use the key features identified to define a Vision?
- What about a Mission?

## Vision and Mission Statements

The vision and mission statements of any institution of learning should be short and memorable. Students and staff should be able to remember both statements and understand what they mean. Long or complex statements will not be used and so fail to drive the institution in the desired direction.

A **vision statement** describes what the College wants to be in the future. The vision is a long-term view, expressing what you hope your college will become in order to perform its mandate as a tertiary institution. The vision statement provides the direction and detects the values of your college; what you want your college to be known for, that distinguishes your college from others.

A **mission statement** describes how the College will achieve the vision. It is therefore dominated by verbs denoting action. The mission must support the vision and allow the vision to be realised. When setting or reviewing the vision and mission statements we can be guided by answers to the following questions:

1. What is the main purpose of the College?
2. What do you want the College to be known for?
3. What sort of students do you want the College to produce?
4. What are the College's values?
5. Who are the College's main clients (stakeholders)?
6. What are the main benefits the College provides to its stakeholders?
7. What are the College's responsibilities to these clients?
8. How is the College serving its clients?
9. What does the College do at the moment to achieve its vision?



*Vice Principal and two College Council Chairs in discussion about Setting New Direction.*

## Case Study of Hebam College of Education

To assist you in developing planning processes including vision and mission statements we are going to use a case study. On the following pages you are presented with the outline of the case and also a vision setting exercise using the case study.



### CASE STUDY: HEBAM COLLEGE OF EDUCATION

#### Case Study: Hebam College of Education

The College is situated outside a small town which is a regional centre about 180 km from Accra. It has 825 students of which 591 are male. Its academic staff of 32 is composed of 22 males, including the principal and VP, and 10 females who are mainly appointed as junior tutors. 8 of the female tutors and 55% of the male tutors have a Masters degree.

Hebam College has a high student drop-out rate, with female students twice as likely as male students to leave before completing their course. The College's pass rate has been falling in recent years with no distinctions being awarded for the last three years. The falling results are particularly dramatic in mathematics, which along with science is the College's area of specialisation. This decline reflects the deteriorating physical environment of the College. The management is struggling to maintain the aging buildings along with the water and electricity supply. At the same time the lack of a College hall and the poor quality of the student and tutor accommodation is making it difficult for the College to compete for students against better equipped Colleges now that fees have to be charged.

While the former principal was approaching retirement and allowed the decline, the new principal (Mr. Kube Mensah), who has just been appointed after a career in local and overseas universities, is determined to turn the College around and be an example of how a College can prepare for full tertiary status.

Mr Mensah's inclusive management style contrasts with the authoritarian style of his predecessor and is causing some confusion among staff, who are used to being given and obeying instructions. The College's Council is giving Mr Mensah cautious support, but the chairman, Dr Cola Acheampong, is worried that the new principal may fail to gain the support of the staff for his ideas to improve the College. Many of the staff have been in the College for over 10 years and see little reason to change.

**ACTIVITY 2:**

In mixed College groups of 4 members per group:

1. Read the case study.
2. Discuss the issues that face Hebam College.
3. Taking on the role of Mr Mensah, prepare notes on what you think should be in the new vision for the College, particularly remembering the need for the College to prepare for tertiary status.
4. Role Play (15 mins): One of the group (either female or male) should take on the role of Mr Mensah and the others are allocated roles of the VP, College Council Chairperson and a member of the Council. Mr Mensah presents his vision to the other three, who in role engage with his proposals. Each person should stay in role during the meeting. The VP, who has been at the College for over 20 years, is worried about the staff reaction to change and the extra work and disruption that change will bring. The Council Chair is concerned about falling standards and the declining reputation of the College, but is also not convinced that Mr Mensah will be able to change the College as he plans. The Council member is newly appointed and is excited by Mr Mensah's proposals.
5. After the role play stay in role and see if you can agree on the precise wording of a vision and mission statement for Hebam College. Put your vision and mission statements on paper and stick them on the wall. Do a Gallery Walk and review the vision and mission statements the other groups have developed. Return to your group and discuss how they vary from yours?
6. In plenary feedback and discussion on how the role play went and review of the various vision and mission statements.

Now we move onto focusing on your own College.

## Developing or Revising Your College's Vision and Mission Statements

**ACTIVITY 3:****DEVELOPING YOUR COLLEGE'S VISION AND MISSION STATEMENT**

Work in pairs from the same College.

Discuss and decide how you would respond to each of these statements:

1. A College should teach...
2. A good College is one that...
3. A successful student is able to...
4. An effective classroom is one in which...
5. A good College head is one who...
6. An effective College staff is one that...
7. A quality instructional programme includes...

Some of the responses you have provided here may be a reflection of the kind of vision statement that you would craft for your college. This is because your responses might have captured your expectation of a perfect college.

As we saw a College's vision statement is the mental image of the future we seek to create for the College. It reflects the ultimate goal and preferred destination for the College in the future and how the College will be seen by the College public.

An example of a mental image of a preferred future is the, I have a dream speech, by Martin Luther King Jr. He expresses in that speech, the future he sought and which he was working towards.

### Excerpts of I Have a Dream Speech:

***I have a dream that one day this nation will rise and live out the true meaning of its creed: "We hold these truths to be self-evident that all are created equal." I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.***

***I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.***

***Looking into the future, we will be able to transform the jangling discords of our nation into a beautiful symphony of fraternity.***

The Ghana Ministry of Education's vision is 'To provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential in order to be productive, promotion of technology culture at all levels of society to facilitate poverty reduction and to promote socio-economic growth and national development.'

What can you say about this vision statement: Does it say what the Ministry is for? Does it serve the purpose of providing a national vision for the education system? Is it easy to remember?

Thus in summary:

- A vision is a specific future destination
- A vision expresses the preferred future
- A vision addresses what I wish to accomplish
- A vision provides parameters for long-term action.

## Attributes of a Vision Statement of a College

The vision statement of a College should have the following attributes: it should be

- **Realistic** – that is it must be practical and achievable. It must not be too abstract
- **Credible** – That is it must be convincing. Stakeholders must trust it to be the way to go
- **Attractive** – It must be eye-catching and convincing to attract stakeholder buy-in
- **Inspiring** – it must motivate action and create a sense of hope in all stakeholders
- **Clear and concise** – it must be short and easily understood. The language must be clear and to the point for readers to understand
- **Unambiguous** – The statement must not be open to multiple interpretation; everyone must be able to understand the key thrust of the message.
- **Futuristic** - indicates how the future is an improvement over present conditions

So when developing your vision statement, ask yourself the following questions:

1. Does it make clear the College's direction and purpose?
2. Does it present a clear picture of an attainable bright future?
3. Are there images and words that will inspire commitment, loyalty and excitement in all College stakeholders?
4. Does it contain memorable and engaging statements?
5. Does it align with the College's values and culture?
6. Does it refer to the unique strengths, culture, values, beliefs and direction of the College?
7. Will it instil the belief in employees that they are part of something bigger than themselves and their daily work?
8. Does it challenge people to excel in reaching out for a worthwhile and great future?

In addition an institutional vision comprises both stability and change.

- The stability is created by the core ideology that never changes and creates the purpose of the College's existence. The values the College holds most dear are at the centre of this solidity and stability. They give the foundation for the movement towards the vision.
- The change is generated by the passion to constantly improve. This involves taking risks, learning, challenging accepted beliefs and experimenting.

## Identifying the Core Values of your College

For stability, it is important that the College is fully aware of its values. The values should be embodied in a **values statement**.

### What then are values? Are values the same as beliefs?

Values are also beliefs. However with values we associate some rightness or wrongness to them. For example, 'I believe that the sun will rise tomorrow' is simply a belief. There is no rightness or wrongness about it. But a statement like 'I believe in honesty' is a value since we can associate some rightness or wrongness to it.

Core values are the beliefs that an institution considers as important in carrying out its purpose. They constitute the driving force behind what a College does.

A College's core values are the foundation on which the College conducts its activities. The core values constitute a set of beliefs about the key success factors in the College. Hence, the core values expressed succinctly will describe beliefs about:

- Student teachers
- Tutors
- College Leaders
- Parents
- College Public
- Curriculum
- Facilities
- Environment



#### ACTIVITY 4: COLLEGE VALUES

In mixed College groups and using the Case Study description of Hebam College and playing the role of Mr Mensah:

- As a new principal what values would you want to develop in Hebam College to help improve its performance?
- Discuss your strategy to introduce these values given the resistance to change exhibited by many members of staff.
- What does your college value? What are the implications of this discussion for your own colleges?

Examples of Core Values:

- Commitment to quality
- Respect for learners
- Commitment to Gender Equality
- Honesty and Integrity
- Commitment to safety and security

Most of the time, we overlook these values since we assume that we all know them. However, it is important that some of our core values are written and displayed with our mission and vision statements.

### Why a Vision and Mission?

Reflect on the following statements:

*All successful persons are dreamers. They imagine what their future could be, and then work every day toward their distant vision – Brian Tracy*

*Where there is no vision, the people perish: Proverbs 29:18 (KJV)*

*The soul never thinks without a picture - Aristotle*

## Why do you think a vision statement is important?

Some thoughts to ponder:

- The vision helps simplify the decision-making process, as colleges need to make hundreds of decisions each day to simply stay afloat in the ever changing educational and world environments.
- A College's vision provides the College with a framework around what they want to become and the way they would like to be viewed as they actualise their mission at a point in the future.
- A well-articulated vision of the College provides a common direction of growth which inspires commitment to a cause by all stakeholders. A College's vision thus provides a destination for the College. A common understanding of the destination allows all stakeholders to align their College improvement efforts for optimum results.
- The College's vision would be the desired picture of the College once the mission in the form of programmes and activities had been implemented. It shows what the stakeholders of the College perceive to be possible and can be done.
- A vision and mission can propel a person and inspire those around the person to reach their own dreams

A College's vision and mission statements thus serve four major purposes:

1. It describes where the College is headed and the anticipated results.
2. It describes the niche that is served.
3. It guides the implementation of the College programmes.
4. It clarifies expectations of the College community.

To assist leaders in developing an appropriate vision, Nanus (1995) maintains that the 'right vision' has five characteristics:

- attracts commitment and energises people;
- creates meaning in workers' lives;
- establishes a standard of excellence;
- bridges the present to the future; and
- transcends the status quo.

## How is the Vision and Mission Developed?



### ACTIVITY 5: YOUR VISION AND MISSION

In your college group

How do you create a vision and mission for your college?

Discuss this question and feedback to plenary. This is an opportunity to revisit the vision of your college and decide whether it needs revising, and if so how you will go about it.

Recall the self-assessment that you did in relation to developing your College Improvement Plans? The self-assessment helped you to look into the future based on your current reality. The process of visioning is similar to this process. You need to reflect on your current reality to support you project into a future desired state.

For the College vision, it must be a shared or collective College vision. Therefore, it requires the involvement of various stakeholders.

Visioning entails collectively exploring the (a) needs of the College, (b) problems and challenges of the College, and (c) capabilities and opportunities in the College.

## Developing a Vision and Mission Statement for your College

In formulating the vision and mission statement for your college, the key lies in involving all major stakeholders. Recall the stakeholder analysis we did in Unit 1. That activity is useful in creating a College vision as well.

The development of a shared vision and mission involves the following:

- Initiating the process for developing a shared vision and mission
- Working collaboratively with stakeholders
  - Encouraging dialogue among stakeholders
  - Discussing and listing core values of the College
  - Discussing what is important and unique to the College
- Guiding the process of reaching consensus to determine the salient elements of the vision and mission
  - Sharing statements to ensure clarity and accuracy
- Addressing the all-important question: does the statement paint a clear picture of where the College wants to be in the future?

## A Six-Step Guide to Developing Your College's Vision and Mission Statement

1. Gather input from all the stakeholders.
2. Conduct a series of meetings and processes to hear everyone's voice, so there will be unconditional support for the vision.
3. Lead with essential questions (e.g., what does a successful student look like?).
4. Brainstorm all the possible answers to the questions.
5. Develop focus areas that are more specific to the future.
6. Narrow the answers down into a statement.

Examples of College Vision Statements:

- Every student will achieve personal success and become a responsible and productive citizen.
- Our vision is to inspire a passion for learning.
- Our vision is to have an institution that is strongly positioned with a world-wide acclaim.

## Communicating your College's Vision and Mission

When the vision and mission statements are complete, they must be communicated to all stakeholders to inform them and to enlist their support towards the attainment of the College's vision.



### ACTIVITY 6: COMMUNICATING YOUR VISION AND MISSION

In your college group:

- Can you think of ways of effectively communicating your vision and mission?
- List the ways you have identified.
- Present and discuss these in plenary.

Check that you included the following ways of communicating your vision and mission:

- post the Vision and Mission statement at vantage points in the College;
- include the both statements on all of the College's official correspondences;
- put the College's Vision and Mission in the students' handbook; and
- if the College has a website, load the Vision and Mission statements in a prominent place on your home page.

Every member of staff and student should know the vision and mission statements by heart, and should be able to relate to them and how the work they do or the role they play feeds into that vision. This means doing a lot more than making sure it is on key documents.

## How is the Vision Implemented from Vision to Action?

Having a mental image of where the College will be in the future is certainly a good beginning. However, the College must walk a designated path guided by the Mission Statement to attain the future which has been identified in the Vision Statement. The College will have to act consistently and be driven by the set of core values which have been identified. The College stakeholders should know what they want and remain unwavering as they put in place structures to get to where they want the College to be.

Two key questions are addressed as the College works towards the attainment of its vision through its mission statement:

1. What kind of College do we hope/want to be?
2. What do we need to do differently to achieve this vision?

The core values become the anchor that holds the College as it addresses these questions, sets direction, plans, and executes the plan. Thus from vision to action, there is the need for improvement plans that require the setting of goals (signposts towards the attainment of vision) and developing strategies for improvement. Here, it is important to revisit the College Self-Assessment process and use the outcomes to inform the development of a College Improvement Plan.

To make our vision a reality, the College Improvement Plan needs to be implemented. Therefore, conscious efforts must be made to put the plans into action, with a clearly outlined monitoring and evaluation framework to help ensure effective implementation.

## 2.2 LEADING EFFECTIVE MANAGEMENT SYSTEMS

The management of tertiary educational institutions is generally known to be based on systems that promote a collegiate environment. The systems need to be shaped and driven by institutional policies which define working relationships and work outcomes. In this section, we shall focus on policy development and implementation.

### Understanding Policy

All around the world, organisations, agencies, institutions and individuals have a set of ideas and principles which guide the conduct of their operations. In the same way, in the education sector, a number of such ideas and principles exist to provide guidance on how people, time and other resources are managed in ways that ensure success in education provision and delivery. In this section we discuss policy development processes as a core component of systems leadership of the Colleges of Education.

### What is Policy?



#### ACTIVITY 7: PAIRED DISCUSSION: USAGE OF THE TERM POLICY

1. Individually list 5 instances and/or contexts in which the word policy is used?
2. Write down these examples.
3. Pair up and discuss these examples, noting the meaning of policy and consider the preciseness or vagueness in its usage.

Policy as a term has many usages depending on the context such as business setting, in politics and education. As result there is no precise definition of the term 'policy'. In education for example the term is used synonymous with 'goals', 'plans' and 'programmes'. It is therefore essential that as a tertiary educational institution, the leadership and all other stakeholders have a clear understanding of what a policy is in relation to the College and how it is formulated.

For the purposes of supporting you, the College leaders, in your journey towards formulating policies to an essential step in strengthen your institution and guide you on your way to developing your college as an independent tertiary institution.

This Unit looks at policy from three different perspectives. These perspectives are:

- The problem-solving conception of policy.
- The process conception of policy.
- Eclectic perspective (which is a combination of the first two perspectives).

Refer to Policy Perspectives in Appendix F for a brief discussion on these three perspectives. For purposes of this training, we adopt the 'traditional problem-solving conception', and define 'policy' simply as:

- A set of principles or rules guiding decisions to achieve set objectives.
- A guiding document indicating policy decisions reached by policy makers and which policy implementers or actors are to follow in solving a problem.
- A purposive course of action adopted by a person, a group of persons, or government institution(s) in dealing with a problem or issues of concern.

## Benefits of Institutional/Educational Policies



### ACTIVITY 8: WHY ARE COLLEGE POLICIES REQUIRED?

In your mixed college groups decide:

- Why policies are needed for your colleges?
- What benefits your colleges will gain from having good policies in place?
- Do you agree with the statement that, “It is more important to have few policies which are clear and are implemented or many policies which cover every eventuality but are often not implemented”?

In the plenary feedback discuss which of these positions your colleges take at the moment – many policies or few.

There are very many reasons for which policies are required in organisations. Policies are needed in the Colleges of Education for the following reasons:

- they serve as evidence of proactive or forward-thinking management;
- they serve as a guide for effective decision-making;
- they create confidence and reduce bias and unfairness in decision-making;
- they increase efficiency and effectiveness in operations; and
- they provide instruction on how to undertake important tasks.



### ACTIVITY 9:

In groups made up of all the representatives from two CoEs discuss the following:

- Given the reasons listed above for why policies are needed in CoEs, how do your two Colleges benefit by the existing policies? Is there a difference between the two Colleges in this?
- What additional policies, or areas of policy focus, do your two Colleges require as independent tertiary institutions? Write each of these on post-its or pieces of paper and stick to the wall. Do a gallery walk to see what policies other groups have identified. Add to your list any ones you feel are necessary from the other groups.

You have probably found that the benefits of policies in your Colleges of Education, include the following:

- They provide general and specific guidance towards implementing strategies to achieve the mission of the College. An example is policy guiding the implementation of the seven indicators of the College Improvement Plans.
- They provide mechanisms to control the behaviour of staff and students in the College, for example, policy on Gender Discrimination and Sexual Harassment in the Colleges of Education.
- They protect staff and students of Colleges of Education from acting in a manner that might endanger their own safety and that of others, for example, the Disciplinary Code and the Health and Safety Policy in the Colleges of Education.
- They help to build and strengthen institutional culture within the College, for example, Staff and Students Welfare Policies.

## Types of Policies

Policies may be categorised from different perspectives. In this Unit, we classify policies based on the purposes to which they are put as well as in terms of education provision and delivery.

### (i) Classification of Policy by Purpose

Under this classification, we could have three examples, namely:

- **Distributive policies:** These are policies which deal with the allocation of resources “across the board” to benefit the entire group or community. Distributive policies take funds from the general revenue system and apply them to other areas where all people may benefit. A good example is the FCUBE policy in Ghana. These policies are among the most common forms of state action and are typically paid for through general or ear-marked tax revenues.
- **Redistributive policies:** In these types of policies, deliberate efforts are made to shift allocation of wealth, income, property or rights among broad classes or groups of the population where there seem to be some groups or individuals disadvantaged by circumstance. The output of such policies can favour the poor or rich, the unemployed or the employed, the disadvantaged or the advantaged, the haves or the have-nots. The idea behind these kinds of policies is generally to create policies that minimise cultural and socio-economic disparity. An example of a redistributive policy is Gender Responsive Budgeting policy.
- **Regulatory policies:** These are policies that set standards of behaviour and direct actions in a given situation. They attempt to impose some restriction or limitation on the behaviour or activities of individuals or groups. Regulatory policies limit the discretion of individuals and agencies, or otherwise compel certain types of behaviour. Most importantly, governments use regulations to protect citizens from social, environmental or economic risks.

### (ii) Classification of Policy by Educational Provision

From the perspective of educational provision, four categories of policies may be identified. These are:

- **Curricular policies:** These are policies that guide the selection of content or curriculum of instruction. Curriculum policies deal with what skills, knowledge, attitudes and values are considered useful and desirable for education to be conducted systematically.
- **Methodological policies:** These refer to those policies that guide or regulate the manner of developing/providing the selected contents of the curriculum. They regulate the style in which the teacher or instructor is meant to impart the selected skills, provide knowledge and develop desirable attitudes and values among students.
- **Distributive policies:** These are policies that determine who the potential recipients for any educative effort are or would be. They find answers to questions such as: Who is to be educated? To whom must the education be directed (disabled, gifted but economically challenged)? To whom must the benefits of education accrue?
- **Resource-allocation policies:** These are policies that deal with effective allocation of resources, both human and material, to educational institutions for effective education provision and delivery.



*College leaders practising College Self-assessment*



#### **ACTIVITY 10: IDENTIFYING POLICIES FOR HEBAM COLLEGE**

Get into your mixed college groups of four members.

Using the Case Study and the Vision and Values you developed for the College:

- Identify the policies that you believe Hebam College needs to put in place to (i) prepare for tertiary status; (ii) become more efficient and effective.
- With each policy determine what sort of policy it is (using the typology in the text above).
- Take the two policies that you believe are the most urgent and outline what should be in these policies.
- Discuss your answers in plenary with the other groups.

### **Policy Formulation Process**

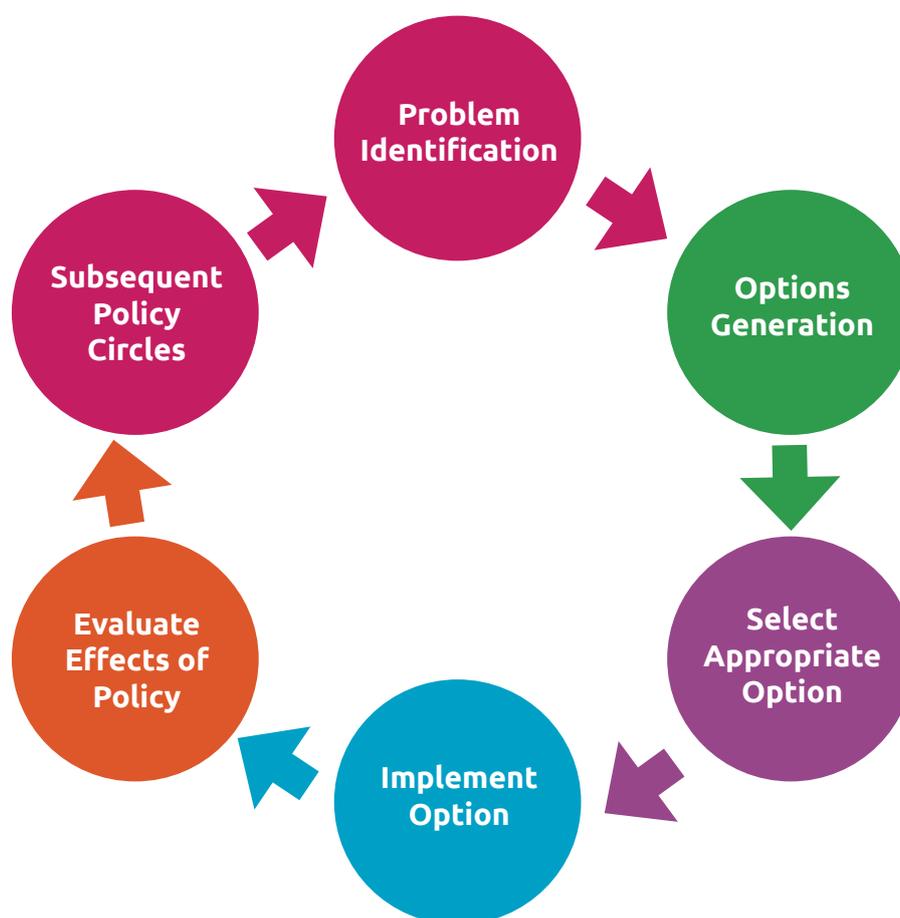
Generally, the policy formulation process is the steps that an organisation, agency or institution follows in dealing with perceived issues of concern. In education, two main policy formulation types are discernible. These are: the simple or rational model and the complex or irrational models of policy formulation.

Under the simple model, policy formulation moves logically through a series of clearly marked stages (i.e. the problem identification, policy option generation, selection of appropriate policy option, implementing the selected policy option, evaluating the effects of the policy change, and the subsequent policy cycle).

The complex model, on the other hand, consists of a six dimensional aspects. These are ideology, power, people, institutions, issues and culture. These aspects may assume greater or lesser importance at different times depending on the combination of circumstances.

Although the approaches adopted by these two models differ, their underlying purposes are the same. For this reason, the stages of the simple model of policy formulation are outlined and described briefly in this Unit.

Figure 1: Policy formulation process

**(i) Problem Identification:**

The process of policy making begins with the perceived need for changes in the education provision and delivery systems. Activities in this stage include identifying or recognising the existence of an issue of concern and undertaking detailed situational analysis of it to determine the options and priorities available for addressing the issue.

**(ii) Policy Option Generation:**

This second stage of the policy formulation process is marked by discussion and debate with and between the various actors of policy to identify and suggest alternative and/or potential solutions, set clear goals and list steps that need to be taken in order to address the issue of concern.

**(iii) Selection of Appropriate Policy Options:**

This is usually the most difficult, requiring compromises, trade-offs, bargains, negotiations and dialogue between actors, in selecting the best possible solution in addressing the issue identified. Once the policy option is selected, a draft policy document on the issue identified is developed for use by all stakeholders. As this is the stage where the policy option generated to address the issue identified is developed, the policy making process is moved beyond the broad enunciation of principles to the clarification of aims, detailed planning and pre-testing of materials.

**(iv) Implementing the Selected Policy Option:**

Once the most suitable policy option/alternative has been identified and a draft policy document is developed on it, the policy formulation process then moves to the implementation phase. This phase is where the new policy option is rolled out, so activities at this stage call for decisions on phasing, timing, production of explanatory documents and strategies and the provision of training programmes for implementers. In real life situations, clear communication and coordination, as well as sufficient and consistent funding regimes, serve as key determinants in successful implementation of policy.

**(v) Evaluating the Effects of the Policy Change:**

This is the stage of the policy formulation process where the 'success' or 'failure' of the 'new' policy option being implemented is assessed. This is normally separated in time from the first four stages to allow the policy option to be fully implemented and institutionalised before the assessment is carried out. Normally, sector analysis is conducted virtually at all the stages of the policy formulation process, but is emphasised particularly at the policy analysis, pilot testing and impact monitoring stages.

**(vi) Subsequent Policy Cycles:**

Once a policy option has been developed and carried out systematically, the process of policy design, planning, implementation, impact assessment and redesign becomes a repetitive affair. Ideally speaking, when implementation has been completed and policy outcomes are unfolding, a policy impact assessment stage ensues leading potentially to a new policy cycle. In this sense, the subsequent policy cycle is not really a stage in itself but situations and instances in the policy formulation process where all or any of the five stages are repeated as changes occur or as a result of impact assessments carried out.

## Elements/Features of a Good Policy

A good policy should have a number of features/elements. It must:

- Reflect the objectives of the organisation.
- Be linked to organisational direction.
- Aim at addressing the issue or problem that necessitates its development.
- Be flexible enough to allow changes and modifications to be made in the course of implementation.
- Be written document as much as practicable.
- Be written in clear and simple language.
- State outcomes and expectations in clear and measurable terms.
- Observe due process in its development.
- Be distinct from rules, procedures and regulations of the organisation.
- Be enforceable.
- Establish clear accountability regimes.

## Challenges of Developing and Implementing Education Institutional Policies



### ACTIVITY 11: CHALLENGES AND CONSTRAINTS TO POLICY

#### In your college group:

- List as many challenges and constraints to the development of policy in your college as you can.
- List all the challenges and constraints related to the implementation of policy in your college.
- Pair with another college group and compare your lists. If they are not the same try and work out why there are differences.
- Now read the list of constraints below and see if there are any you missed.

A number of challenges and constraints attend to the development and implementation of educational policies. The following are but few of these challenges:

- limited understanding of actors about the dynamism of policy processes;
- apparent dissonance between the assumptions and perceptions of change agents and people on whom change initiatives impact;
- lack of involvement of stakeholders in the processes of policy-making and implementation;
- difficulties associated with stakeholder consultations;
- difficulty of building stakeholder consensus;
- difficulty of building and maintaining stakeholder commitment and support;
- resistance to change;
- lack of funds to 'carry through' implementation plans; and
- lack of technical knowledge to 'walk through' processes of change.

## Developing your College Policies and Procedures

This aspect of the Unit is aimed at supporting you to develop and/or improve the policies and procedures for your college in your journey towards gaining autonomy. The section focuses on policy areas, policy rationales, structure of policy documents and general approach to developing policies and procedures for your college.

### Policy Areas

In the Colleges of Education, a set of management policies is expected to be developed for the purpose of strengthening the institutions. This is particularly important as your college moves towards full tertiary status.



### ACTIVITY 12: BECOMING A TERTIARY INSTITUTION

In your college group.

- What new policies will you need to develop for your college to become an effective tertiary institution?
- What existing policies will you need to change to become an effective tertiary institution?
- Are there any policies that the College has that could be torn up or consolidated with another policy?

The following are some areas in which your college may develop policies:

- Gender and Inclusion
- Financial Management
- Health and Safety
- Teaching and Learning
- Assessment
- Quality Assurance
- Admissions
- Appointments and Promotions
- Staff Training and Development
- Staff and Students Discipline
- Conflict Management
- Sexual Harassment
- Acceptable use – ICT and Library
- Research
- Estate Development

## Rationales for Policy

The overall rationale for policies in the Colleges of Education is to ensure compliance with statutory requirements. Policy rationales ensure that the policies reflect the objectives, vision and mission of the College. Each policy should also have specific rationale(s). The following are examples of specific rationales for three of the identified policy areas:

**Gender Policy:** To ensure equal opportunities, inclusiveness, and equitable distribution of resources so that the College maximises the outcomes that it can achieve.

**Admission Policy:** To set the entry requirements to ensure that the right calibre of students are admitted into the Colleges. It also ensures equal opportunity for both males and females and for students with disability.

**Conflict Management Policy:** To create a conducive environment that supports the smooth running of the College, including the climate for teaching and learning.



### ACTIVITY 13: POLICY AREAS AND THEIR RATIONALES

1. In your college groups, identify five policy areas (from the list of fifteen areas identified above, and excluding examples given above) in which you may want to develop policies.
2. Write and discuss the rationales for the policy areas you have chosen.
3. Present your work to the entire group.

Refer to Appendix G for detailed rationales for each of the Set of Management Policies for Colleges of Education.

## Structure and form of a Policy Document

While all policy documents should have certain headings in common (such as name of the policy, purpose/objective of the policy, main provisions of the policy and who will be held responsible for implementing the policy and how that will be monitored) there is no set format for college policies. This is in part because policies can be of three different types. These are:

- prescriptive policy;
- facilitatory or enabling policy; and
- transformative policy.

**Traditionally, most college policies have been prescriptive** – in other words they limit actions and set regulations. Examples of these are financial policies and policies related to student behaviour. These tend to focus on setting rules and regulations which say what cannot be done, and the consequences of breaking the rules. Such policies can follow a set structure and formula (see Appendix D). Clearly as colleges take on the status of independent tertiary institutions there will be the need for stronger and more detailed financial and management policies, which are likely to be prescriptive.

Internationally there is a move towards making policy in educational systems and institutions more enabling. Such policies aim to open up opportunities and choices. These policies aim, for instance, to provide female students and staff with more support and opportunities for involvement in the various programmes and career advancement opportunities available. Such policies have the basic elements of a policy (as listed above) but usually follow a more flexible format. Your colleges should try and include enabling policies in your repertoire of policies and regulations.

Finally, when systems are undergoing major and fundamental changes transformative policies are often considered appropriate. Such policies usually have accompanying documents supporting and explaining the policy statement. These include a detailed rationale and timelines, along with benchmarks by which the implementation of the policy will be measured. Transformative policies are often seen as working documents, and unlike traditional policy, can be changed and updated regularly.



### ACTIVITY 14: CASE OF SEXUAL HARASSMENT?

#### Scenario:

Aseda had been working in the Finance Office of the Hebam College of Education for four years since he graduated from University. He was bright, handsome, and popular, and had done well in the College, as his recent promotions to Senior Finance Officer proved. One of his new job responsibilities required him to go to the domestic bursar's department once a week to verify various inventory and purchase information. This meant working for three or four hours each week in the domestic bursar's department. In order to reduce the noise from the operations around it, the domestic bursar's department, was walled in. In the domestic bursar's department, Aseda worked with the matron, Nhyira, a divorcee, who had worked in the College for ten years. As the matron of the College, Nhyira kept and maintained all the inventory and purchase information.

Since Aseda had never worked in a 'kitchen' environment before, he was nervous. However, he was relieved to find that Nhyira seemed interested in what he was thinking and doing. During his fourth visit to the domestic bursar's department Aseda and Nhyira were talking as usual about the College's purchasing arrangements. As they were talking, Nhyira casually walked to Aseda's side of the desk and sat on the edge of the desk right next to Aseda. Aseda tried not to feel uncomfortable with Nhyira so close. At a break in the discussion, Nhyira looked at Aseda and asked him: "Do you like to go dancing?"

Aseda, a little surprised by the question, replied evenly: "Well, I would like to, but I have a difficult time getting my girlfriend to go. She just doesn't like to dance". Nhyira interrupted: "I wasn't talking about your girlfriend. Would you like to go dancing with me?" Aseda, feeling confused, laughed and said: "Well, sure, maybe sometime..." His voice trailed off. Aseda picked up a file and brought their discussion back to matters concerning food purchasing arrangements. He finished his work, then returned to his department. He was uneasy about Nhyira's behaviour and invitation.

When he returned to his desk, his supervisor, Mr Kube Danquah, noticed that he seemed to be distracted, and asked if everything was OK. Aseda explained what had happened. Mr. Danquah, shrugged off what happened, saying, "I wouldn't give it much thought. You are probably reading too much into Nhyira's comments".

The following week, at his regular time, Aseda returned to the domestic bursar's department. As he walked into the storeroom and closed the door, Nhyira jumped up and walked over to Aseda, smiling. She put her arms around Aseda and hugged him. After stroking Aseda's back and patting him on the rear-end, she looked into Aseda's eyes and told him: "Aseda, I really missed you, I'm glad you're back".

Aseda was shocked, and perplexed. He wiggled free and ran out of the kitchen back to the Finance Office. By the time he arrived, he had calmed down, but was still upset as he entered Mr. Danquah's office to describe what had just happened.



### In your college group:

1. Do you think that this a case of sexual harassment?
2. Does the College have responsibility and/or liability in relation to this case?
3. What should the Supervisor do now?
4. Suppose this had happened in your college, design a policy to address the situation.

## General Approach to Developing College Policies and Procedures

As has been demonstrated in this section of the Unit, the policy formulation process is a dynamic process. For this reason, a number of important principles need to be borne in mind particularly during the policy development stage. Essentially, as college leaders, you are to ensure that:

- you involve all your stakeholders in the development of college policies;
- you are receptive to varied ideas from all stakeholders;
- your college policy objectives reflect the vision and mission of the College;
- you organise periodic meetings to discuss and find solutions to policy issues and problems identified;
- you document college policies in simple and straightforward language;
- you establish key controls for managing policies against timetables and quality standards; and
- you design accountability systems to provide feedback to stakeholders regarding the success of policy initiatives embarked upon.



*College Improvement Advisor on gender equality with a group of college leaders.*



## Unit 2: Leadership Programme Resources for College Leaders

## 2.3 GENDER RESPONSIVE MANAGEMENT

In the previous section, we looked at policies and procedures, and how your college can develop policies and procedures for effective management systems. In this section, we shall turn our attention to gender responsive management. Here you are expected, as a college leader to create an environment that reflects understanding of the realities of women's lives as compared to men, and create situations that promote gender equity especially removing all forms of discrimination against women and the marginalised.



### ACTIVITY 15: GENDER RESPONSIVE MANAGEMENT

In mixed CoE groups present the following about your college:

- How many women and men are there in the following positions: academic board chair, heads of departments and prefects?
- Is the College Principal a man or a woman?
- Is the head prefect a woman or a man?
- How many male students and how many female students are there?
- How many female teachers and how many male teachers?

Discuss the different situations in the various colleges in your group. Are there any conditions that are common to all the Colleges? What are the gender equality implications of this situation?

Gender responsiveness in educational management is important because:

- the male dominance over the creation of knowledge has contributed to marginalised women's knowledge and experience, expertise and aspirations;
- there is therefore a gap between female and male in education;
- at another level education is seen to perpetuate systems of male dominance in tertiary education where more men than women are enrolled, and also in leadership positions in educational institutions; and
- sometimes in our books few pictures and examples depict women. Thus we may be unconsciously introducing patriarchal systems even where it does not exist through our literature.

The key problems with the marginalisation of women in CoEs are that (i) a huge resource – potential women teachers – is lost to education; (ii) girls in schools have fewer role models than they should have and so perform less well; (iii) CoEs are likely to be male dominated and there is a tendency to overlook the unequal treatment of women and girls.

Gender responsive management relates to college leadership ensuring that procedures and policies within Colleges of Education address issues of equity and inclusiveness for all sexes. This means that as college leaders you need to enhance your knowledge on what is nice to know, good to know, and must know about gender issues in education. You also need to develop gender management skills as college leaders and work to reinforce gender positive attitudes among stakeholders of Colleges of Education.

## Towards Equality Goal and Vision

Gender equality is a global and national concern. The UN convention on the Elimination of All forms of Discrimination against Women is the single most comprehensive legal document that deals with the rights of women in all fields; Ghana ratified this convention in 1986.

Under Article 10 of the Convention on the Elimination of All forms of Discrimination Against Women countries are required to ensure equal access to education, eliminate gender stereotyping in and through the education system and close the gender gap at all levels of education. Several UN declarations provide a framework for the gender equity goals within the education sector. The Sustainable Development Goal (SDGs) is one of the frameworks that provide directions for Colleges of Education in developing gender equality goals and visions. The following SDGs emphasise issues related to gender equality:

- The GOAL 4.3 is to ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education including university by 2030.
- The GOAL 4.5 also states that by 2030, countries will eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable including persons with disabilities, indigenous peoples, and children in vulnerable situations.
- GOAL 5.5 is also about ensuring women’s full and effective participation and equal opportunities for leadership at all levels of decision-making.

Setting gender equality goals and visions is therefore a national and institutional requirement in our quest to achieve sustainable development. Section 4.2 will enhance our understanding of the concept of gender equality and the need to set gender equality goals and visions as a College.

## What is Gender Equality?

Gender equality is the elimination of all forms of discrimination based on gender so that girls and women, boys and men have equal opportunities and benefits.



### ACTIVITY 16: GENDER EQUALITY

Individually and then in your pairs.

Referring to the occupation list in Appendix B, individually work out the following:

- How many jobs on the list are for women?
- How many jobs on the list are for men?
- How many jobs on the list are for both?
- Give reasons for your attribution of the jobs

Now in your pair see if your partner agrees with your list. Why do you think you agree/do not agree?

Discuss your conclusions in plenary.

### Gender inequality is an issue of concern because:

- gender inequality is about the unequal treatment of people based on a surface characteristic. This is inherently unfair. Just like it is unfair that people are also treated unequally based other surface characteristics such as race or class;
- unequal treatment, whether it is related to race or gender, is extremely unjust because it is often based on hugely false assumptions that one group is superior to or more intelligent than another. This is clearly not true;
- however, there are differences between the roles of men and women;
- there is systemic unequal treatment/inequality between men and women in every society. For example, there are unfair differences between the roles and opportunities offered to men compared to women; and
- the inequalities constrain the progress of any society, and mean that skills and values that women could bring to the development of their society and education system are often wasted.

Therefore there is the need to make conscious effort to address any form of gender inequality in order to achieve gender equality for sustainable development.

Our colleges, thus, need to have a gender equality vision and goals; and this is a leadership responsibility. This means that as college leaders, we work towards ensuring the absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services in our college.

Setting a gender equality goal and vision will inform college policies and practices and will help you to address gender imbalances in your college.

## Why Gender and Leadership for Colleges of Education?

Leadership is about influencing and directing people towards accomplishing tasks or to achieve a desired goal. It is a facilitative process that involves the shaping of the behaviour, attitude, beliefs and values of people to help the leader in carrying out tasks. Women as well as men can and must be appointed to leadership positions. However, gender inequalities have contributed to fewer women leaders in our Colleges of Education. Currently, how many College Principals, Vice Principals, and Heads of Department are women? This is why gender is a leadership issue in our Colleges of Education. As College leaders, we must become gender responsive.

An effective gender responsive leader has the following responsibilities:

- guiding the College to develop a vision, setting objectives and tasks to be carried out which also addresses gender equality issues;
- guiding the College in coming up with a clear mission that addresses gender imbalances and gender inequality issues;
- guiding the College in planning and setting of objectives and targets that meet the needs of men and women;
- guiding the College in organising the work and work scheduling that suits both men and women in the organisation;
- co-ordinating and motivating all the staff members and student teachers, especially women to apply for and take on leadership responsibilities;

- guiding the College in monitoring, controlling and taking of any remedial action where issues of prejudice and bias are found, particularly in relation to the treatment of female students and processes of staff appointment; and
- evaluating the performance of women and men equally, but also taking into consideration disadvantages that women may have had, and giving impartial feedback.

You can be gender responsive college leaders if there is change of attitude towards incorporating gender concerns in policies, the planning process, development of programmes and development of organisational culture. The following are some actions that you can take on your journey to becoming gender responsive college leaders:

- have a clear policy which recognises the need for incorporating gender concerns in all the organisational policies, guidelines and procedures. For example, gender responsive recruitment processes, gender responsive teaching and learning materials, and use of gender responsive language in the College and in college publications;
- ensure that gender and inclusion are considered in all aspects of the organisation's culture including ensuring gender balance in College Committees;
- create gender awareness and an institutional culture that is gender responsive. For example, organising workshops on gender, initiating gender clubs and placing gender responsive billboards at vantage points; and
- practice gender equality and equity in all aspects of an organisation, including the human resources aspects (like recruitment and appointments) and budgeting. See Appendix J - for further reading on 'Reasons for Gendered Leadership'.

## Developing an Institutional Framework for Gender Equality

Our discussions so far show that we need an institutional framework for gender equality in our Colleges of Education. Institutional framework here means the systems of formal laws, regulations and procedures, and informal conventions, customs and norms that broaden, mould and restrain administrative, teaching and learning activities, and other social activities within the Colleges of Education. An institutional framework for gender equality must compensate for and provide equal opportunities for women students and staff in college activities. This implies that you must identify gender inequalities in order to compensate for and capture them in your institutional regulations and procedures, conventions, customs, and norms for implementation. Our practices must also provide equal opportunities for all women and men in our Colleges of Education.

Our institutional framework for gender equality should focus on the four main dimensions of gender equality, namely:

1. equality of access and opportunity;
2. equality in the learning process;
3. equality of educational and career outcomes; and
4. equality of external results.

## Equality of Access and Opportunity

Equality of access and opportunity means that female and male applicants are offered equitable opportunities to gain admission to the Colleges of Education. Actual sustained attendance and college completion rates, rather than enrolment, are a better indicator of whether access has been achieved.

Within that female students must be given the same opportunities as male students in class, in access to facilities and sports, in ability to leave the campus and in opportunities to lead and participate in management and governance processes at every level. Equality of opportunity also applies to female members of staff, in that women should have equal access to leadership positions, promotions, resources, and participation in management and governance processes.

## Equality in the Learning Process

Equality in the learning process must ensure that female and male student teachers receive equitable treatment and attention and have equal opportunities to learn. This means that female and male student teachers are exposed to the same curricula, and tutors are trained in and apply gender responsive pedagogy in order to ensure positive learning processes and environments in the classroom. Equality in the learning process also means that all learners should be exposed to teaching methods and materials that are free of stereotypes and gender bias. In addition, it means that female and male student teachers should have the freedom to learn, explore, and develop skills in all academic and extracurricular offerings.

## Equality of Educational and Career Outcomes

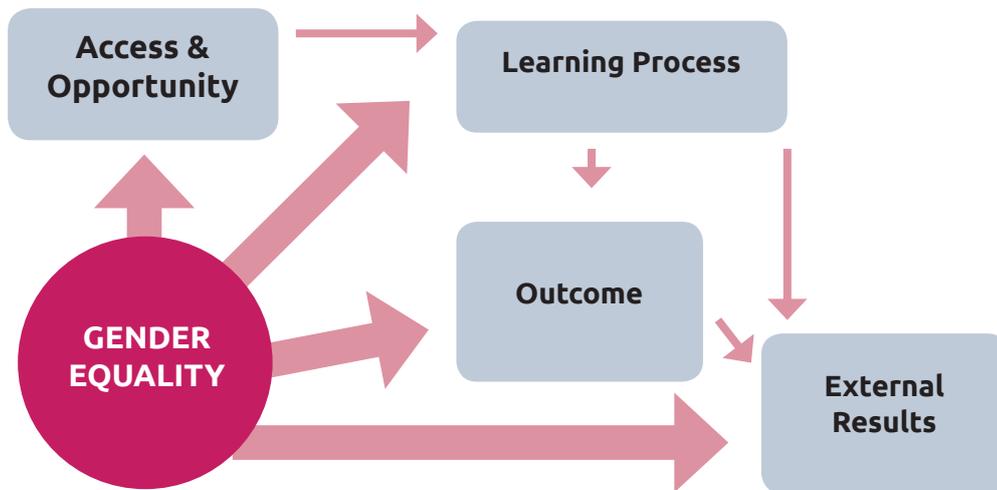
Equality of educational outcomes must ensure that female and male student teachers enjoy equal opportunities to achieve, and that these opportunities take into consideration eventual outcomes as well. For example, female and male students can have equal access but unequal outcomes if we do not introduce and implement policies to focus on compensating for any disadvantages faced by female student teachers. For example, if female student teachers are withdrawn for becoming pregnant, although we may have equal number of female and male student teachers accessing colleges, we will not have equal number of female and male teachers graduating from college. Equality of outcomes also applies for female members of staff, in that appointment and promotion opportunities should acknowledge and compensate for any disadvantages they experience, such as having extra childcare responsibilities that male staff do not have.

## Equality of External Results

Equality of external results occurs when the status of men and women, their access to goods and resources, and their ability to contribute to, participate in, and benefit from economic, social, cultural, and political activities are equal. This implies that career opportunities, the time needed to secure employment after leaving full-time education, and the earnings of men and women with similar qualifications and experience are equal. This means that our hiring policies as Colleges of Education should focus on achieving female/male parity. This may mean enacting Affirmative Action towards female candidates until a gender balance is achieved in a particular college. Some people view Affirmative Action policies as preferential treatment (and therefore unequal). However, we must remember that this extra support is how we can make up for years of unequal treatment in the past, and to ensure more equal outcomes in the future.

The four dimensions of gender equality are related, but that relationship is complex and not necessarily linear. Parity in enrolment and greater gender equality in schooling can, and often do, coexist with inequalities outside of education.

Figure 2: The Relationship Between and Among the Four Dimensions of Gender Equality



### ACTIVITY 17: Scenario

When Mr Mensah took office as principal of Hebam College of Education he found an outstanding argument which the previous principal had failed to resolve. Two female members of staff, both with young children, had been accused by male colleagues of missing early morning lessons and afternoon committee meetings and extra-curricular responsibilities and, by implication, not pulling their weight.

Mr Mensah found management meeting minutes which indicated that the women had explained their behaviour in the context of having no option but to arrive late for class and miss afternoon commitments due to the responsibilities that they have to care for their own children.

The two women argue that the College requires a crèche and that this would also help attract more female students and stop the present practice of female students with young children being forced to leave them with relations or drop-out of the College. However, the previous principal and senior managers refused to budget for a crèche. The women claimed that the budget committee had instead prioritised the building of a spectator stand on the football field. This argument had been raging for the last two years.

In your four member mixed college groups discuss:

- Do you believe that the women are justified in their position?
- Are the male tutors justified in their argument that the female tutors are not pulling their weight?
- How would you resolve this issue if you were Mr Mensah? What process would you put in place? What outcome would you seek?
- Is this a gender issue?

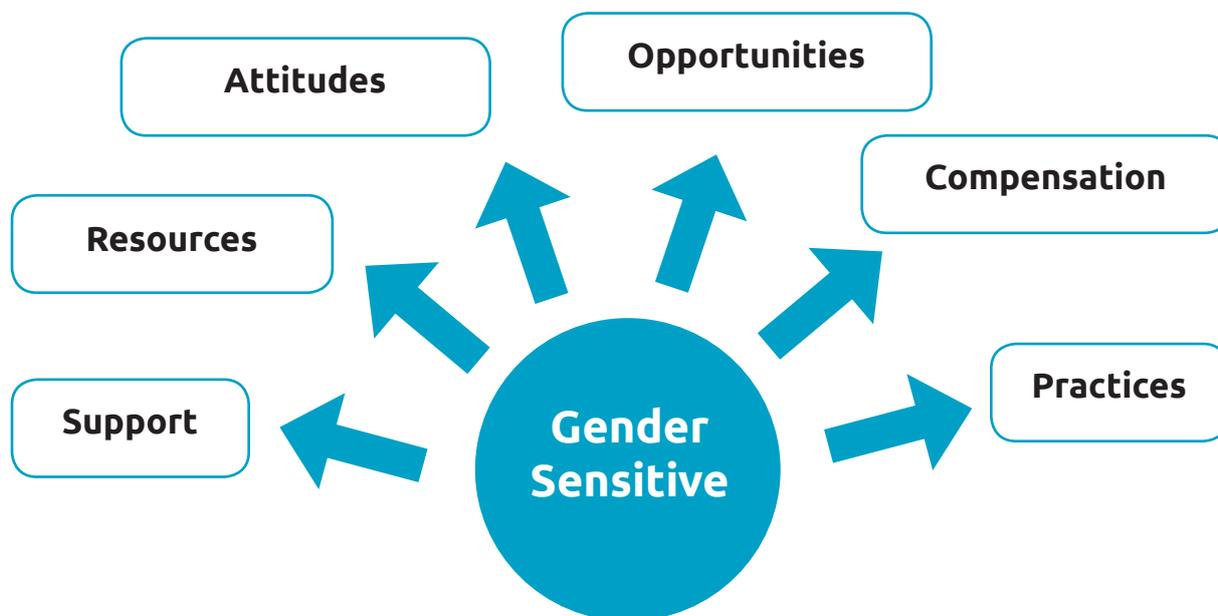
#### Role Play (15 mins):

In your group decide who will play Mr Mensah; a male senior staff member on the budget committee; one of the female tutors involved in the case; a male tutor irritated by the extra work they do to cover for the absence of the female staff.

Hold a meeting chaired by the principal, where he solicits the views of the various members of the meeting and proposes a solution, which he must present to the meeting. A conclusion and decision should be attained.

Essentially, your college leadership approach as the leader of the College to gender equality will define the level of gender responsiveness within the College and detects gender sensitiveness of the leadership. Figure 3 illustrates the pointers that the College leadership needs to embrace in their institutional strengthening process. It is also a guide to the elements that need to be addressed in formulating a gender equality policy.

**Figure 3: Pointers for gender responsiveness**



## Gender Equality Policy

As part of our institutional goal and vision for gender equality, we need to develop gender equality policy as a conscious effort towards eliminating gender imbalance from our Colleges of Education. The policy should actualise the four key dimensions of gender equality discussed earlier.

The policy objective should focus on:

- Pursuing a deliberate inclusive approach to foster equality - The policy should be inclusive of all women and men, regardless of age, sexual orientation, gender identity, disability status, religion, ethnicity, socioeconomic status, geographic area, migratory status, forced displacement or HIV/AIDS status.
- Addressing the unique challenges of staff and students from disadvantaged environments - It should promote women's participation in all activities of the Colleges of Education and respond to sexual and gender based violence, and address the different needs and priorities of women and men.
- Benchmarking practices - Closing key gender gaps and empowering women based on lessons from successes and failures and disseminating best practices on gender integration throughout the Colleges of Education.
- Accountability - Gender equality and female empowerment is a shared responsibility and depends on the contribution and collective commitment of all staff and students, with particular emphasis on College Leaders.



### ACTIVITY 18: GENDER EQUALITY PRACTICE

Individually, think of any one formal law, regulation or procedure in your college that compensate and or provide opportunities for women in college activities.

Pair and discuss with your partner about how:

- i) It compensates women
- ii) It provides opportunities for women

Share your response with the larger group.

It should be noted that issues of gender and inclusion should also cut across all other policies that are developed. For example, an Appointments and Promotions policy may contain strategies to increase the number of women in senior management positions, or a Health and Safety policy may acknowledge specific hygiene and safety needs of female staff and students.

## Sexual Harassment Policy

As we work towards gender equality in our Colleges of Education, sexual harassment becomes a key focus. We will define sexual harassment as a form of gender discrimination that involves unwelcome sexual advances, requests and other verbal or physical conduct of a sexual nature. **Unwelcome** is a critical word here because a victim may feel forced to consent or agree to certain conduct because they feel pressure to do so. A person should never be subjected to such unwelcome pressure however it occurs in tertiary institutions. Victims then become silent sufferers imprisoned in the same environment as the perpetrators. As such, it has a negative impact on the student's performance and so on the overall teaching and learning processes.

There are three main forms of sexual harassment: Hostile Environment, Quid Pro Quo and Retaliation.

### a) Hostile Environment Harassment

Hostile environment sexual harassment is when unwelcome verbal or physical conduct of a sexual nature makes a student's or an employee's environment unpleasant or uncomfortable. In these cases, the perpetrator can be anyone - a superior, a fellow student or employee, a community member, or even someone that you engage with professionally (a male student can harass a female Tutor). The main problem is that the environment does not condemn the harassment and often makes the victim feel guilty and that she or he is over-reacting. As a result complaints are not taken seriously and often it is the victim who then drops out of the College while the perpetrator goes on to commit further acts of harassment. From an institutional point of view the College will get a reputation for not protecting female students so encouraging them to seek places in other colleges, and if such harassment is not identified and stopped it tends to escalate – today's suggestive gestures are tomorrow's rapes.

**Examples:**

- Unnecessary and unwanted touching, patting, pinching, massaging, hugging or brushing up against a person's clothing or body;
- Remarks of a sexual nature about a person's clothing or body;
- Sexually suggestive stares, sounds or gestures such as winking, licking lips, whistling, sucking noises or pelvic thrusts;
- Intrusive sexually explicit questions, asking personal questions about a person's sex life;
- Spreading rumours about a person's sexuality, sexual activity or speculations about previous sexual experience;
- Pervasive jokes, pictures, calendars, cartoons or other materials with sexually explicit or graphic content;
- Unwanted pressure or propositions of a sexual nature (including those occurring in situations that begin as reciprocal attractions, but later cease to be mutual);
- The unwelcome recurrence of telephoning, following, gift giving or asking a person out on a date;
- Actual or attempted rape or sexual assault.

**b) Quid Pro Quo Harassment**

Quid Pro Quo (**meaning "this for that"**) sexual harassment occurs when someone implies or states to their student or employee that an impending decision depends upon whether they submit to conduct of a sexual nature. For example, if a student is made to believe that her grade is dependent on whether she goes on a date with her tutor, the student is being subjected to "quid pro quo" sexual harassment. The same applies if an employee is made to believe that a promotion is likely if she goes on a date with her supervisor. In these cases, the perpetrator is someone who is using their power over another in order to receive some form of sexual favour.

**Examples:**

- Direct or indirect promises of academic benefits, such as high grades, letters of recommendation, participation in an activity, in return for sexual favours
- Direct or indirect promises of work benefits, such as promotions, letters of recommendation, good appraisals, in return for sexual favours.

**c) Retaliation Harassment****Examples:**

- Adverse academic decisions, evaluations, low grades, social exclusion, poor treatment in class, because a sexual advance has been rejected or reported
- Adverse employment decisions, evaluations, failure to hire or promote, transfer, social exclusion, poor treatment in the workplace, because a sexual advance has been rejected or reported

Our College of Educations' sexual harassment policies must address all the forms of sexual harassment discussed above.

## Gender Responsive Budgeting (GRB) in Colleges of Education

Do we make conscious efforts to consider gender issues when preparing our budget? As Colleges of Education, we need to consider gender inclusion in agreed budgets, wherever appropriate, of targeted funding for activities that support equal outcomes for women and men. This could include provision of female sports equipment and provision for mixed gender soccer and basketball; provision of hygiene bins in female toilets, provision of crèche facilities for students and staff with young children; provision for gender awareness activities; scholarships for female members of staff etc. To this end:

- We need to use gender responsive budgeting methods in order to assess the need for such funds and to track their disbursement and impact.
- Also in procuring supplies from suppliers, we make a commitment to gender equality and women's rights by favouring companies that are conscious of gender related issues.
- In addition, we need to monitor the distribution of supplies to help ensure that they reach women and men equally.

Gender Budgeting Steps:

1. An analysis of the situation for women and men in the College.
2. An assessment of the extent to which the College's policy addresses the gender issues and gaps described in the first step.
3. An assessment of the adequacy of budget allocations to implement the gender sensitive policies and programmes identified in step 2.
4. Monitoring whether the money was spent as planned, what was delivered and to whom.
5. An assessment of the impact of the policy / programme / scheme and the extent to which the situation described in step 1 has been changed, in the direction of greater gender equality.

**In preparing the annual budget for your college, do you consider allocating funds for the items in Table 1? Tick the appropriate response for each item as it applies to the current practice in your college and add the score.**

Table 1: Gender Responsive Budget Items

Num.	Budget Item	Yes	No
1	Women's health programmes		
2	Employment policy initiatives for women		
3	Initiatives to address violence against women in the College		
4	Scholarships for female staff		
5	Gender awareness workshop		
6	Rewriting of job descriptions to reflect equal employment opportunity principles		
7	Provision of child-care facilities		
8	Gender training for staff and students		
9	Gender responsive infrastructure and resources		
10	Scholarships for female students		
11	Recruitment and promotion of female staff		
12	Recruitment and promotion of female staff		
13	Recruitment and promotion of female staff		

### What is your Score?

Score	Description	Action
1 - 5	Significantly below expectation	Take gender issues more seriously
6 - 9	Below expectation	Take gender issues seriously
10 - 13	Within expectation	You are on track. Keep it up!

## Gender Analysis Scorecard

Gender responsive management is facilitated by a gender analysis scorecard. The Gender analysis scorecard provides your colleges with a clear picture of gender issues that need to be addressed. The scorecard helps you to measure the level of development and implementation of gender responsive policies and programmes. The scorecard may cover the following broad issues:

1. gender awareness + sensitisation amongst all members of your college
2. gender responsive classroom practice;
3. gender responsive practices in classrooms and colleges;
4. classroom strategies to challenge traditional gender roles and norms;
5. gender responsive practices in the college
6. ensure equal access to your college's resources for all students;
7. ensure that teaching practical sessions are gender-responsive;
8. gender responsive staff procedures;
9. sexualsexual harassment policy developed and implemented;
10. develop or amend your college's policies to address gender issues;
11. gender analysis of your college's data;
12. gender planning; and
13. gender budgeting.

Refer to Appendix E for detailed gender scorecard.



## Unit 2: Leadership Programme Resources for College Leaders

## 2.4 REVISITING YOUR COLLEGE IMPROVEMENT PLAN

As has been discussed in Unit 1, improving quality is the responsibility of all those who are involved in the life of the College, but the principal and the governing council are accountable for its success. The process of improvement planning in your colleges as was discussed starts with a robust College self-assessment of key aspects of the College.

As a result of the training you have received as part of the T-TEL Leadership and Management programme, you will be aware that the self-assessment of your college starts by reviewing the progress and achievements made against the seven indicators that have been agreed with the National Council for Tertiary Education and the National Accreditation Board. These indicators are also the basis for future external evaluation of the effectiveness of your college by stakeholders and for re-accreditation. These quality indicators are:

1. Leadership and Management
2. Quality of Training and Learning
3. Assessment
4. Student Engagement
5. Monitoring and Evaluation
6. College Environment and Infrastructure
7. Partnership and Cooperation

You have had the opportunity to self-assess your college against the themes in each indicator, identify the strengths and weaknesses of your college and have prepared an improvement plan to address some of the weaknesses that you have identified.

The aim of this section is to guide you to revisit the improvement plan for your college to make adjustments in the light of the new knowledge you have acquired from this 'Systems Leadership' Unit.



### ACTIVITY 19: DIFFERENCE BETWEEN VISION AND MISSION

Re-visitation of your college's improvement plan, starts with revisiting the vision, the mission and values of your college.

<https://www.youtube.com/watch?v=f4k2OT9EFxs>

What lessons have you learnt from this video?

What role does your college's vision play in shaping the improvement plan of your college?

## The College Improvement Plan

**College Self-assessment and Improvement Planning respectively is a participative process of college institutional diagnosis and strengthening. Your college's vision, mission and values inform your self-assessment and drive your improvement.**

The first action for you the College leader in strengthening your institution is to ensure that the vision, the mission and values for your college are closely aligned as the basis for your self-assessment and SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis (using PESTEL – Political, Economic, Social, Technological, Environmental and Legal framework) and improvement planning through a collaborative approach. The improvement plan for your college is expected to have clear statements of your priorities and what actions you will take to address the priorities including the support and other resources you are intending to use for implementation. More importantly, it should also indicate key responsible persons and success criteria as a basis for implementation progress monitoring and evaluation.

In Unit 1, you were introduced to the seven-step College Improvement Process Cycle which captures additional key elements of the improvement plan for your college. This diagram is reproduced below:



The key questions that all key stakeholders should be asking at this stage are:

- where are we now?
- where do we want to be? and
- how are we going to get there?

In answering these questions require that you the college leader revisit the vision, mission and values of your college and ensure that they are aligned and clearly articulated. It also requires that you review your existing plan to ensure that your objectives and priorities statements are of high level and clearly aligned with:

- the success indicators;
- the key improvement targets;
- the key activities for implementation; and
- the progress monitoring time frame

The accountable individuals responsible for leading each priority should be indicated in the plan.



#### **ACTIVITY 20: REVISING YOUR COLLEGE IMPROVEMENT PLAN**

Based on what you have learnt in this unit, in your college groups, review your College Improvement Plan to ensure it is robust enough and captures key improvement priorities of your college. Check to ensure that it is in line with your vision, missions and values.



*College leaders on developing College Improvement Plan using an Exemplar plan.*



## Unit 2: Leadership Programme Resources for College Leaders

### 3. Reflection on the Unit

As a result of the learning that has taken place in this unit, it is time to reflect and take stock.

- Being a reflective practitioner is a good practice in capacity building and improvement practice that every college leader should embrace.
- Professional reflection is an important characteristic of professional learning.
- Reflection enables you to look back on what you have learnt in this unit, consider where you are now and identify actions for the future.
- Asking the right questions of what has been learnt and how this knowledge will be used to make difference to your current practice; bring about improvement and strengthen key systems in your college is essential.

The table below is to support you in your reflection on the next steps.

#### Professional Learning Action Plan

What areas have I identified?	What do I need to know?	How will I know I am making improvement?	What resources do I need?	What difference do I want to make?
1				
2				
3				



*College leaders engaged in individual reflection and next steps for their colleges.*

## 4. Appendices

### APPENDIX A: VISION STATEMENTS FROM FIRST TRAINING WORKSHOPS

1. To develop the College into a world class female education centre dedicated to the provision of excellent Basic Education in Ghana.
2. To produce teachers who are innovative with specialised skills in Information Communication Technologies, mathematics and science.
3. To become a reputable College of Education for Basic Education teachers in Ghana, one of the best in Africa and recognised worldwide
4. To be one of the most outstanding Colleges of Education in the sub-region.
5. To become a reputable quality teacher trainer within the industry and a pacesetter in terms of Information Communication Technology and Human Resource Development.
6. To be national and international models in producing professional/qualified, effective and committed teachers for basic schools through competency-based training.
7. To become national and international centres for producing effective and competent professional teachers for basic schools.
8. To become a College that provides teacher education with distinction.
9. Training world class disciplined and excellent teachers who reflect good teaching and learning in the basic schools.
10. To be a leading tertiary institution producing high quality diploma teachers, capable of functioning effectively at the basic level of education in Ghana
11. Advancing holistic teacher development for sustainable societies globally through the integration of faith and learning.
12. To be the pacesetters in the training of professional female teachers in Ghana.
13. Committed to be the ultimate centre of excellence for quality teacher education in Ghana.
14. To become a centre of excellence reputed for training disciplined and self-motivated teachers to meet the current needs of the nation.
15. As the mother of all schools, we are committed to be the premier institution for holistic quality teacher education.
16. To be an institution of excellence among the best in the country by 2020 and beyond.
17. To become the best female College of Education in Ashanti Region recognised nationwide and beyond the West Africa Region for its academic, moral and professional training.

18. To produce quality and efficient teachers who are capable in teaching in all basic schools in the country.
19. To become an outstanding 21st century Technical College of Education comparable to top notch technical educational institutions in Ghana and beyond.
20. To be a pacesetter College whose products are well-cultured, disciplined and God-fearing teachers who will affect the lives of the pupils in the basic schools in Ghana.
21. The College shall become the best or one of the best teacher training Colleges in Ghana.
22. The College shall be a centre of excellence in teacher education to be recognised in Ghana and beyond.
23. To produce competent and professional teachers for the country.
24. To become a leading institution for holistic and quality teacher education in Ghana.
25. To be an icon of excellence in teacher education.
26. The College shall attain a unique position of excellence in teacher training in the Upper East Region and beyond.
27. The College shall become a distinguished teachers' College of Education and an eminent institution of learning in Ghana and beyond.
28. Making N.J.A College of Education an icon and a unique model College producing teachers with distinctive service to humankind
29. The College shall become a centre of excellence for the professional training of well disciplined, dedicated and academically and professionally qualified teachers for Ghana and the West African sub-region.
30. The College shall become the best teacher institution in the northern sector by all standards and one of the best in Ghana.
31. To produce professionally competent teachers with core values such as improving female education, ensuring access to higher education and giving back to society.
32. The College shall become a world class centre of excellence for training teachers for basic schools in Ghana and beyond.
33. To become a centre of excellence in teacher education at the basic level in Ghana by 2018.
34. The College aspires to become a centre of excellence for training quality teachers whose orientation is consistent with the College's motto "character, wisdom and knowledge".
35. To be a leading centre for training distinctive, holistic and value oriented female teachers for national development.
36. A pacesetter College in the training of a knowledgeable and dedicated teachers for basic schools in Ghana.
37. To produce safe teachers who are academically sound, morally sound, professional competent, ready to serve the community, who will not cause harm physically and mentally to pupils.
38. To be a College that trains well-equipped teachers from our catchment area for Ghana basic schools.

## APPENDIX B: WOMEN'S WORK OR MEN'S WORK (P1) - OCCUPATION CHECKLIST

Check whether you believe it is a male's occupation, female's occupation, or both.

JOB	GENDER		
Construction Worker	M	F	Both
Flight Attendant	M	F	Both
Social Worker	M	F	Both
Secretary	M	F	Both
Elementary Teacher	M	F	Both
Hair Stylist	M	F	Both
Model	M	F	Both
Store Clerk	M	F	Both
Veterinarian	M	F	Both
Physical Education Teacher	M	F	Both
Cook	M	F	Both
Photographer	M	F	Both
Nurse	M	F	Both
Computer Analyst	M	F	Both
Machinist	M	F	Both
Dental Assistant	M	F	Both
Artist	M	F	Both
News Reporter	M	F	Both
Telephone Operator	M	F	Both
College Principal	M	F	Both
College Secretary	M	F	Both
Pharmacist	M	F	Both
Baby-sitter	M	F	Both
Newspaper Editor	M	F	Both
Cashier	M	F	Both
Mechanical Engineer	M	F	Both
College Finance Officer	M	F	Both
Plumber	M	F	Both
Librarian	M	F	Both
Bank Teller	M	F	Both
Dietitian	M	F	Both

## APPENDIX B: WOMEN'S WORK OR MEN'S WORK (P2) - OCCUPATION CHECKLIST

Check whether you believe it is a male's occupation, female's occupation, or both.

JOB	GENDER		
	M	F	Both
Licensed Practical Nurse	M	F	Both
Security Guard	M	F	Both
Day Care Worker	M	F	Both
Police Officer	M	F	Both
Bookkeeper	M	F	Both
Custodian	M	F	Both
Graphic Artist	M	F	Both
Technical Writer	M	F	Both
Lawyer	M	F	Both
College Matron	M	F	Both
Forest Ranger	M	F	Both
Physical Therapist	M	F	Both
Occupational Therapist	M	F	Both
Speech Therapist	M	F	Both
Homemaker	M	F	Both
Accountant	M	F	Both
Musician	M	F	Both
English Teacher	M	F	Both
Auto Body Instructor	M	F	Both
Dairy Farmer	M	F	Both
Auto Mechanic	M	F	Both
Factory Worker	M	F	Both
Gas Station Attendant	M	F	Both
Pilot	M	F	Both
Professional Athlete	M	F	Both
Computer Programmer	M	F	Both
Truck Driver	M	F	Both
Landscaper	M	F	Both
Bartender	M	F	Both
Clothing Designer	M	F	Both
Carpenter	M	F	Both
Physician			
Architect			

## APPENDIX C: TEMPLATE FOR GENDER RESPONSIVE BUDGET ITEMS

Budget Item	(%) of Expenditure
Women's health programmes	
Employment policy initiatives for women	
Initiatives to address violence against women in the College	
Scholarships for female staff	
Gender awareness workshop	
Rewriting of job descriptions to reflect equal employment opportunity principles	
Provision of child-care facilities	
Gender training for staff and students	
Gender responsive infrastructure and resources	
Scholarships for female students	
Recruitment and promotion of female staff	
College Gender secretariat	
Maternity and paternity benefits	

## APPENDIX D: POLICY DOCUMENT TEMPLATE

For a piece of writing and/or document to count as policy, it should be written in a certain manner with a standard structure. Ideally, a prescriptive policy document should have the following sections and elements:

**1. Heading of the policy:** [The heading should list elements such as: name of the policy (and number if possible), date on which the policy has been approved, department of the College responsible for formulating, implementing and/or ownership of the policy etc.].

**2. Purpose/Objectives:** [This should inform readers why the policy is being introduced and the information they need to know or have regarding the policy. This should also summarise briefly the objectives of the policy].

**3. Scope/Application:** [This should list all the areas/departments or issues of the College to which the policy applies].

**4. The policy statement:** [This section is for stating what should be done in relation to the purpose of the policy stated earlier].

**5. Supporting Procedures:** [This section is where the specific procedures that will direct the implementation of the policy are listed, e.g. Academic Progress Review Procedures]

**6. Responsibility for Implementation:** [In this section the person(s) who have overall responsible for overseeing the implementation of the policy is/are listed].

**7. Responsibility for Monitoring, Implementation and Compliance:** [This is where the person, officers or departments of the organisation/College who are to oversee monitoring and implementation and compliance of the policy should be listed]

**8. Status:** [This section should present a brief historical information of the policy, indicating specific meeting dates and key decisions taken].

**9. Key Stakeholders:** [[In this section all persons, departments and sections of the organisation who have a stake in the policy or are he target of the policy should be listed].

**10. Approval Body:** [The highest body of the organisation who needs to approve the document for it to become policy must be mentioned in this section].

**11. Initiating Body:** [The person(s) section(s) or department(s) of the organisation which introduced the policy idea for discussion, formulation and development should be listed here].

**12. Definition of Terms:** [This section of the policy document should list and define or describe the key terms and/or words used in stating the policy intentions].

**13. Related Legislation:** [All laws, regulations and/or legislations that have informed the current policy or from which the current policy is derived should be listed in this section].

**14. Related Policy and other Documents (Exhibits):** This section should list sources from which information is derived for developing the policy, which could include system-wide policies, national or state laws and policies].

**15. Effective Date:** [The date of commencement of the policy should be stated clearly in this section. In the same way if the policy is going to last for a specific duration, the 'start' and 'finish' dates should be indicated clearly].

**16. Review Date:** [The date(s) at which the policy would be reviewed should be stated clearly in this section].

**17. Keywords:** [Special words or phrases, which depict the content, purpose or rationale of the policy, should be listed in this section of the document].

**18. Owner/Sponsor:** [The person(s), section(s) or department(s) of the organisation, which has, direct oversight responsibility for the policy should be stated here].

**19. Author:** [The highest institutional authority of the organisation under whose ambit the policy falls should be stated in this section of the policy document].

**20. Further information:** This section of the policy should provide information regarding the names, telephone numbers, email addresses of individuals or Web addresses which can be contacted, if additional information regarding the policy is required.

## APPENDIX E: GENDER RESPONSIVE SCORE CARD FOR COES

Gender scorecard marking to be completed by: 1) the principal and vice principal together, 2) CoE Gender Focal Point and one female tutor together, and 3) two female students together

- i. Tick if 'Not achieved' box if the listed action/strategy has not yet been started.
- ii. Tick 'Partially achieved' if the action/strategy has been started within the year.
- iii. Tick 'Half achieved' if the action/strategy is at the half-way point of being completed.
- iv. Tick 'Fully achieved' if the action/strategy is fully complete and will be repeated in the coming year.
- v. Leave the boxes blank if the action/strategy is not applicable (for single sex CoEs only).

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
<b>1. All members of the CoE have received gender training</b>	a) All Tutors attend training on gender equality and gender responsive pedagogy				
	b) All senior management attend training on gender equality and gender responsive management				
	c) All other CoE staff receive training materials on gender equality and gender responsive management				
	d) All mentors of teaching practicals receive training materials on gender equality and gender-responsive mentoring strategies				
	e) All students receive training materials or coursework on gender equality and gender responsive pedagogy				

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
<b>2. Classroom practice is gender responsive</b>	Appraisals or lesson observations show that all Tutors do the following: a) give equal chance to females and males to ask/answer questions				
	b) assign leadership roles equally to females and males in lesson activities				
	c) make sure females and males participate equally in activities				
	d) are patient with females and males who may be shy or afraid to speak				
	e) check if both females and males equally understand the lesson				
	f) provide constructive verbal feedback to both females and males in class				
<b>3. Tutors challenge traditional gender roles during lessons</b>	Appraisals or lesson observations show that all Tutors do the following: a) use teaching materials that do not show or reinforce traditional gender roles (eg., women cooking/cleaning and men in professional roles)				
	b) point out and discusses traditional gender roles that appear in books/ materials and discuss how these limit what females think they can achieve in their education and lives				
	c) actively use examples (in exercises or activities) that challenge or reverse traditional gender roles (eg., show men cleaning)				
	d) use examples that make females and males feel confident to challenge traditional gender roles in general (eg., boys should cook, girls should be doctors)				
	e) support female students in studying and achieving in subjects like maths and science				

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
<b>4. CoE practices and protocols are gender responsive</b>	a) CoE cleaning and chores do not reflect or reinforce traditional gender roles (e.g., only female students run errands or clean up)				
	b) Class prefect roles are equally assigned to female and male students				
	c) There are specific clubs/extra-curricular activities designed to build female student confidence in specific subject areas				
	d) A gender club is organised in order to discuss gender equality and help females and males feel confident to challenge traditional gender roles in society				
	e) A guidance counsellor is in place to provide support and a safe space for all students				
	f) All forms of corporal punishment or intimidating disciplinary measures are banned from use by Tutors and staff				
	g) School code of ethics include non-discriminatory class room environment				
<b>5. CoE infrastructure is gender responsive</b>	a) Female students have safe accommodation that is close to CoE buildings and facilities (safe = lighting at night, secure doors/locks, security guards / watchmen)				
	b) Female staff have safe accommodation that is close to CoE buildings and facilities (if applicable) (safe = lighting at night, secure doors/locks, security guards / watchmen)				
	c) Female mentees have safe accommodation during teaching practice (follow up with Mentors)				
	d) Female toilets throughout the CoE have water available and hygiene bins				
	e) Female changing rooms are safe, clean and available				

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
<b>6. All female students/staff have equal access to CoE resources</b>	There are CoE strategies to ensure that:				
	a) female staff/students use Teaching and Learning Materials just as much as males				
	b) female staff/students use CoE Library resources just as much as males				
	c) female students use extra-curricular clubs and activities just as much as males				
	d) female staff/students use CoE ICT resources just as much as males				
	e) female students use classroom resources (desks, chairs, learning materials) just as much as males				
<b>7. CoE teaching practice are gender responsive</b>	a) Teaching Practice Coordinators follow-up with Lead Mentors to make sure that schools have a sexual harassment policy that protects Student Teachers				
	b) Teaching Practice Coordinators ensure that Student Teachers have safe accommodation before Teaching Practice begins				
	c) Teaching Practice Coordinators try to group/pair female Student Teachers when assigning Teaching Practice schools and accommodation				
	d) Mentors use the Gender Responsive Mentoring Scorecard for self-assessment				
	e) Student Teachers use the Gender Responsive Mentoring Scorecard to appraise their Mentors				
	f) Follow-up actions are being taken by the school based on Scorecard assessments				

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
<b>8. The CoE has a sexual harassment policy that is fully implemented</b>	a) The CoE has received and adopted the NCTE Sexual Harassment Policy. If not, the Principal should facilitate the following tasks:				
	b) The CoE staff develops an agreed definition of what constitutes sexual harassment				
	c) The CoE staff agrees on a transparent reporting system for staff or students experiencing sexual harassment				
	d) The CoE staff nominates an appropriate female staff member to act as the first point for reporting and to act as a counsellor for those experiencing sexual harassment				
	e) The CoE staff develops disciplinary measures for those guilty of sexual harassment				
	f) The definition, reporting system and reprimand system are disseminated to all staff, students and community members				
<b>9. CoE staff procedures are gender responsive</b>	a) CoE Gender Focal Point is appointed and active				
	b) Female and male tutors/staff have equal levels of inclusion (for discussions, meetings, contributing opinions, etc.)				
	c) Female and male tutors/staff have equal opportunities (for participating in activities, training, promotion, housing, etc.)				
	d) Female and male tutors/staff are paid incentives and allowances equally for the same positions/activities				
	e) Female and male tutors/staff have equal 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)				

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
<b>9. CoE staff procedures are gender responsive</b>	f) Any 'neutral' staff policies or procedures are analysed for unequal outcomes and adjusted accordingly				
	g) Strategies are developed to support female staff childcare/family responsibilities				
	h) There is a gender balance of senior management team members				
	i) If not, strategies are developed to seek, support and promote females to senior management positions				
	j) There is a gender balance of academic board members				
	l) If not, strategies are developed to seek, support and promote females to academic board				
<b>10. CoE policies are developed and/or amended to be gender responsive</b>	a) Student admission policy provides dedicated spaces/admission for female students and students from disadvantaged backgrounds				
	b) Inclusion and gender policy supports and makes accommodations for female staff/students with regard to pregnancy and child-care				
	c) Financial Management policy provides budgets for resources (ie., scholarships, college facilities) focused on female students/tutors				
	d) Health and safety policy specifies resources (ie., toilets and female hygiene bins) for female students/tutors				
	e) Tutor professional development policy specifies resources dedicated specifically for female tutors, training on gender sensitive pedagogy				
	f) Tutor appraisal policy includes gender responsive pedagogy in appraisals and/or lesson observations				

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
<b>Continued: CoE policies are developed /amended to be gender responsive</b>	g) Tutor/Student codes of conduct highlights gender responsive conduct regarding the treatment of female students (ie., sexual harassment)				
	h) Quality Assurance Policy includes gender responsive indicators in its Monitoring and Evaluation strategy				
	i) Teaching and Learning Policy includes Gender Responsive Mentoring Guidelines and scorecard				
	j) Staff Recruitment policy aims to actively recruit female tutors/staff				
	k) Public engagement policy includes a fundraising (revenue generation) plan to engage with industry/women groups				
	l) College News/communication policy/strategy includes a gender focus				
	m) Assessment Policy includes a gender responsive appeals and mitigation process				
	n) Acceptable use policy includes gender responsive procedures for Libraries, ICT and other college facilities				
<b>11. CoE data is collected and analysed in a gender responsive way</b>	a) Data on female student enrolment is collected, analysis on reasons for disparity with males, and strategies developed to close the gap				
	b) Data on female achievement collected, analysis on reasons for disparity with males, and strategies developed to close the gap				
	c) Data on female tutors employed collected, analysis on reasons for disparity with males, and strategies developed to close the gap				
	d) Data on female senior managers collected, analysis on reasons for disparity with males, and strategies developed to close the gap				

Gender Responsive Competency	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
<b>11. CoE data is collected and analysed in a gender responsive way</b>	e) Data on female SRC members collected, analysis on reasons for disparity with males, and strategies developed to close the gap				
	f) The principal completes this Gender Responsive Scorecard annually				
	g) The principal discusses the results of this Gender Responsive Scorecard with stakeholders and together they chose and prioritise follow-up actions				
<b>12. CoE planning is gender responsive</b>	There are both targets and strategies to improve:				
	a) female student enrolment				
	b) female student achievement				
	c) female tutor recruitment				
	d) number of females in senior management positions				
	e) number of female students in the SRC				
	f) number of female students serving on statutory committees				
	g) number of males involved in gender equality promotion/activities				
<b>13. CoE budgeting is gender responsive</b>	Budgets are allocated for:				
	a) gender training for CoE staff and students				
	b) gender responsive infrastructure and resources (competency #5)				
	c) scholarships for female students				
	d) recruitment and promotion of female staff				
	e) gender sensitive policy development and dissemination (comp #10)				
	f) implementation of strategies to improve gender targets (comp #12)				
g) CoE Gender Focal Point work					

## APPENDIX F: NOTES ON POLICY PERSPECTIVES

An investigation into the usage of the term 'policy' suggests that the term is used loosely to refer to diverse phenomena. In a business setting, for example, 'policy' is used to explain to a customer why particular goods cannot be returned because of 'company policy'. Similarly, in politics, in a single day in many countries, one is likely to hear, among other things, a Sector Minister or President announcing changes in the nation's foreign policy, or a City Mayor discussing changes in aspects of the city's traffic or parking policy. The same lack of precise meaning of policy is also true of education, in which the term 'policy' is used loosely and synonymously with notions such as 'goals', 'plans' and 'programmes'.

To put the above challenges regarding the usage of the term policy into perspective, it appears the meaning of policy is taken for granted, and as such a theoretical and epistemological 'dry-rot' is built into the analytical structures constructed, thus raising a fundamental question about the definition of policy.

For the purposes of this Unit, we deal with this fundamental question by looking at policy and conceptualising it from the lenses of three different theoretical perspectives, namely: the problem-solving conceptualisation; the process conception; and the theoretical eclectic perspective.

### The problem-solving conceptualisation of policy

This conceptualisation of policy originated from the 'state-centred' approach to and its inherent traditional rationalist foundation, which focuses on the locus of power. This conception views policy as a guide, concerned with the act of setting solutions to problems.

Essentially, the problem-solving conceptualisation views policy fundamentally as a thing, a guide and a document, containing a page or flips of pages indicating policy choices reached by policy makers and which policy implementers or actors are to follow in dealing with a recognised problem of concern.

This problem-solving intent of policy is exemplified in a number of definitions in the policy literature.

#### EXAMPLES OF THE PROBLEM-SOLVING DEFINITIONS OF POLICY:

Policy is:

the implicit or explicit specification of courses of purposive action being followed or to be followed in dealing with a recognised problem or matter of concern and directed towards the accomplishment of some intended or desired set of goals (Harman, 1984).

a guide for taking future actions and for making appropriate choices or decisions towards the accomplishment of some intended or desired end (Jennings, 1977).

A position or stance developed in response to a problem or issue of conflict and directed towards particular objective (Harman, 1984).

problem-solving conceptualisation of policy. It developed from the 'policy-cycle' conception of policy analysis, which highlights the complex and contested nature of policy as a process rather than an end product of the policy-making process.

Thus, the process conception views policy as a dynamic process which focuses on understanding actor interactions as far as policy formulation, articulation, dissemination and/or dissemination are concerned.

#### EXAMPLES OF THE PROCESS DEFINITION OF POLICY:

Policy is a:

process (rather than a product) involving negotiations, contestations or struggles between different groups of actors who may lie in or outside the formal machinery of official policy making (Ozga, 2000)

process that circles back on itself, iterates the same decision issue time and again, and often does not come to closure (Rist, 2000)

The contested and disputed character of policy (as a process rather than an end product), according to proponents in the process tradition, is evident at two main levels of the policy process, namely: the points of 'encoding' and 'decoding'.

The 'encoding' level is the initial stage of formal policy-making where the ideas, values and aspirations of both key actors involved in the policy process, and the people and/or interests they represent are elicited and enlisted via struggles, compromises, authoritative public interpretations and reinterpretations.

The 'decoding' level, on the other hand, is marked by the disputed and complex ways by which the policy messages and outcomes are interpreted by actors and implementers in the contexts of their own culture, ideology, history, resources and expertise.

### The eclectic perspective on the definition of policy

The eclectic approach to the definition of policy draws both the problem-solving definition and process conception of policy together, and with the view to emphasising their relative strengths while complementing for the implicit weaknesses of each of them. This approach is informed by the increasing acknowledgement of the benefits of 'theoretical eclecticism' based on the assumption that combining theoretical perspectives offers complementary analytic 'tools', and therefore a more 'complete picture' than any one theory.

In essence, the eclectic perspective on the definition of policy views policy as what is thought of and positioned to alter existing situations as much as that which is interested in understanding actor interactions and engagement in the policy processes. Thus, by this definition and/or explanation, the eclectic perspective is not intended necessarily to produce a 'third grand theory', but rather to introduce a useful conceptual working definition of policy, which appears to be disappearing fast under the prevailing economic global dispensation.

## APPENDIX G: SET OF MANAGEMENT POLICIES FOR COLLEGES OF EDUCATION AND THEIR RATIONALES

- **Inclusion and Gender Policy:** To ensure inclusiveness, equitable distribution of resources and equal opportunities for both sexes.
- **Sexual Harassment Policy:** To provide guidelines for acceptable sexual behaviour as well as sanctions for deviation.
- **Financial Management Policy:** To ensure prudence in managing the fiscal resources
- **Health and Safety Policy:** To be proactive in protecting the health and safety of the constituents of the College community.
- **Tutor Professional Development Policy:** To promote continuous improvement of practice of tutors.
- **Code of Conduct Policy:** To regulate tutor professional conduct and behaviour.
- **Tutor Appraisal Policy:** To continuously measure performance to locate gaps for improvement of practice.
- **Student Admissions Policy:** To set the entry requirements to ensure that the right calibre of students are admitted into the Colleges. It also ensures equal opportunity for admission for both males and females.
- **Governing Council Policy:** To set up the structure within which the Colleges operate.
- **Teaching and Learning Policy:** To ensure quality teaching and learning.
- **Quality Assurance Policy:** To guarantee continuous improvement in the Colleges' operations and make them accountable to stakeholders.
- **Public Engagement Policy:** To enhance quality College-external stakeholder relations.
- **Assessment/Examination Policy:** To ensure valid and fair measurement of student achievement. It is also to ensure acceptable behaviour and conduct towards all forms of assessment.
- **Staff Recruitment Policy:** To offer equal opportunities to job applicants, and to ensure inclusion and fairness in the selection of staff. It is also to ensure that the right calibre of workers are selected to work in the Colleges.
- **Acceptable Use Policy:** To ensure that users of College facilities and resources use them for the intended purposes.

## APPENDIX H: ANSWERS TO HEBAM CASE QUESTIONS

### 1. Is this a case of sexual harassment?

Yes. Sexual harassment is unwanted sexual advances or request for sexual favours or any conduct of a sexual nature which creates a hostile, intimidation, or offensive work environment. Such advances do not need to come only from a member of the opposite sex.

### 2. Does the College have a responsibility and liability?

Yes. Once Aseda notified his supervisor the first time, the College should have acted. The Supervisor's/College's failure to do so could be a future liability problem because a member of management (i.e. the Supervisor) was aware of the employee's problem, yet did nothing. The Supervisor should have taken Aseda's first notification seriously and contacted the Principal or some appropriate authority in the College.

### 3. What should the Supervisor do?

The Supervisor should notify the Principal or some other authority in the College about this matter. The appropriate authority in the College should begin an investigation and take appropriate action. It is likely that until the offending employee is removed, the Supervisor may need to work out some alternative arrangement for completing the inventory checks. For example, the Supervisor may have to accompany Aseda to the domestic bursar's office, or Aseda's visits could be scheduled at times when Nhyira is instructed to be away from the office. Or, the inventory checking tasks could be assigned to some other employee of the College.

### 4. What if the scenario was reversed and a female and was approached in the same way by a male? Would that count as sexual harassment?

As discussed earlier, sexual harassment involves any form of unwelcome sexual advances, requests and other verbal or physical conduct of a sexual nature. An unwelcome advance can be instigated by either sex. Unwelcome is a critical word here because a victim may feel forced to consent or agree to certain conduct because they feel pressure to do so.

Suppose this had happened in your College, design a policy to address the situation.

Refer to section **Appendix D** for detailed information on the Structure of a Policy Document.

## APPENDIX I: EXEMPLAR

**This is an example only and CoEs are encouraged to develop a Sexual Harassment Policy that is comprehensive and appropriate to their context.**

### Policy Document Exemplar

This exemplar is based on the 'Sexual Harassment Policy' of Presbyterian College of Education, Akropong – Akuapem as contained in their College Handbook of 2015.

#### 1. Heading of the policy:

Policy One: CoEP 1: Sexual Harassment Policy

#### 2. Purpose/Objectives:

The College abhors all forms of sexual harassments, exploitations and intimidations. Any form of intimidation, abuse or harassment based on gender is contrary to values of the College, and jeopardises the integrity of the College community. For this reason, all staff, students, relatives of staff, visitors, contractors and persons acting on behalf of the College shall respect the rights of others and shall refrain from any activity that corresponds with those described in this policy document. The College takes a serious exception to sexual harassment and such behaviour shall result in disciplinary actions.

The purpose of the Sexual Harassment policy is to ensure that all members of the College community have the right to a workplace free from sexual exploitations and harassment in any form or shape. The specific objectives of this policy include:

- to prevent the occurrence of sexual harassment in any form or shape in the College community
- to deal with cases of sexual harassment if they occur
- to encourage victims of sexual harassment to seek redress without fear of reprisal
- to offer assistance and support to victims of sexual harassment
- to outline clearly the disciplinary actions that would be instituted against perpetrators of sexual harassment in the College

Individuals shall be held personally accountable for their actions and behaviours in the event of complaints of sexual harassment against them. The College shall follow the procedures outlined in this document in dealing with complaints and appeals against decisions in connection with complaints of sexual harassment

#### 3. Scope/Application:

This policy shall apply to all members of the College community, including relatives of staff living on College campus, visitors, contractors and all persons acting in various capacities on behalf of the College.

#### 4. The Policy Statement:

The Sexual Harassment policy is committed to securing a working and learning environment that is free from sexual exploitation and intimidations. It abhors:

- verbal, physical, written and pictorial communication relating to gender or sex which has the purpose or effect of unreasonable interference an individual's performance, or which creates a hostile, offensive, or intimidating atmosphere for the recipient
- Unwelcome and irrelevant comments, references, gestures or other forms of personal attention which are inappropriate to the academic, employment, or residential setting
- A request for sexual favours when submission to, or rejection of such a request might reasonably be viewed as a basis for evaluative decisions affecting an individual's future
- Sexual imposition that is non-consensual touching
- Abuses of power relations such that individuals receive unfair treatment based on gender or sexuality
- Threat or coercion of sexual relations; sexual contact which is not freely agreed by both parties, including rape

It is important to note that any form of sexual harassment occurs within a situation of unequal power relations between and among parties, and therefore in this policy document issues of sexual harassment are considered within the context of the power inequities within which any form of harassment is alleged to have occurred.

#### 5. Supporting Procedures:

Any student, employee or member of the College community who perceives herself/himself to have been sexually harassed or to have been subjected to retaliation following a sexual harassment incident, must do the following in order to protect his/her rights.

The complainant can follow either the formal or informal procedures outlined in this document. Complainants are encouraged to use the informal procedures in the first instance. However, in certain cases (stipulated in sub-section for Definition of Terms of this document), the formal procedure is strongly recommended.

##### 5.1 Informal Approach

A student, employee or member of the College community who feels that he/she has been a victim of sexual harassment is encouraged not to ignore the incident or the offending person.

In the first instance, the victim of the harassment should ask the person causing the harassment to stop the harassing behaviour. If this is not possible for any reason, or the harassment continues, or if it stops but the victim feels that he/she would require advice or support in order to protect his/her rights, he/she should not hesitate to follow the steps outlined below:

### **5.1.2 Concerns to the Contact Person shall be Held in the Strictest Confidence:**

The individuals named in 5.1.1 above, shall guide the complainant through the best process for resolving the problem. They shall listen and offer advice. Depending on the nature of the complaint, the contact person shall talk to the alleged perpetrator (offender), or bring the two parties together for mediation.

### **5.1.3 Possible Actions that may Result from the Consultation shall include:**

- The recipient of the harassment action (victim) confronting the offender about what he/she did;
- Having the contact person(s) talk to the offender;
- If the offender is employed by the College, having the contact person(s) or a member of the Disciplinary Committee advise or assist in an appropriate intervention.
- Taking no further action.

### **5.1.4 Safety of Parties**

If the immediate safety of the parties involved is at stake, the contact person(s) shall inform a member of the Disciplinary Committee or one of the above-named contact person(s), who shall work out the appropriate means to address the safety of the complainant. This may include visiting a clinic/hospital or the police station.

**5.1.5** If a complaint cannot be resolved through the above options, or if, in the course of the Informal Procedure, the alleged offender is not cooperative, then the formal procedure, spelt out in Section in 5.2 of this document, shall be available.

## **5.2 Formal Procedure**

### **5.2.1 The Formal Procedure shall usually be embarked upon in the following instances:**

- Where the alleged offender does not cooperate in the informal procedure;
- Where the alleged offender has several complaints against him/her;
- Where the immediate safety of the parties involved is at stake;
- Where informal mediation does not appear to stop the harassment
- Where the following types of harassment have occurred:
  - sexual assault
  - threat or coercion of sexual relations
  - sexual contact which is not freely agreed to by both parties
  - sex that may appear consensual but reflects unequal power relations and which provides avenues for the receipt of benefit, (such as sex or sexual contact between a Head of Department and a subordinate).

### 5.2.2 Guidelines

The following guidelines shall apply:

- the complainant shall formally request to the Sexual Harassment Committee to take further action;
- the Sexual Harassment Committee shall notify the alleged offender that the matter is being taken further, and that it may result in disciplinary action;
- the Sexual Harassment Committee shall, soon as possible, but not later than one week from receiving a relevant request, initiate a separate investigative meetings with the complainant and the alleged offender, together with their agents (if any) to attempt to resolve the matter, unless both the complainant and the alleged offender agree to a joint meeting being convened;
- the Sexual Harassment Committee shall, within seven days, of the close of hearing, advise the complainant and the alleged offender in writing of the outcome of the investigations, including any recommendations made or sanctions imposed.

### 5.2.3 Appeals Procedure

In the event that the complainant or the alleged offender is aggrieved with the outcome of the investigations and/or the action to be taken, he/she has a right to appeal to be exercised within seven (7) days. The Vice-Principal shall, as soon as possible, but not later than twenty-one (21) working days, review the case and render a decision. In reviewing the case, the Vice-Principal, as the final arbiter, shall call for such information as he/she shall deem necessary.

### 5.2.4 Sanctions

Sanctions that may be imposed by the Sexual Harassment Committee and/or Vice-Principal shall include, but not limited to the following:

- Public apology
- Mediation
- Relocation of the offender to another Department/Section. Under no circumstances should the complainant be relocated.
- Suspension
- Expulsion
- Referral to the appropriate law enforcement body
- Termination of employment

## 6. Responsibility for Implementation:

Sexual Harassment Committee

## 7. Responsibility for Monitoring, Implementation and Compliance:

Disciplinary Committee

Vice-Principal

## 8. Status:

- Revisions approved by Governing Council, 11 November 2015.
- Minutes of last meeting revised on 15th November, 2015
- The implementation of the latest version of this policy supersedes all previous versions of this policy.

## 9. Key Stakeholders:

- Students
- Staff
- Relatives of Staff
- Visitors to the College
- College Contractors
- All persons working on behalf of the College

## 10. Approval Body:

College Governing Council

## 11. Initiating Body:

Disciplinary Committee

## 12. Definition of Terms:

For the avoidance of doubt, the following terms are defined succinctly in context in this document:

**12.1 Sexual Harassment:** Unwelcome sexual advances, request for sexual favours and other verbal or physical conduct of a sexual nature, whether on a one-time basis or series of incidents that might cause offense, humiliation, awkwardness or embarrassment, or that might reasonably be conceived as placing a condition of a sexual nature on employment, opportunity for promotion, grades, etc. (AWLA, 2003, cited in Akropong-Akuapem Presbyterian College of Education Handbook, 2015)

**12.2 Sexual Consent:** It is the act of agreeing to engage in specific sexual conduct. In order for consent to be valid, both parties must have unimpaired judgement and a shared understanding of the nature of act to which they are consenting, including safer sex practices. Silence does not mean consent. If at any time consent is withdrawn, the conduct must stop. Consent here excludes sexual relations between individuals of unequal power relations, which provide avenues for the receipt of benefits.

**12.3 Consensual Intimate Relationship:** This refers to intimate sexual relations between senior members and students or between senior members and staff or any category of persons in the College where one party is in supervisory position over the other. The College does not favour these relations since they raise concerns about sexual harassment and conflict of interest except where they are legally married.

**12.4 Hostile Environment:** A hostile environment is one that a reasonable person would find offensive or abusive and one that the particular person who is the subject of the harassment perceives to be offensive or abusive. A hostile environment is determined by looking at all the circumstances, including:

- frequency of the alleged harassing conduct;
- severity of the allegedly harassing conduct;
- whether such conduct interferes with an employee’s work performance, or with a students’ academic performance or the full enjoyment of College programmes or services;
- Whether such conduct has the effect of emphasising the gender or sexuality in a manner offensive to a reasonable person;
- Whether such conduct has the effect of creating an intimidating or offensive environment in the workplace or inside or outside the classroom.
- Whether such conduct has been brought to the attention of the alleged perpetrator by the alleged victim as being unwelcome and offensive.

**12.5 Offence:** Any non-consensual conduct is an offence. Examples of offence include:

- Sexual harassment – any unwanted sexual attention including, but not limited to sexual threats or offensive behaviour;
- Sexual imposition – non-consensual sexual touching;
- Sexual assault – a non-consensual act including, but not limited to, unwelcome kissing of lips, mouth, breast or other body parts, touching of breast, chest, buttocks, thighs, vagina, penis, or their body parts other than under a medically necessary procedure and vaginal penetration, anal penetration and oral sex. Penetration, however, slight includes the insertion of objects or part of the body.

**12.6:** It is important to note that sexual harassment offences may be:

- Verbal – including unwelcome remarks, cat calls, suggestions and propositions, malicious gossip, jokes and banter based on sex, race, sexual orientation or gender or songs.
- Non-verbal – offensive literature or pictures, graffiti, wolf whistle, mode of dressing.
- Physical – including unnecessary touching, gesture or assault.

### 13. Related Legislation:

NCTE Sexual Harassment Policy (Draft)

College Handbook, Presbyterian College of Education, Akropong-Akuapem

### 14. Related Policy and other Documents (Exhibits):

NCTE Sexual Harassment Policy (Draft)

College Handbook, Presbyterian College of Education, Akropong-Akuapem

The 1992 Republican Constitution of Ghana

**15. Effective Date:**

1st April, 2016

**16. Review Date:**

1st April, 2017

**17. Keywords:**

Sexual harassment; consensual relations; consent; sexual imposition; sexual assault; Sexual Harassment Committee

**18. Owner/Sponsor:**

College Principal

**19. Author:**

College Governing Council

**20. Further information:**

[This section of the policy should provide information regarding the names, telephone numbers, email addresses of individuals or Web addresses which can be contacted, if additional information regarding the policy is required].

Sexual Harassment can be considered as a continuum from unwanted sexual advances to rape. Any non-consensual sexual conduct is an offence under this policy. Sexual Harassment includes, but not limited to, acts stated under 4. The Policy Statement in this document.

It should be understood that many of the terms used in this document are subject to interpretation. While overt forms of sexual harassment shall usually be obvious, more subtle forms may be difficult to recognise. Perpetrators may not realise that their behaviour is 'unwelcome' or inappropriate. Conduct which leads to the harassment of another person is not acceptable and shall render the individual responsible liable to disciplinary action.



## Unit 2: Leadership Programme Resources for College Leaders

## APPENDIX J: REASONS FOR GENDERED LEADERSHIP

Regardless of legislative efforts to increase the number of women in key leadership positions and in other typically male-oriented positions through such practices as Affirmative Action, the situation has not dramatically improved quickly enough or powerfully enough to significantly narrow the gender gap in these positions. There is however a growing change in trend and women have become more prevalent in the workforce over the past decades, especially in management and leadership positions. The gender gap is decreasing and these stereotypes are changing as more women enter leadership roles.

There is the need to ensure a clearer and better understanding of gender and leadership to help address some of the resistance to women as leaders. This is because such negative perceptions may fundamentally be based on these gender-biased perceptions resulting in the disbelief of a woman's ability to lead if she does not measure up to the expectations and behaviours of her male counterparts. This resistance not only prevents women from entering leadership roles but sometimes affects the way women behave when they do take on leadership roles. Until recently, leadership positions have predominantly been held by men and men were therefore stereotyped to be more effective leaders. Women were rarely seen in senior leadership positions leading to a lack of data on how they behave in such positions.

As recent as 2011, Andersen and Hansson conducted a study to determine if there were significant differences in leadership behaviours as claimed by previous studies and authors. Andersen and Hansen studied public managers on leadership styles, decision-making styles, and motivation profiles and found that the only differences were in decision-making styles, but none were great enough to be considered significant.

Gender differences force women to accept and demonstrate behaviors typically attributed to men whether it is their inherent style or not and whether it is in the best interests of the organisation or not. When women do enter leadership positions, they often behave as their male counterparts. Alternatively, the expected differences in male and female behavior might provide a different type of leadership behavior in women if they resist the urge to merge and do not adopt the behaviours of their male counterparts.

Society pegs women in roles and relationships that demand great nurturing and caring. Nurturing, compassionate behaviour is expected of women and is perhaps why they tend to be more accepting of and in favor of transformational leadership. It is simply a good fit. Women might also view this as a better style in general. The interpersonal relationships many women tend to be expert at cultivating can serve them well in the workplace. The skills they have developed might, in fact, make them better leaders.

Leadership perceptions have hindered women's standing in politics as well as the workplace further corroborating the need to broaden understanding. This calls for an inclusive leadership where everyone is given the opportunity to use his or her full potential to achieve organisational goals.



## Unit 2: Leadership Programme Resources for College Leaders

## APPENDIX K: UNDERSTANDING SOME BASIC GENDER TERMINOLOGIES AND DEFINITIONS USED IN T-TEL

### Introduction

T-TEL is working with government and Colleges of Education to develop and support approaches to making colleges more girl-friendly and gender responsive by working at institutional, organisational and individual levels to address organisational gender gaps and challenges including the development of gender and sexual harassment policies and guidelines; recruitment of women into male-dominated subjects like Science and Mathematics; and ensuring that all college leadership, management, recruitment and promotion opportunities are equally open to men and women.

T-TEL's cross-cutting work on gender and social inclusion also involves ensuring college staff deliver training that emphasises the importance of girls' learning and progress in schools and helping especially female student teachers and those from minority groups (people with disability) think about strategies to overcome such barriers.

A compilation of terminologies and definitions commonly used in T-TEL programming are presented below.

**What is Gender?** Refers to the socially constructed relations between men and women. Societies decide which resources men and women can access jointly or separately, the work they can perform, the clothes they wear, and the knowledge they are allowed to acquire, as well as how they acquire and use it. Gender is about relationships that may change over time and place. While sex tends to be fixed, gender is amenable to change over time depending on circumstances. Gender relations between men and women may vary between classes, races and cultures. Institutions may have cultures that determine the executive, administrative and service positions of men and women. Students' specialisations are also being shaped by gender.

**Gender Analysis.** Involves interpreting and understanding the norms and values that shape and inform the behaviours of men and women. Gender analysis is the process of examining why disparities exist between men and women and how they are constructed, sustained and benefit both men and women in given circumstances and situations.

**Gender Audit.** Before embarking on any effort that addresses gender inequality and gender inequity it is important to undertake a gender audit to fully understand the situations of men and women in the Teacher Education Institute (TEI). The gender audit largely focuses on identifying the sex and gender related gaps in such areas as enrolment, retention, achievements, academic and non-academic facilities, staffing and personnel, opportunities for progression, including at academic, and managerial and administrative positions.

**Gender Aware.** Recognises that issues, differences and inequalities exist between women and men. However, awareness may or may not translate into action at the personal level or within the institution such as putting in place policies and structures. A gender aware TEI is not necessarily gender-sensitive.

**Gender-Based Violence.** Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women and girls or to men and boys, including threats of such acts, coercion or arbitrary deprivations of liberty, whether they occur in public or in private life.

**Gender Budget Analysis.** This entails analysis of the institution's policies, work plans and activities to check whether there are allocated resources. Typically, this is followed by planning and implementation policies, activities or work plans to ensure gender equality.

**Gender Responsive Budgeting.** Specific actions, interventions or projects that make budgets gender-responsive by outlining and targeting budget expenditures for gender specific or related activities. When a gender budget initiative is undertaken, its implementation and impact must be monitored and evaluated.

**Gender equality.** This ensures that women and men enjoy the same status and have an equal opportunity to exercise their human rights and realise their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results. It is the equal value attributed by society to both the similarities and the differences between women and men, and the different roles they play. Gender equality can be promoted when resources, opportunities and support are availed to men and women without regard to biological sex.

**Gender Equality in Education.** This ensures that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally. They become empowered and can fulfil their potential so that they may contribute to and benefit from social, cultural, political and economic development equally. Special treatment/action can be taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds.

**Gender Equity.** This refers to a stage or strategy in the process of achieving gender equality. Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures, such as affirmative action, may require a different treatment of women and men in order to ensure an equal outcome.

**Gender Gap.** Findings or results of a gender audit should reveal gender gaps indicating the differences in situations between women and men, as well as provide an assessment of prevailing knowledge, attitudes, practices and behaviours that need to be addressed. A gender gap can be said to exist when men and women's scores differ on attitudes, interests, behaviours, knowledge, perspectives and preferences on such issues as voting and support for specific policies, programmes or changes in society. Gender gaps can be attributed to differences between men and women in terms of perspectives, economic and social preferences, experiences and autonomy. Gender gaps are influenced by race, class, age, marital status and religion, among others factors. When men and women of the same social class and race share the same views and feelings about specific issues then one can conclude that there is no gender gap between them.

**What is Gender mainstreaming?** This refers to the process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways. Gender equality mainstreaming

addresses gender equality concerns in legislation, policies, programmes and activities to ensure that all development initiatives integrate the concerns of both men and women, and that their needs are considered equally and equitably with the aim of attaining gender equality. Gender equality mainstreaming is a strategy or methodology with clear steps, including:

- The collection and analysis of sex-disaggregated data using gender analysis.
- The identification of the obvious, less obvious and least obvious gender equality issues and gender gaps through gender analysis of the sex-disaggregated data and through consultations with both women and men.
- Raising awareness about the issues/gaps through policy dialogue and advocacy.
- Building support for change through alliances/ partnerships.
- Developing strategies, programmes and initiatives to close existing gaps.
- Putting these initiatives into action and backing these actions with adequate resources.
- Developing capacity of staff to plan and implement (which also requires resources).
- Monitoring, evaluating, reporting, distilling lessons learned and communication.
- Holding individuals and institutions accountable for results by securing political will and leadership.

**Gender Neutral.** Gender neutral approaches, programmes and policies do not disrupt existing gender relations and may just sustain and/or reproduce them without any change. They may recognize the presence of gender equality issues but may not desire or aim to change or disrupt existing gender relationships.

**Gender Parity in education (an indicator of the ratio of girls to boys).** Gender parity is reached when there is equal representation and participation of male and female learners in education. It is a useful indicator, but on its own does not measure gender equality. The gender parity index (GPI) of the EFA Global Monitoring Report measures the ratio of a female-to-male value of a given indicator. A value between 0.97–1.03 indicates that gender parity has been reached.

**Gender-Responsive.** This refers to the articulate policies and initiatives addressing the different needs, aspirations, capacities and contributions of women and men. This is the translation of awareness into change in perception and desired actions that ensure equality and equity, which is often achieved through gender mainstreaming. Gender-responsive policies respond to the needs, requests and requirements articulated by men and women for policies that benefit one or both genders.

**Gender Roles.** Assigned by society, examples include: teacher, farmer, driver, doctor, nurse, secretary, mother, father, husband or wife. Gender roles are clusters of socially and culturally defined expectations and activities that men and women undertake in specific situations. Gender roles are learned through socialisation and may be institutionalised through education, political and economic systems, legislation, and culture and traditions. Gender roles vary and are shaped by age, class, race, ethnicity, religion and location of people culturally, socially and politically. When people's circumstances change, as happens when they acquire power and wealth, their gender roles may also change.

Women may be able to exert more power and authority over household members and neighbours as their wealth increases, while men could lose authority and power when their incomes decline within the household. Women are frequently expected to play multiple roles simultaneously as wage labourers, child bearers and carers, domestic workers and managers.

These simultaneous and competing roles often take a toll on women's time, energy and recreational opportunities.

**Gender-sensitive.** Acknowledging that the differences and inequalities between women and men require attention. A gender-sensitive policy incorporates and translates actions into programmes, strategies and activities in order to improve gender relations and reduce gender inequalities.

**Gender-sensitive Indicators.** Refers to a number, opinion or perception that indicates whether or not policies, work plans, activities, resource inputs, budgets, and other services are delivered equitably to men and women in a timely and efficient manner. An indicator can serve as a signal or pointer to the different impacts that policies, work plans, activities, resource inputs, budgets, and other services have on male and female members of the institution.

**Gender-sensitive Monitoring and Evaluation.** The process of collecting, analysing and evaluating the implementation of policies, work plans, activities and budgets, and examining the involvement of men and women, and the different impacts (positive or negative) they may have.

**Gender (-based) Stereotypes.** Generalised traits and qualities attributed to specific ethnic, national, cultural or racial groups that are then expected to exhibit these traits regardless of their individual inclinations and qualities. Gender stereotypes are often mobilized to justify the exploitation, disadvantage and discrimination of specific groups such as women, minorities and people with disabilities. Stereotypes generate prejudice against disadvantaged groups, such as women, who dare go beyond what is expected of them. Women who dare break free of stereotypes are often maligned and stigmatised. Stereotypes exist and may be based on gender, class, age, race, ethnicity and/ or other attributes affecting both men and women.

**Sex.** This refers to the biological difference between men and women, as well as the biological characteristics that define humans as female or male. Thus, a person is male or female regardless of their race, class, age or ethnicity. However, the social meaning attached to a person's biology may differ depending on their ethnicity. Some people may have both male and female biological characteristics because of physiological complications.

**Sex-disaggregated data.** The configuration of data or information such that it is separated out to show how men/boys and women/girls are affected by or impacted on by policies, work plans, activities, resource inputs, budgets and other services.

**Sexual Harassment.** Any form of coercion, bullying, advances and requests for sexual favours that includes unwelcome or inappropriate promises of rewards in exchange for sexual favours and verbal or physical harassment of a sexual nature. Sexual harassment is a criminal offence in many modern jurisdictions. Enforcement however is a major challenge.

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## Unit 2: Leadership Programme Resources for College Leaders

## APPENDIX L:



### Leadership Programme for Colleges of Education Training Workshop

Welcome

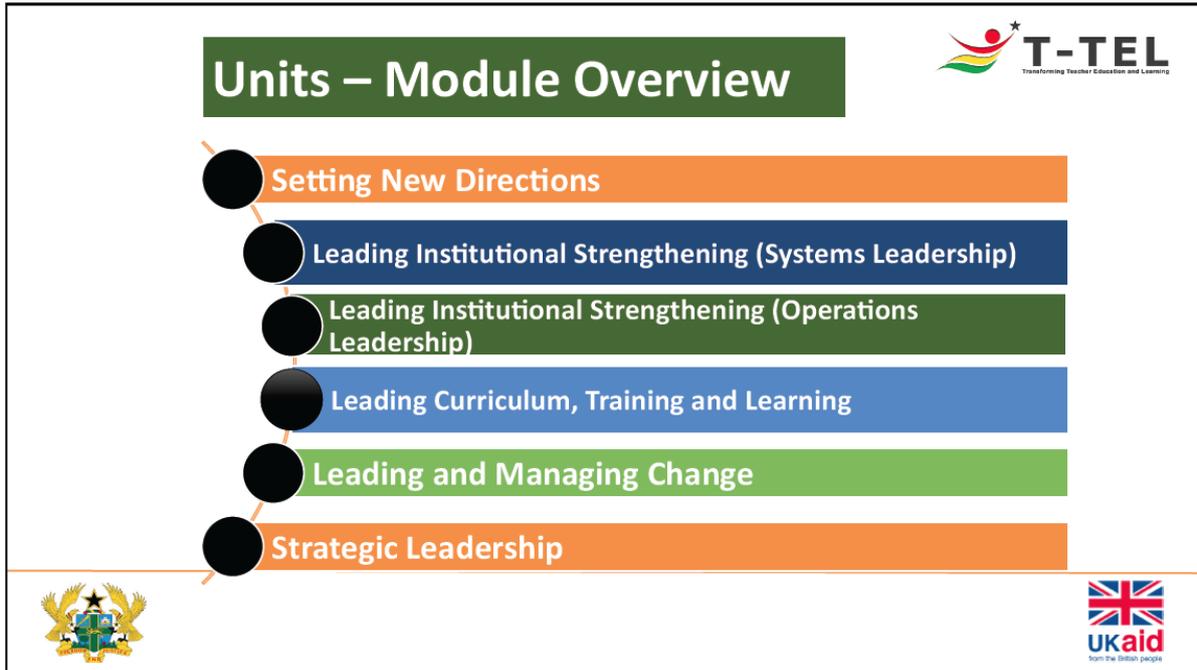


### Housekeeping and ground rules



- Time keeping
- Mobile phones switched off or on silence
- Confidentiality
- Fire safety and meeting points
- Facilities (dining and toilets)



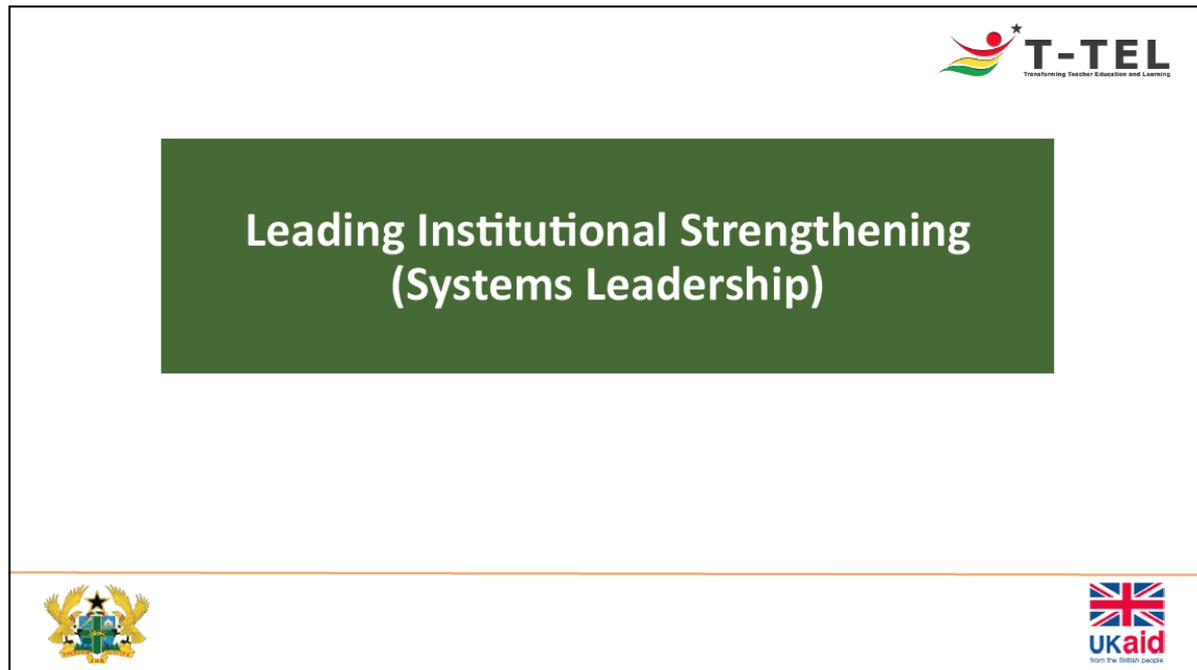


**Units – Module Overview**

- Setting New Directions
- Leading Institutional Strengthening (Systems Leadership)
- Leading Institutional Strengthening (Operations Leadership)
- Leading Curriculum, Training and Learning
- Leading and Managing Change
- Strategic Leadership

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**Leading Institutional Strengthening  
(Systems Leadership)**

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# Introduction

## What is systems leadership?

Systems Leadership in this context refers to the **deliberate steps** that Colleges of Education leadership takes to build a shared vision, establish effective management systems including gender responsiveness and leading college improvement planning.

## What are these deliberate steps?



# Systems Leadership Components



## What do we expect to learn from this unit?



- The unit will equip you to:
- Work with staff, students and stakeholders to revise the vision for their college
  - Develop policies that comply with legal, regulatory, ethical and social requirements
  - Develop a systematic approach to managing a college priority, for example promoting gender equity across all aspects of the college's work
  - Demonstrate understanding of gender responsive management practices
  - Prepare a college budget which is gender responsive (GRB)
  - Assess factors that impact on institutional performance using PESTLE
  - Review and strengthen College Improvement Plans.



## Workshop Outline



### DAY 1

- Building a Shared Vision

### Day 2

- Leading Effective Management Systems

### Day 3

- Gender Responsive Management

### Day 4

- College Improvement Planning





## Building a Share Vision

# Day 1

**The key learning for today is:**

- explain the need to have a shared vision
- develop a shared vision for your college through a collaborate approach
- communicate effectively your vision
- identify key activities for implementation towards the achievement of your vision



# Mission and Vision Statements



## Activity: Difference between Mission and Vision



In your College groups, carefully take a look at your College Mission and Vision Statements in Appendix... on page...

- What are the key features of each statement?
- Can you identify any differences in the two statements?
- List these differences.
- Can you use the key features identified to define a Vision?
- What about a mission?

**Share with the whole group**



## Vision and Mission Statements



- Your College's vision, may be regarded as a 'pictorial' representation of what the college ultimately wants to achieve in terms of **the bigger picture**, is embodied in the **college culture**; the quality of its training and learning, and the quality of its leadership and management
- Your vision statement is what you **hope your college to become**. It may be what you are **already doing** as leader or what you **intend to do in future** in order to enable your college to perform its mandate as a tertiary institution
- The **visions statement** provides the direction and **detects the values** of your college; what you want your college to be known for, that distinguishes your college from others.
- A **mission statement** describes what the College does now or the **purpose** for which the College was established.





## Questions to think about in establishing your Vision and Mission

- What is the main purpose of the College?
- What are the College's values?
- What are the main benefits that the College provides?
- Who are the College's main clients (stakeholders)?
- What are the College's responsibilities for these clients?
- How is the College serving its clients?
- Why does the College exist?
- What does the College do at the moment to achieve its vision?



## Vision Statements, an Example



The Ghana Ministry of Education's vision is 'To provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential in order to be productive, promotion of technology culture at all levels of society to facilitate poverty reduction and to promote socio-economic growth and national development'.





## Mission Statement; an Example

For example, the Ghana Ministry of Education's mission statement is 'To formulate and implement policies that would ensure quality and accessible education to all Ghanaians with requisite skills to achieve human development, good health, poverty reduction, national integration and international recognition'



## Values and Beliefs

Values are also beliefs, however, with values; we associate some rightness or wrongness to them. For example, 'I believe that the sun will rise tomorrow' is simply a belief. There is no rightness or wrongness about it. But a statement like 'I believe in honesty' is a value since we can associate some rightness or wrongness to it.





## Examples of Values

- Commitment to quality
- Respect for teacher trainees
- Commitment to College improvement
- Honesty and Integrity
- Commitment to safety and security
- Accountability



## Activity: College Values

- In mixed College groups and using the Case Study description of Hebam College and playing the role of Mr Mensah:
- As a new principal what values would you want to develop in Hebam College to help improve its performance?
- Discuss your strategy to introduce these values given the resistance to change exhibited by many members of staff.
- What does your college value? What are the implications of this discussion for your own colleges?





## Why Vision



## Statements for Reflection

- *All successful persons are dreamers. They imagine what their future could be, and then work every day toward their distant vision – Brian Tracy*
- *Where there is no vision, the people perish - Proverbs 29:18 (KJV)*
- *The soul never thinks without a picture - Aristotle*
- *If you don't know where you are going, you probably aren't going to get there - Yogi Berra*
- *To the person who does not know where he wants to go there is no favorable wind - Seneca*



## Vision – Some reminders



- A vision is a specific future destination
- A vision expresses the preferred future
- A vision addresses what I wish to accomplish
- A vision provides parameters for long-term action

*Typically, a vision is specific enough to provide real guidance to people, yet vague enough to encourage initiative and to remain relevant under a variety of conditions - Kotter*



## Why Vision?



- It describes where the College is headed and the anticipated results.
  - It describes the niche that is served.
  - It guides the implementation of the College programmes.
  - It clarifies expectations of the College community.
- Can you add some more?





## Activity: Hebam College Case Study

In mixed college groups of 4 members per group;

- Read the case study on page... of the handbook.
- Discuss the issues that face Hebam College
- Carry out the other activities including the role play.

**Share with the whole group**



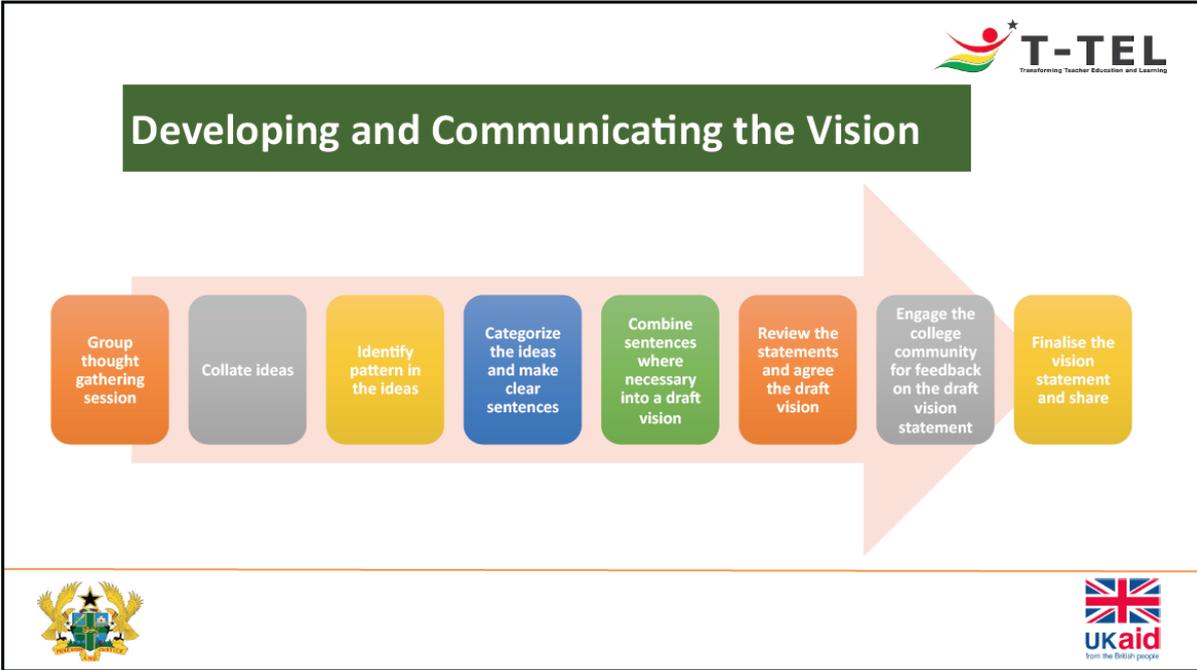
## Activity: Developing Your College's Vision and Mission Statement

**Work in pairs from the same College.**

**Discuss and decide how you would respond to each of these statements:**

- A College should teach...
- A good College is one that...
- A successful student is able to...
- An effective classroom is one in which...
- A good College head is one who...
- An effective College staff is one that...
- A quality instructional programme includes...





## The Power of a shared Vision

- Watch Spartacus Video
- What is the story about?
- What lessons can we draw from it?

*A shared vision is not an idea. It is not even an important idea such as freedom. It is, rather, a force in people’s hearts, a force of impressive power. It may be inspired by an idea, but once it goes further – if it is compelling enough to acquire the support of more than one person – then it is no longer an abstraction. It is palpable. People begin to see it as if it exists. Few, if any, forces in human affairs are as powerful as a shared vision – Senge, 2006*

## Activity: Communicating your College Vision and Mission



In your College group:

- Can you think of ways of effectively communicating your vision and mission?
- List the ways you have identified.
- Present and discuss these in plenary



## From Vision to Action



**Vision without action is a dream. Action without vision is simply passing the time. Action with Vision is making a positive difference - Joel Barker**

- Revisit your College Improvement Plans
- Do they align with the College vision?
- Are there areas that need revision?
- What practical steps are you going to put in place to ensure that you achieve your vision?





## Vision and Improvement Planning

Individually prioritise **FIVE** important things you need to do to make your vision a reality. Make these **VERY PRACTICAL**

Expectations	How have we been doing in reality	What are the challenges or issues	Practical Action



## Leading Effective Management Systems

# Day 2



### The key learning for today is:

- recapping of day 1 activities to identify learning that has taken place
- identify the role of policies in enhancing effective management systems in Colleges of Education
- examining the rationale for set of management policies that colleges are to formulate
- how to use the policy formulation cycle and templates to formulate policies





## Leading Effective Systems Management



## Introduction

### Understanding Policy:

- Policy development is a core function of systems leadership of the Colleges of Education and an integral part of institutional strengthening.
- To ensure successful educational provision and delivery, the education sector, like other organisations, has systems - a set of ideas and principles which guide the conduct of their operations.
- Institutional policies shape the systems and define working relationships and work outcomes.





## Activity: What is Policy?

### Paired Discussion: Usage of the term Policy

- Individually list 5 instances and/or contexts in which the word policy is used?
- Write down these examples.
- Pair up and discuss these examples, noting the meaning of policy and consider the preciseness or vagueness in its usage.



## Policy and Policy Perspective

This Unit looks at policy from three different perspectives. These perspectives are:

- The problem-solving conception of policy
- The process conception of policy
- Eclectic perspective (which is a combination of the first two perspectives).





## Traditional Problem-Solving Conception

### Sees Policy as:

- a set of principles or rules guiding decisions to achieve set objectives
- a guiding document indicating policy decisions reached by policy makers
- policy implementers or actors follow in solving a problem
- a purposive course of action adopted for dealing with a problem or issues of concern by a person, a group of persons, or government institution(s)



## Activity: Benefits of Policy

### Why Are College Policies Required?

In your mixed College groups decide:

- Why policies are needed for your Colleges?
- What benefits your Colleges will gain from having good policies in place?
- Do you agree with the statement that, “It is more important to have few policies which are clear and are implemented or many policies which cover every eventuality but are often not implemented”?





## Benefits of Policy to Colleges of Education

- Serve as good evidence of proactive or forward-thinking management.
- Provide guide for effective decision-making.
- Create confidence and reduce bias in decision-making.
- Increase efficiency and effectiveness in operations.
- Provide instruction on how to undertake tasks.



## Benefits of policies to Colleges of Education

- Provide general and specific guidance towards implementing strategies
- Provide mechanisms to control the behaviour of staff and students
- Protect staff and students from acting in a manner that might endanger their own safety and that of others,
- Help to build and strengthen institutional culture within the College,





## Types of policies and their Classifications

This Unit classified policies:

- based on the purposes to which they are put
- in terms of education provision and delivery.



## Classification of Policy by Purpose

There 3 types as:

- Distributive policies
- Redistributive policies
- Regulatory policies





## Classification of Policy by Purpose

**Distributive policies:** deal with allocation of resources “across board” to benefit the entire group or community.

**Redistributive policies:** make deliberate efforts to shift allocation of resources among broad classes or groups of the population where there seem to be some groups or individuals disadvantaged by circumstances.

**Regulatory policies:** set standards of behaviour and direct actions in a given situation and attempt to impose some restriction or limitation on the behaviour or activities of individuals or groups.



## Classification of Policy by Education Provision

There are 4 types as:

- Curricular policies
- Methodological policies
- Distributive policies
- Resource-allocation policies





## Classification of Policy by Education Provision

There are 4 types as:

- **Curricular policies:** guide the selection of content or curriculum of instruction and deal useful and desirable skills, values and knowledge.
- **Methodological policies:** set guidelines for providing the selected contents of the curriculum and related pedagogies.
- **Distributive policies:** determine the potential recipients of any educative effort
- **Resource-allocation policies:** deal with effective allocation of resources to educational institutions for effective education provision and delivery



## Activity: Identifying Policies

**Identifying Policies for Hebam College**

**Get into your mixed College groups of 4 members.**

**Using the Case Study and the Vision and Values you developed for the college:**

- Identify the policies that you believe Hebam College needs to put in place to (i) prepare for tertiary status; (ii) become more efficient and effective.
- With each policy determine what sort of policy it is (using the typology in the text above).
- Take the two policies that you believe are the most urgent and outline what should be in these policies.
- Discuss your answers in plenary with the other groups.





## Policy Formulation Process

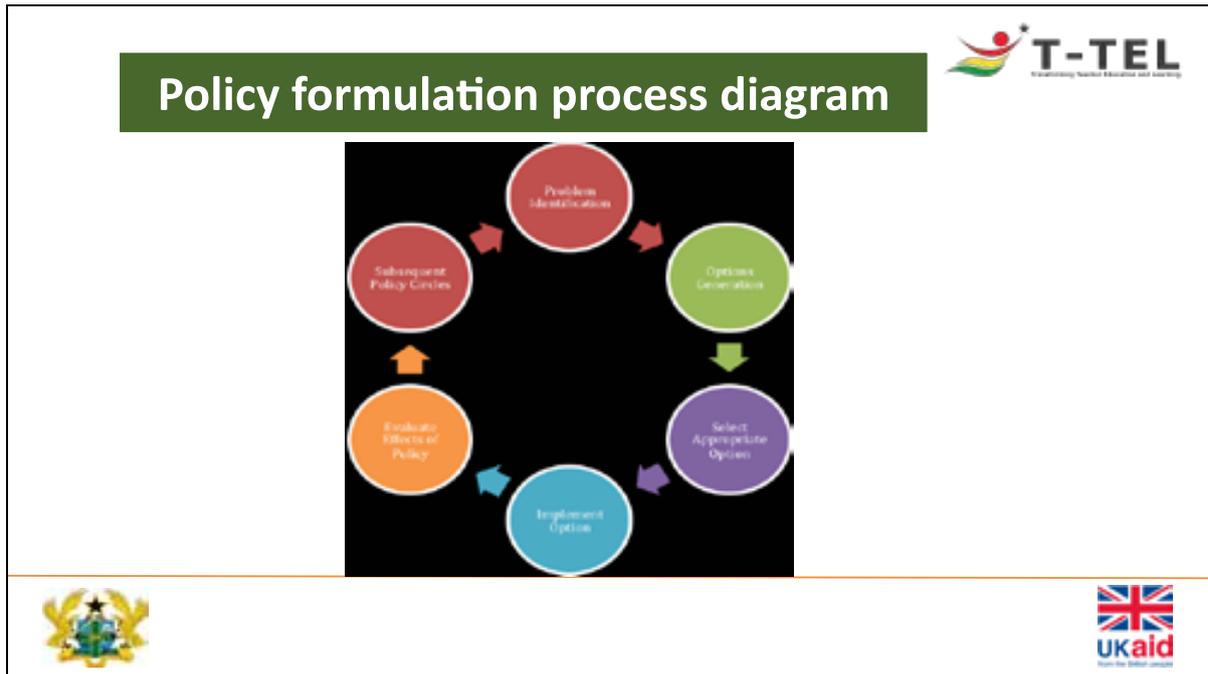
- Steps an organisation, agency or institution follows in dealing with perceived issues of concern.
- Two main types, as far as education is concerned.
  1. the simple or rational model and
  2. the complex or irrational models of policy formulation.



## Simple/Rational Model

- Under this, policy formulation moves logically through a series of clearly marked stages:
  1. the problem identification,
  2. policy option generation,
  3. selection of appropriate policy option,
  4. implementing the selected policy option,
  5. evaluating the effects of the policy change, and
  6. the subsequent policy cycle).





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## Features of a good policy

**A good policy need to have the following features:**

- reflects objectives organisation.
- be linked to organisational direction.
- aim at addressing issues necessitating its development.
- be flexible enough to allowing changes and modification
- be written in clear and simple language
- expectations and outcomes are stated in clear and measurable terms
- due process observed in development
- be distinct from rules and procedures
- be enforceable
- clear accountability regimes established



 UKaid  
From the British people

## Activity: Policy Development Challenges



### Challenges and constraints to policy development.

#### In your CoE group:

- List as many challenges and constraints to the development of policy in your CoE as you can.
- List all the challenges and constraints related to the implementation of policy in your CoE.
- Pair with another CoE group and compare your lists. If they are not the same try and work out why there are differences.
- Now read the list of constraints below and see if there are any you missed.



## Challenges of developing and implementing educational policies



The following are few of these challenges:

- Limited understanding of policy actors about the dynamism of policy processes.
- Apparent dissonance between the assumptions and perceptions of change agents and people on whom change initiatives impact.
- Lack of involvement of stakeholders in the processes of policy- making and implementation.
- Difficulties associated with stakeholder consultations.
- Difficulty of building stakeholder consensus, commitment and support
- Resistance to change.





## Activity: Becoming a Tertiary Institution

### In your CoE group:

- What new policies will you need to develop for your College to become an effective tertiary institution?
- What existing policies will you need to change to become an effective tertiary institution?
- Are there any policies that the College has that could be torn up or consolidated with another policy?



## Developing College policies and procedures

### The section focuses on:

- policy areas
- policy rationales
- structure of policy documents
- general approach to developing policies and procedures for your College.





## Policy Areas

### Areas in which College may develop policies include:

- Gender and Inclusion
- Financial Management
- Health and Safety
- Teaching and Learning
- Assessment
- Quality Assurance
- Admissions



## Policy Areas

### Other areas for policy formulation may include:

- Appointments and Promotions
- Staff Training and Development
- Staff and Students Discipline
- Conflict Management
- Sexual Harassment
- Acceptable use – ICT and Library
- Research
- Estate Development





## Activity: Policy Areas and their Rationales

1. In your College groups, identify five policy areas (from the list of fifteen areas identified above, and excluding examples given above) in which you may want to develop policies.
2. Write and discuss the rationales for the policy areas you have chosen.
3. Present your work to the entire group



## Examples of rationales for 3 policy areas

- **Gender Policy: Rationale**  
To ensure equal opportunities, inclusiveness, and equitable distribution of resources.
- **Admission Policy: Rationale**  
To set the entry requirements to ensure that the right calibre of students are admitted into the Colleges. It also ensures equal opportunity for both males and females.
- **Conflict Management Policy: Rationale**  
To create a conducive environment that supports the smooth running of the Colleges, including the climate for teaching and learning.



**Gender Responsive Management**

Day 3



**The key learning for today is:**

- recapping of day 2 activities to identify learning that has taken place
- use the gender scorecard to identify and promote gender equity across all aspect of the college
- demonstrate understanding of gender responsive management practices
- prepare a college gender responsive budget




**Structure of a Policy Document**



Ideally, a policy document should have sections for the following elements:

1. Heading of the policy
2. Purpose of the policy
3. Scope and application
4. Policy statement
5. Supporting procedures
6. Responsibility for implementation
13. Responsibility for Monitoring, Implementation and Compliance
15. Status




## Structure of a Policy Document Cont..



9. Key stakeholders
10. Approval body
11. Initiating body
12. Definition of terms
13. Related legislation
14. Related policy and other documents
15. Effective date
16. Review Date



## Structure of a Policy Document Cont..



17. Keywords:
18. Owner/Sponsor:
19. Author
20. Further information





## General Approach to CoE Policy Formulation

- Policy formulation has been seen as a dynamic process.
- Hence, a number of important principles need to be borne in mind during policy development.
- As College Leaders, you are to ensure the following:
  - Involve all stakeholders in the development of College policies.
  - Be receptive to varied ideas from all stakeholders



## General Approach to CoE Policy Formulation

- State college policy objectives to reflect the vision and mission of the College.
- Document college policies in simple and straightforward language.
- Organise periodic meetings to discuss and find solutions to policy issues and problems identified.
- Establish key controls for managing policies against timelines and quality standards
- Design accountability systems to provide feedback to stakeholders regarding success of policy initiatives embarked upon.





## Activity: Case Study of Sexual Harassment?

### In your College group:

1. Do you think that this a case of sexual harassment?
2. Does the College have responsibility and/or liability in relation to this case?
3. What should the Supervisor do now?
4. Suppose this had happened in your College, design a policy to address the situation.



## Gender Responsive Management





## Introduction

- Create an environment that reflects understanding of the realities of women's lives as compared to men and
- Create situations that promote gender equity especially removing all forms of discrimination against women and the marginalised



## Why Gender Responsive Management

- Male dominance over the creation of knowledge
- Gap between female and male in education
- Perpetuation of systems of male dominance in tertiary education
- Depiction of few women in pictures and examples





## Activity: Gender Responsive Management

**Respond to the following about your college:**

- How many women and men are there in the following positions: academic board chair, heads of departments and prefects?
- Is the College Principal a man or a woman?
- Is the head prefect a woman or a man?
- How many male students and how many female students are in your college?
- How many female teachers and how many male teachers?

**Discuss the gender equality implications of this situation.**



## Towards Gender Equality Goal and Vision

- UN framework for gender equality (SDGs)
- GOAL 4.3: ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education including university by 2030
- GOAL 4.5: eliminate gender disparities in education and ensure equal access to all levels of education
- GOAL 5.5: ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making..."





## Gender Equality

Gender equality is an issue of concern because of:

- Differences between the roles of women and men
- Systemic inequality between women and men in every society
- Inequalities limit the progress of society



## Activity: Gender Equality

**Individually and then in your pairs.**

**Refer to the occupation list in Appendix B, individually work out the following:**

- How many jobs on the list are for women?
- How many jobs on the list are for men?
- How many jobs on the list are for both?
- Give reasons for your attribution of the jobs
- Now in your pair see if your partner agrees with your list. Why do you think you agree/do not agree?
- Discuss your conclusion in plenary





## Gender Sensitive Leadership

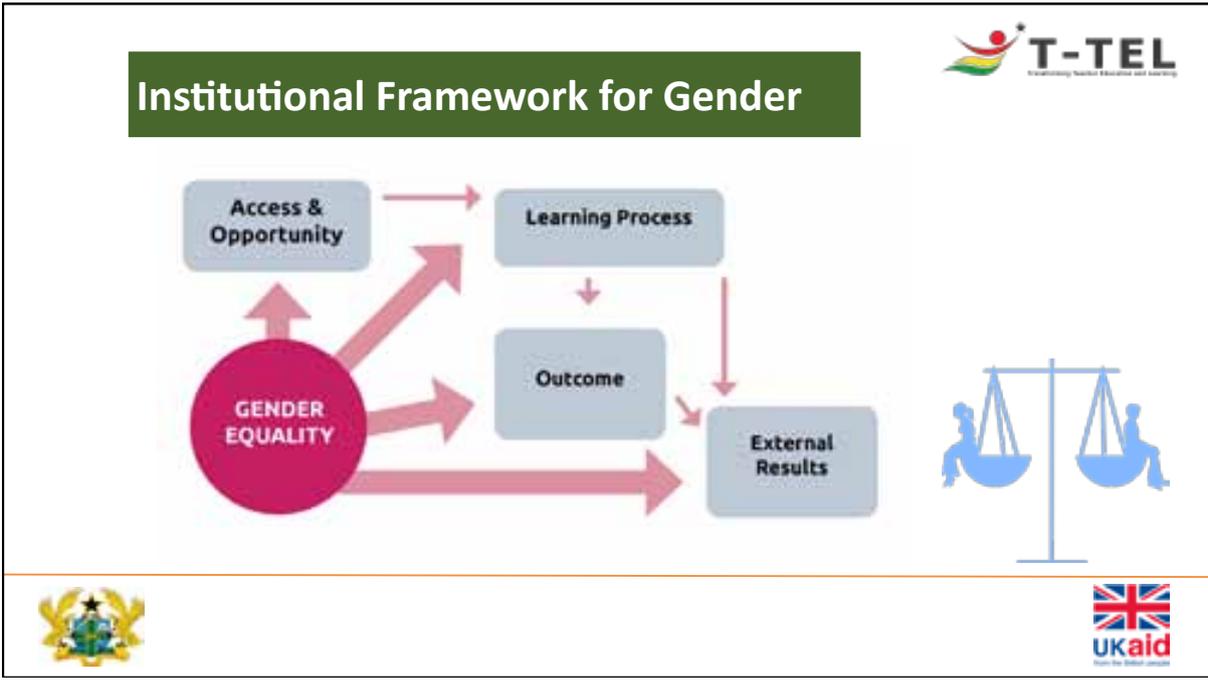
- Develop gender sensitive vision, objectives and tasks
- Organising work and work schedules that suits both women and men in the college
- Co-ordinating and motivating staff and teacher trainees, especially women to accept leadership responsibilities
- Guiding the college in monitoring, control and taking remedial action
- Evaluate performance and give impartial feedback



## Gender Responsive College

- Clear policy that recognizes the need for incorporating gender concerns in all the institutional policies, guidelines and procedures
- Gender and inclusion considered in all aspects of the college operations
- Gender awareness and an institutional culture that is gender responsive
- Practicing gender responsive budgeting (GRB)





## Activity: Hembra College Scenario

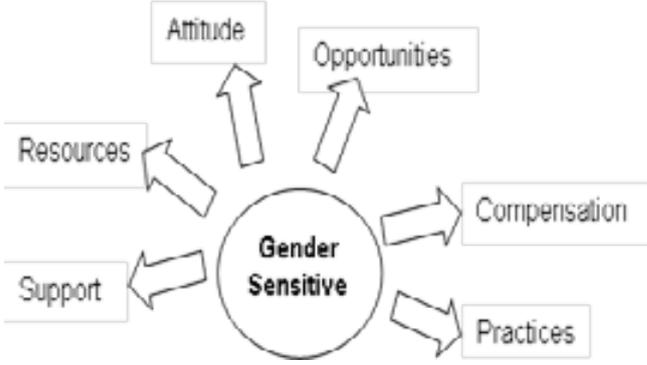
- In your 4 member mixed College groups discuss:
- Do you believe that the women are justified in their position?
- Are the male tutors justified in their argument that the female tutors are not pulling their weight?
- How would you resolve this issue if you were Mr Mensah? What process would you put in place? What outcome would you seek?
- Is this a gender issue?
- Role Play (15 mins):





## Lessons Learnt



```

graph TD
    GS((Gender Sensitive)) --> A[Attitude]
    GS --> O[Opportunities]
    GS --> C[Compensation]
    GS --> P[Practices]
    GS --> S[Support]
    GS --> R[Resources]
  
```






## Activity: Gender Equality Practice

- Individually, think of any one formal law, regulation or procedure in your college that compensate and or provide opportunities for women in college activities
- Pair and discuss with your partner about how:
  - It compensates women
  - It provides opportunities for women
- Share your response with the larger group.






## Gender Policy

Should focus on:

- An inclusive approach to foster equality
- Addressing the unique challenges of staff and students from disadvantaged environments
- Closing key gender gaps and empowering women
- Shared Agency responsibility
- Harnessing science, technology, and innovation to reduce gender gaps and empower women



## Gender analysis scorecard

- Gender awareness + sensitisation amongst all members of the CoE
- Gender responsive classroom practice
- Gender responsive practices in classrooms and college
- Classroom strategies to challenge traditional gender roles and norms
- Ensure equal access to CoE resources for all students
- Ensure that teaching practicals are gender-responsive
- Gender responsive staff procedures





## Gender analysis scorecard cont...

- Sexual harassment policy developed and implemented
- Develop or amend CoE policies to address gender issues
- Gender analysis of CoE data
- Gender planning
- Gender budgeting



## Sexual Harassment Policy

- Hostile environment
- Quid Pro Quo (transactional) harassment
- Retaliation harassment



## Gender Responsive Budgeting



- Use gender responsive budgeting methods
- Commit to gender equality and women’s rights in procuring supplies and other resources
- Monitor the distribution of supplies to help ensure that they reach women and men equally



## Gender Responsive Budgeting





**Improvement Planning**

**Day 4**

**The key learning for today is:**

- recapping of day 3 activities to identify learning that has taken place
- examining the Improvement Plans and make changes to reflect new learning
- use policy exemplar policy to help formulate a draft improvement planning policy, gender responsive management policy and quality assurance policy.
- reflection on the unit



**Revisiting you College Improvement Plan**



## Introduction



College Self-assessment and Improvement Planning respectively is a participative process of college institutional diagnosis and strengthening. Your college's vision, mission and values inform your self-assessment and drive your improvement

The first action for you the college leader in strengthening your institution is to ensure that the vision, the mission and values for your college are closely aligned as the basis for your self-assessment and SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis (using PESTEL – Political, Economic, Social, Technological, Environmental and Legal framework) and improvement planning through a collaborative approach.



## Quality Indicators for College Improvement Planning



- Leadership and Management
- Quality of Training and Learning
- Assessment
- Student Engagement
- Monitoring and Evaluation
- College Environment and Infrastructure
- Partnership and Cooperation





## Vision, Mission and Improvement Planning

- Re-visitation of your college's improvement plan, starts with revisiting the vision, the mission and values of your colleges.
- <https://www.youtube.com/watch?v=f4k2OT9EFxs>
- What lessons have you learnt from this video?
- What role does your college's vision play in shaping the improvement plan of your college?



## The Improvement Planning Circle





## Key Question when revising your revising CIP

- Where are we now?
- Where do we want to be?, and
- How are we going to get there?

**In answering these questions require that you the college leader revisit the vision, mission and values of your college and ensure that they are aligned and clearly articulated.**



## Check list when revisiting your CIP

It requires that you review your existing plan to ensure that your objectives and priorities statements are of high level and clearly aligned with:

- the success indicators;
- the key improvement targets;
- the key activities for implementation; and
- the progress monitoring time frame





## Activity: Revisiting your College Improvement Plan

Based on what you have learnt in this unit, in your college groups, review your college improvement plan to incorporate ensure it is robust enough and captures key improvement priorities of college. Check to ensures that it is in line with your vision, missions and values.



## Reflection on the Unit

**As a result of the learning that has taken place in this unit, it is time to reflect and take stock.**

- Being a reflective practitioner is a good practice in capacity building and improvement practice that every college leader should embrace.
- Professional reflection is an important characteristic of professional learning.
- Reflection enables you to look back on what you have learnt in this unit, consider where you are now and identify actions for the future.
- Asking the right questions of what has been learnt and how this knowledge will be used to make difference to your current practice; bring about improvement and strengthen key systems in your college is essential.

**Use the table on page... of your handbook to support you in your reflection on the next steps.**





