

EQUIP- Equal Opportunities in Higher Education Partnership for  
Institutional Change with University of Cape Coast and Kenyatta University

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# MANUAL FOR

## GENDER EQUALITY OFFICERS' PROFESSIONALISATION (GEOP)

### CONCEPTION AND COORDINATION

Centre for Gender Research, Advocacy and Documentation (CEGRAD), University of Cape Coast and  
Team Zentrale Frauenbeauftragte (Chief Gender Equality Office), Freie Universität Berlin



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# INTRODUCTION

## WHY IS IT NECESSARY TO LEARN ABOUT GENDER?

Studying gender provides a unique and stimulating intellectual challenge. Understanding gender is also important to our rights as human beings and in ensuring social justice for different groups and people. For example, why should a young lady be married off as a child and denied formal education. Even so, why should a young girl be given as a 'trokosi' for the sins of male adults in her clan or family? These and many more conscientise us on some of the injustices some members of the society experience just because of their biological sex or the construction of gender in that society. More importantly, studying gender can be your first big step in enacting real changes that can improve the lives of countless people all over the world.

Gender studies is about so much more than women's rights. One reason why most people refuse to participate in discussions on gender studies is because they understand gender as something that concerns women only. Therefore the first step is to clarify that gender studies involves the study of both men and women and even other minorities in the society. Gender, as has been discussed earlier, is about a certain performance of identity, and gendered roles and norms are intrinsically woven into and practiced in our daily lives. Society has fixed standards and rules to validate both masculine and feminine identities. We are expected to perform these individual roles and reproduce the very conditions that perpetuate it. Starting with the clothes we wear, the spaces we occupy, the jobs we do, and the languages we speak, everything is gendered. This encoding of our daily life and habits directly impacts our sociocultural and economic status in society. Gender studies, therefore, is a study of production, reproduction, and resistance to norms that produce inequality between men and women. Only after this definition of gender studies is established can proper dialogue be possible.

## DIVERSITY OF THE POSITION OF GENDER EQUALITY ACTORS

The field of activity of gender equality actors is multifaceted. The monitoring of personnel processes (from student assistants to professorships); advising on gender equality issues, conflict situations and financing options; participation in committees and commissions; support for conceptual and structural processes (e.g. target agreements, performance-based allocation of funds, accreditation, Excellence Initiative) and the development of own projects components of their activities.

## **GEOP – A MODULARIZED CERTIFICATE PROGRAMME**

The structured qualification programme considers the diversity of the positions of gender equality actors. The Gender Equality Officer's Professionalisation (GEOP) programme is designed by Centre for Gender Research, Advocacy and Documentation at University of Cape Coast (CEGRAD) in collaboration with Zentrale Frauenbeauftragte Freie Universität Berlin with sponsorship from DAAD-DIES. The content of the manual is subject to modification based on ongoing evaluation from trainings. The modules for the programme are made up of a total of eight training events. Their spectrum ranges from technical and content related topics to the training of communicative, mediative and conflict resolution skills. Further information and materials on a learning platform complement the face-to-face events. A certificate of completion will be awarded at the end of the course.

## **GOALS OF THE PROGRAMME**

The programme serves as the qualification and professionalisation of gender equality actors and provides them with the necessary skills and knowledge for successful gender equality work.

## **TARGET GROUP**

The workshop is addressed to all gender equality actors and to all those who are interested in gender equality work in general and in a university context. Scientific and administrative staff as well as students can participate in the workshop, who want to integrate the gender aspect in their everyday university life. Members of all boards and committees are able to participate.

## **PROGRAMME STRUCTURE AND CONTENTS**

There are eight modules to be covered in this programme. These are

- ▶ MODULE I: THE ROLE OF THE GENDER EQUALITY OFFICER
- ▶ MODULE II: BASIC CONCEPTS IN GENDER EQUALITY AND WORK
- ▶ MODULE III: THE HISTORY OF ORGANIZING TOWARDS GENDER EQUALITY IN GHANA
- ▶ MODULE IV: PATRIARCHY AND WORKPLACE CULTURE
- ▶ MODULE V: HARASSMENT IN THE WORKPLACE
- ▶ MODULE VI: STRUCTURE AND MANAGEMENT
- ▶ MODULE VII: LEGAL STRUCTURES GUIDING THE UNIVERSITY OF CAPE COAST AND PERSONNEL
- ▶ MODULE VIII: COMMUNICATION AND COUNSELLING - OCCURRENCE AND STATUS BEHAVIOUR

MODULE 1

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# **THE ROLE OF GENDER EQUALITY OFFICERS**

*Authors: Anna Helfer, Angelina Uhl & Chief Gender Equality Office, Freie Universität Berlin*

## **INTRODUCTION**

The goal of this module is to give the participants a clear understanding of the roles and functions of Gender Equality Officers. It is to offer them a framework within which to operate as well as regulations about tenure and terms of engagement. It will provide information on the importance of working with other equality actors as contact points in the University.

## **CONTENT**

### **Goals and Focal Points of the University's Gender Equality Provision**

There are many different understandings of gender equality. Equality can be both closely related to the goal of increasing the proportion of women where there is underrepresentation. For example, this can be in the very beginning of studies (especially in the disciplines of mathematics, computer science, natural sciences, and technology), in professorships (in the humanities, among others), or in university leadership positions (e.g., in technology and university administration).

It should be noted that equality is not limited to purely quantitative aspects. Rather, equality can and should also include the reduction of social inequalities. With a focus on anti-discrimination and active protection against discrimination, equality thus includes the reduction of indirect and direct discrimination as well as the enabling and recognition of diverse conceptions of life. This means taking gender equality as a basis for a comprehensive understanding of equality in the sense of substantive and not just formal equality of opportunity.

While granting equal access to societal resources for women and men is an important starting point our interest is in altering institutionalised discriminatory practices. Thus, equality also involves critiquing and dismantling existing relationships of dominance and disadvantage in higher education, deconstructing dualistic conceptions of gender, and striving for structural and social change. In concrete terms, this means, for example: Equality is not achieved when 50% of professorships are occupied by women - the decisive questions are: which women make it to the top, under what conditions do they make it to the top and under what conditions do they then work and whether they are exposed to a hierarchical androcentric university culture. Also, to what extent they can reconcile their private lives with their work, whether sexualized violence is tolerated.

For the conception of concrete gender equality measures, the authors of the Handbook on University Equity Policy (Blome et al. 2005) suggest, to undertake a gender analysis that is, identifying the problems and interrelationships to find out where the reasons for the underrepresentation of women in a certain area lie and to what extent stereotypes and gender biases lead to disadvantages. If the aim is to support women individually and to create a working culture of encouragement, measures can be taken, for example, to encourage young females to recognize their qualifications and achievements themselves and to use them to pursue appropriate careers. At the same time, young females must be supported to develop their potential in a fair environment. Managers must be prepared to assume responsibility for equality in the design of their tasks at the university.

**Key areas of action for gender equality work are:**

1. *Awareness-raising measures*
2. *Family friendly workplace support systems*
3. *Gender friendly admission, recruitment and progression practices*
4. *Continuous monitoring and evaluation of equality officers*
5. *Constant upgrading of equality officers*
6. *Structural change in gendered institutional culture*

### **Specific Tasks for Gender Equality Officers (GEOs)**

The GEOs advice and support the university in the implementation of gender equal opportunities. This is to be understood as a cross-sectional task and encompasses various areas, including:

- ▶ *Development of gender equality strategies and instruments*
- ▶ *Advising the university management and the heads of the departments on gender equality issues in personnel and organizational development strategies*
- ▶ *Participation in university committees and commissions, in evaluations, inspections and target agreement processes*
- ▶ *Advising and receiving gendered complaints from members and staff of the university*

### **Structures of De/centralized Gender Equality Work**

The work of the GEOs will be anchored within the mandate of the Centre for Gender Research, Advocacy and Documentation (CEGRAD) where they will be supported. CEGRAD serves as a central point of support for all GEOs in the discharge of their responsibilities.

All GEOs will be appointed for the individual colleges initially and later for all faculties and schools. The rights and duties of GEOs will be derived from the legally stipulated mandate of CEGRAD in the committees and collegial bodies of the faculty.

In summary, it can be stated that equality policy should contribute to making different experiences of exclusion and disadvantage as well as privilege structures visible in order to achieve actual equality. This also means admitting possibly painful or unpleasant realization about one's own exclusions and taboos. It means addressing power relations among women and among men, questioning the dual, heteronormative gender order itself as a hurtful and exclusionary and developing sensitivity and openness to diversity without stereotypically reproducing differences. It is important to remember the need for multidimensional approaches for targeting gender inequalities.

## FURTHER READINGS

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MODULE 2

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# **BASIC CONCEPTS IN GENDER**

Authors: Dr. Georgina Yaa Oduro & Dr. Theresah Addai-Mununkum

## INTRODUCTION

This module introduces participants to basic concepts in gender, differences between gender and sex, the social construction of gender, power and power inequalities and associated interventions for promoting gender equality at the workplace. This module in addition seeks to introduce participants to how these concepts are important foundational tools for building on gender equality. The mode of delivery is interactive and activity-based. It takes into consideration the varied previous knowledge entry levels of trainees in the domain of gender. While some may have basic or no knowledge in gender studies, others may be at the intermediary or advanced levels. By the end of going through the module, trainees should be able to:

1. *Explain basic concepts in gender.*
2. *Explain how gender is constructed.*
3. *Outline institutional structures through which prevailing gender order is perpetuated.*
4. *Suggest appropriate interventions that are used to address unequal gender relations in institutions of higher education.*

## CONTENT

### Basic Gender Concepts

There are so many concepts in the subject area of Gender Studies. But as beginners, we hope to familiarise ourselves with some basic concepts.

**Sex** refers to the different biological and physiological characteristics of females, males and intersex persons. Physical characteristics that differentiate sex include chromosomes, hormones and reproductive organs.

**Gender** refers to the characteristics of women, men, girls and boys that are socially constructed. It is a socio-cultural phenomenon that includes the norms, behaviours and roles associated with being a woman, man, girl or boy. It determines how humans interact with each other. As a social construct, gender varies from society to society and changes over time.

## The Differences between Sex and Gender

Sex	Gender
We are born with our sex	Gender, unlike sex is socio-culturally determined
It is attained right at conception	It is acquired through socialisation [what roles or work a man and a woman are to do] through socialisation
Sex is universal [the same all over the world] -you are born either male, female or intersex.	It differs from society to society and sometimes from home to home
It is difficult to change one's sex (we would have said, could not be changed earlier, but we now say it is difficult to change, WHY?)	It can easily be changed
It shows the biological role everyone plays in society- eg. Women get pregnant, men produce sperms	It shows the society's expectation of males and females- women should cook, clean etc.
Any more examples?	Determines our social roles

**Gender identity** refers to a person's deeply felt, internal and individual acceptance of their gender, which may or may not correspond to their physiology designated sex at birth. Even though the socially ascribed gender identity is conceived in binary forms (girl/woman, boy/man), experiences show that it exists in multiple forms and expressed fluidly along a continuum. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society.

*The following are some gender identities and their definitions:*

Gender Identities	Definitions
Agender	A person who is agender does not identify with any particular gender, or they may have no gender at all. Other terms for this may include: neutral gender, null-gender.
Androgyne	A person who identifies as androgyne has a gender that is either both masculine and feminine or between masculine and feminine.
Bigender	A person who identifies as bigender has two genders. People who are bigender often display cultural masculine and feminine roles.
Butch	Women, especially lesbians, tend to use this term to describe the way they express masculinity, or what society defines as masculinity. However, the LGBTQ community states that "butch" can also be a gender identity in itself.
Cisgender	A cisgender person identifies with the sex that they were assigned at birth. For example, a cisgender woman is someone who still identifies with the sex – female, in this case – a doctor assigned them at birth.

Gender expansive	Gender expansive is defined as an “umbrella term used for individuals who broaden their own culture’s commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms.” Those who are gender expansive include people who are transgender and people whose gender broadens the surrounding society’s notion of what gender is.
Genderfluid	A person who identifies as genderfluid has a gender identity and presentation that shifts between, or shifts outside of, society’s expectations of gender. This relates to the concept of Gender performativity where a person performs the gender expected of him/her at a particular point in time. This term was first used by the feminist philosopher Judith Butler in her 1990 book Gender Trouble. She argues that being born male or female does not determine behaviour. Instead, people learn to behave in particular ways to fit into society. The idea of gender is an act, or performance. This act is the way a person walks, talks, dresses, and behaves. She calls this acting „gender performativity.” What society regards as a person’s gender is just a performance made to please social expectations and not a true expression of the person’s, gender identity’.
Gender outlaw	A person who identifies as a gender outlaw refuses to allow society’s definition of “male” or “female” to define them.
Masculine of center	A person who uses this term is usually a lesbian or a trans person who leans more toward masculine performances and experiences of gender
Nonbinary	A person who identifies as nonbinary does not experience gender within the gender binary. People who are nonbinary may also experience overlap with different gender expressions, such as being gender non-conforming.
Omnigender	A person who identifies as omnigender experiences and possesses all genders.
Polygender and pangender	People who identify as polygender or pangender experience and display parts of multiple genders.
Transgender	This is an umbrella term that encompasses all people who experience and identify with a different gender than that which their assigned sex at birth would suggest. Although most people think of trans men and trans women when hearing the word transgender, this term also encompasses people who identify as a gender other than man or woman, including nonbinary and genderfluid.
Trans	Trans is a more inclusive term that covers those who identify as non-binary and those who are genderless.
Genderqueer	A person who identifies as genderqueer has a gender identity or expression that is not the same as society’s expectations for their assigned sex or assumed gender. Genderqueer can also refer to a person who identifies outside of how society defines gender or someone who identifies with a combination of genders.

Reflections: Are there any other gender identities known to you but not captured here?

## 2.3 Sexuality and Sexual Orientation

Sexuality describes how people feel about themselves in a sexual way. According to WHO, sexuality is defined as "... a central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors." (WHO, 2006a)

Part of a person's sexuality is their sexual orientation. Sexual orientation refers to sexual and romantic feelings for other people in relation to how they feel about themselves. People exhibit different forms of sexual orientation.

People who identify their sexual orientation as "straight" or "heterosexual" are attracted to people of a different gender than themselves. People who identify as "lesbian" or "gay" feel attracted to people of the same gender as themselves. People who identify as "bisexual" feel attracted to both women and men. "Pansexual" is sexual, romantic, or emotional attraction towards people regardless of their sex or gender identity. People who use the term "queer" may use it to mean lesbian, gay, bisexual, or pansexual, or they may use it because other terms don't quite describe their experiences.

Some people might identify their sexual orientation one way, but experience attractions that do not match the label they are using – a situation of sexual fluidity. For example, a person might identify as "straight," but feel attracted to people of the same gender or more than one gender and sometimes act on those attractions. Also, most bi-sexuals identify as straight or heterosexuals. In the Ghanaian and African context due to our socio-cultural context.

Sexual orientation can also change over time for some people. For example, a person might be attracted only to people of the same gender as themselves, and then later be attracted to more than one gender. This indicates that sexual orientation is complicated for some people.

What do you understand by Sexual Orientation and sexual preference?

### How the System is Maintained

#### *The Gendering Process*

The gendering process also known as Gender construction refers to the system or process through which gender ideologies, identities and role expectations are inculcated into individuals. Gendering is a highly complex activity carried out within all critical social institutions, involving psychological and social events which start at birth and continue throughout life. Some of the psychological and social events include naming, toys we play with, colours assigned to the sexes, popular sayings, role modelling, task assignments and how we dress.

#### *The gendering agents and institutions are:*

- ▶ *Kinship and Family (parents, siblings and other relatives)*
- ▶ *Religion (doctrines, ceremonies, leadership structures etc.)*
- ▶ *Media (magazines, films, radio, adverts, etc.)*
- ▶ *Laws, regulations and legal structures*

- ▶ *Marriage (rules governing marriage, meanings assigned to the payment of dowries or bride-price etc.)*
- ▶ *Workplace*
- ▶ *Education (rules, regulations, dress codes, leadership structures. etc.)*

### ***Gender Roles***

Gender roles refer to 'normative expectations about the division of labour between the sexes and to gender-related rules about social interactions that exist within a particular cultural–historical context' (Spence et al. 1985, p. 150: International Encyclopaedia of the Social & Behavioural Sciences, 2001). Gender roles can be conceptualized as behavioural expectations based on biological sex. Traditionally, for men to be masculine, they are expected to be the breadwinners for the family, and the women are expected to do the cleaning and cooking. These roles are a set of social and behavioural norms that are generally considered appropriate for either a man or a woman in a social or interpersonal relationship. However, they differ from society to society and at different times or periods in our lives.

### ***Gender Norms***

Gender norms are social norms defining acceptable and appropriate actions for women and men in a given group or society. Gender norms are ideas about how women and men should be and act. Internalised early in life, gender norms can establish a life cycle of gender socialisation and stereotyping (Cislaghi and Heise 2019). They are embedded in formal and informal institutions, nested in the mind, and produced and reproduced through social interaction. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold among others.

### ***Gender Relations***

Gender relations are the ways in which a culture or society defines rights, responsibilities, and the identities of men and women in relation to one another.

### ***Intervention to Address Unequal Gender Relations***

These concepts explain associated interventions to address gender inequality. They draw attention to ways gender inequality and injustices can be managed. Remember that it is already established that relations between women and men are often unequal. Our gender roles, identities and expectations at home, at the workplace, and in different spaces within the society are associated with discrimination, inequalities, inequities and power relations.

### ***Gender Analysis***

Gender analysis is simply a systematic way or approach to examining the differences in roles and expectations for women/girls and men/boys, the different levels of power they hold, their different needs and the impact of these differences on their lives. It is often used to analyse a socio-economic problem. Such analysis draws attention to practical gender needs and strategic gender needs. (Trainees are encouraged to read on strategic and practical gender needs).

### ***Affirmative Action***

Affirmative action refers to a set of policies and practices within a government or organization seeking to increase the representation of particular marginalized groups based on their gender, race, sexuality, creed or nationality as a result of their under representation. It aims at giving the margin-

alized groups access to the resources being enjoyed by the majority. Examples are in education or employment.

### ***Empowerment***

The World Health Organization (WHO) defines empowerment as the process through which people gain greater control over decisions and actions that affect them such as their health and should be seen as both individual and community action. Empowerment manifests in different forms such as economic, religious or spiritual, marital, social, educational etc.

### ***Gender Mainstreaming***

Gender mainstreaming has been identified internationally as a strategy towards realising gender equality. It involves the integration of gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and programmes with a view to promoting gender equality and combating discrimination.

## **ACTIVITIES**

### **Activity 1: Case Study**

The Male and Female Washrooms at Sikayede LA Junior High School are both supplied with a pack of toilet rolls every week. However, the females/girls demonstrated that they should be given more toilet rolls than the males/boys because of their peculiar needs.

1. *If you were the head-teacher of the school, how would you react to this request? Why?*
2. *What do you consider as the basis for their request?*
3. *Which gender concept best describes their situation? Give reasons for your choice.*
4. *What intervention would you put in place to solve the problem?*

### **Activity 2:**

In groups of three, take one channel of socialisation and discuss how this channel contributes to humans' gendered nature.

- a. *In pairs, discuss how human beings get to know their gender.*
- b. *Write down the many ways you have identified and share with the larger group.*

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MODULE 3

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**THE HISTORY  
OF ORGANIZING  
TOWARDS  
GENDER EQUALITY  
IN GHANA**



*Authors: Prof. Akua O. Britwurm & Dr. Amanda Odoi*

## **INTRODUCTION**

This module aims to introduce participants to the emergence and development of the women's movement and its relevance to the works of gender equality actors and organizational development. It seeks to offer the participants/GEOs a context and a broader perspective of the processes and impacts of women's organizing so far, the issues addressed and how some of these issues may come to light in the discharge of their duties.

## **CONTENT**

### **Women's and Gender Equality Movement**

Women's movements or Feminist movements refer to a series of groups undertaking campaigns and efforts geared towards granting women equal access to opportunities and participation in society. Spearheaded by women for women, these activities have focused on diverse issues such as women's political participation, economic participation, sexual and gender-based violence, wage gap, leadership, reproductive rights and education. The issues of interest, however, vary among countries and communities although there may be similarities. In addition, the periods for advocacy and organizing have varied across nations with some countries starting earlier than others as well as variations in the time issues under consideration. In this module, we discuss the accounts of organizing emanating from the global level and of Ghana.

### **Organizing in Global North**

The struggles for women's equality have occurred over the years both as isolated individualised events culminating in movements. The most visible are those in the global north which are categorised into four historical periods, namely the Waves of Feminism. The first wave of feminism is used to reference the period of beginning in the late 19th century characterised by activism for suffrage rights, political equality for women and overturning legal impediments to gender equality. Led by women with the support of men who suffered violence from the state including imprisonment. The second wave began in the 1960s critiquing the patriarchal structures inhibiting women's participation in the public sphere. It expanded the first wave the advocacy issues to include sexuality, reproductive rights, workplace inequality, sexual and gender-based violence and legal inequalities. The third wave of feminism, which commenced in the 1990s focused on the internal power dynamics within the women's movement. The concern was how account for other relations of power like race, class, caste and slave trade and colonialism shape women's subordination. The theoretical and conceptual shifts saw the emergence of postmodern feminism, diversity and the analytical tool, intersectionality. The third wave of feminism lasted for a little over two decades.

The fourth wave, the current wave of feminism began in 2012. It builds on the preceding waves but gives prominence to women's empowerment, challenging norms and systems of power that give rise to stratification and marginalisation of women and other minority groups. While the initial waves have focused solely on women, the fourth wave in its activities expands the focus to include men. It examines the importance of deconstructing existing stereotypes of masculinities to the course

of women's empowerment and gender equality. Another unique feature of this wave is its reliance on social media as a tool for advocacy and organizing. Fourth wave feminists employ social media tools such as Blogs, Twitter, Facebook, LinkedIn, Instagram in mobilising, collaborating, challenging, and drawing attention to concerns of power relations and norms that impact women. An example of fourth-wave feminism organizing is the #MeToo Campaign.

### Other Milestones in United Nations (UN)

The UN sets the tone for evolution of gender sensitive policies through instruments such as conventions, recommendations, declarations, and resolutions. UN specialised bodies use policies to extract commitment from member governments through their signatories to abide by the tenets. We share below some of the key provisions on gender equality over the years.

Date	Event
1946	Commission on the Status of Women (CSW) established 1st UN body for women
1972	CSW 25th anniversary (The UN general assembly proclaimed 1975 International Women's Year)
1975	International Women's Year First World conference on Women (WCW) Mexico City, Mexico
1976-1985	UN Decade for Women, Equality Development & Peace
1980	Mid-decade for women Copenhagen Denmark
1985	The end of decade world conference, Nairobi Kenya (Nairobi Forward Looking Strategies for the Advancement of Women to the Year 2000)
1995	The 4th world conference, Beijing, China (Beijing Platform for Action: 12 critical areas; 5 yearly reviews)
2000	The 5th UN conference on women, USA, Beijing Plus Five (5+)
2005	The 6th UN conference on women, Beijing Plus Ten (10+)
2010	The 7th UN conference on Women, Beijing Plus Fifteen (15+)

### Africa Regional Response

Date	Event
1975	African Centre for Gender & Development (ACGD) set up by UN Body for Africa Economic Commission for Africa (ECA)
1996	UNECA develops institutional response to Beijing and Dakar mandates and commitments
2009	African Heads of States and Governments declare 2010-2020 as African Women's Decade (AWD)

ECOWAS also affirms equal opportunities between women and men as a major concern. Towards this

the commission set up a West African Women Association (WANA) in 1987 with the supporting gender policy to involve women as actors in the development of regional integration. In January 2003 at the 26th Session of Authority of Heads of State and Governments in Dakar, transformed the General Secretariat of WANA to ECOWAS Gender Development Centre with two support structures namely the Gender Division within the Executive Secretariat and Gender Technical Commission.

Other institutional frameworks set up for the promotion of gender equality by ECOWAS Commission are:

- ▶ 2004: *Adoption of the ECOWAS Gender Policy*
- ▶ 2005: *Adoption of the Gender Management System*
- ▶ 2007: *Creation of the Office of the Commissioner Human Development and Gender*
- ▶ 2007: *The transformation of the Gender, Youth, CSO, Employment, Drug Control Division into a Directorate*

## **Women's Organizing in Ghana**

Organizing activities in Ghana spans events of single organizations to the formation of coalitions in the course of addressing women's and gender equality. Akin, to the waves of movement discussed earlier, women's organizing in Ghana can be categorised into four main epochs: Pre-independence, Post-early independence, Mid independence, and the Digital wave of women's organizing. These movements have also addressed issues of concern similar to the global context, politics, economic participation, education.

### ***Pre-Independence***

Women's organizing in this era covers the periods of women's protests for economic justice such as the trade blockades of 1917 and 1918 and mobilisation of resources for political party activities in the 1950s. Prominent in Ghana's political history is the crucial role Ghanaian women played in the struggle for independence and the success of the Convention People's Party (CPP). Women such as Hannah Cudjoe and Agnes Oforiwa Tagoe-Quarcoopome actively participated in election campaigns by touring regions, mobilising supporters, and providing financial and material support for the party's activities. Many of these females suffered time in prison for their activism.

The fundamental role played by these women led to the institution of affirmative action provisions that saw a special legal instrument known as the Representation of the People (Women Members) Act in 1959 which saw ten women – Lucy Anin, Mabel Dove Danquah elected to parliament and others gaining ministerial positions. This quota system was one of the first attempts to improve women's political participation, started very early under Nkrumah. Albeit the important role women played in the political organizing of the time, this is not considered solely women's and gender equality movement but one driven by overall national interests.

### ***Post- Independence***

This era is usually divided into three phases covering the periods of 1967 to the 1980s. The first included efforts at organizing around women equality concerns began with the merging of the two dominant women's organizations at independence, the Ghana Women's League and the Ghana Federation of Women (known earlier as the National Federation of Gold Coast Women) to form the National Council of Ghana Women (NCGW). The coalition focused its campaigns on educational policies,

childcare and protests against international injustices. Their main activities were charity donations to deprived children, talks and demonstrations. This ground was disbanded after the 1966 coup.

The period after 1966 till the early 1980s have been characterised as the apolitical period. Existing women's groups were largely religious welfare groups. Few had any political outlook.

The second prominent organizing of the post-independence era is women's organizing in the 1980s spearheaded by the Federation of Ghanaian Women and the 31st of December Women's Movement (DWM). The latter formed by a group of activists invited the wife of Ghana's Head of state Nana Konadu Agyeman- Rawlings to assume leadership. The International Federation of Women Lawyers (FIDA) emerged later largely focusing on women's legal rights. These groups promoted dialogues on women's rights in the public domain. The DWM interest, for example, began by offering alternatives to existing stereotypes about women and later focused on providing support to women's livelihood. Later in response to funding opportunities several civil society groups emerged targeting specific conditions of women.

### ***Mid- Independence Organizing***

This era covers organizing from the 1990s. A prominent feature of women's organizing in this era is the Network for Women's Rights in Ghana (NETRIGHT). Established in 1999, NETRIGHT is a coalition of individuals and groups working towards women's empowerment and gender equality. It was established in response to bringing together several groups and organizations working on women's rights in Ghana. Deriving its mandate from the desire to grasp 'women's experience of subordination as historical and context-specific, the network emphasises women's organizing as a tool and approach to confronting injustices against women building gender-equal societies. The activities of Nethright in Ghana, for example, have influenced several policies and laws in Ghana leading to mainstreaming gender perspectives to national and local government development policies. The Nethright also played an active role in the emergence of the Domestic Violence Coalition and Women's Manifesto Coalition and the resulting passing of the Domestic Violence law and the production of Ghana's Women's Manifesto which provides documentation for making claims for women's rights in Ghana. Currently there are two other coalitions bringing together women's groups like the Domestic Violence and the Women's Manifesto Coalitions. These three groups usually adopt one common platform to deal with emergent issues on women's rights.

### ***Digital Wave of Women's Organizing***

Akin, to the discussions of the fourth wave feminism, there is an emergence of women's organizing via social media platforms in Ghana since 2012. Feminists in this movement reflect a much younger generation of feminists. These young women and male allies deploy social media platforms such as WhatsApp, Facebook, Twitter, Instagram, and Blogs as tools for raising awareness and organizing protests against gender inequality and other social injustices such as the Hijab Identity and issues of Gender Based Violence and inequality.

### Milestones in Ghana

Date	Event
1959	The Representation of the People's Act (Women Members), passed and amended in 1960
1975	National Council on Women and Development (NCWD) established
2001	Ministry of Women and Children's Affairs (MOWAC)
2013	The Ministry of Gender, Children and Social Protection (MoGCSP) created

### Impact Women's Organizing

Women's organizing across the years has churned out many successes globally and specific to Ghana. Protests and campaigns by these movements have altered legislation and practices hitherto detrimental to women. The advocacy activities from women's organizing have resulted in:

- ▶ *The recognition of women's right such as suffrage, reproductive rights, education and ownership of property*
- ▶ *Making visible women's employment challenges in the formal sector, like workplace discrimination, sexual harassment, resulting instruments and structures to address the challenges like anti-sexual harassment policies and provision of family friendly provisions in collective bargaining agreements*
- ▶ *Greater attention to gender-based violence, resulting in the establishment of response systems such as special unit in the police service (DOVSSU), shelters by state institutions and Civil Society groups*
- ▶ *Legal and policy reforms:*
  - ↳ *Prohibition legislations criminalising certain practices which affect women like: Female Genital Mutilation and widowhood rights*
  - ↳ *Protective legislation: Domestic Violence Act, Interstate Succession Law*
  - ↳ *Gender sensitive provisions in policies and laws: Land Act, 2019, Affirmative Action Bill*
- ▶ *Women's organs: the establishment of gender and women's studies centres on various university campuses in Ghana. The creation of women's wings and committees by organized groups, especially workers' organizations.*

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MODULE 4

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# **PATRIARCHY AND WORKPLACE CULTURE**

*Authors: Prof. Angela Akorsu & Dr. Amanda Odoi*

## INTRODUCTION

Gender discrimination creates differential hiring practices, biases in job compensation, access to workplace facilities and unequal promotion for women and men. These have been found to undermine national and organizational productivity and progress. The pervasive nature of gendered challenges in the world of work highlights the need for expertise in implementing and monitoring the international, national, and institutional policies for gender equality. This situation calls for systematically informing key organizational actors about the structures which entrench gender discrimination within institutional cultures. The module aims to equip the participants with the requisite competencies for implementing and monitoring international, national, and institutional policies for gender equality by helping them to understand patriarchy - the structure, which entrenches gender discrimination within organizational cultures.

## CONTENT

### The Concept Patriarchy

#### *What is Patriarchy?*

The term patriarchy is derived from the word patriarch, which refers to the 'Rule of the father' (the Patriarch) – one who controls everyone in his household including sons and women. Patriarchal systems are constructed on gender roles which place more value on men and what they do and the power that comes with these roles. Patriarchy refers essentially to hierarchical systems of social organization in which cultural, political, and economic structures are controlled by men to the disadvantage of women. Patriarchy is pervasive and occurs in both private and public spheres and also at micro and macro levels. In the patriarchal system, women are considered a part of a man's property. Women's daily experience of patriarchy takes the form of discrimination, disregard, insult, control, exploitation, oppression and outright violence.

#### *Pillars of Patriarchy*

Patriarchy is possible because it thrives on gendering institutions, such as the family, education, religion and the media. These institutions by their positions as carriers of patriarchal cultures create a base to reinforce and support women's subordination.

The pillars of patriarchy allow men to control several spheres of women's lives, for example:

**Control of Women's productive power:** Men are the primary beneficiaries of women's free labour in the household. Men can compel women to sell their labour power or prevent them from doing so. Men are the owners of land and other productive resources which women rely on for their livelihoods.

**Control of Women's reproductive power:** Women's freedom to determine how many children to have, when to have them is controlled by men. Women are sanctioned for having children of a certain sex. Women are burdened with motherhood and sanctioned for being childless.

**Control of Women's Sexuality:** Conditions under which women experience sex are carefully controlled. Women are obliged to provide sexual services according to the needs and desires of men. Ambigu-



ous standards on sexual morality encourages male promiscuity while displaying outright hostility to females. Rape and transactional sex are means of controlling women's sexuality. Women's grooming and behaviour which is associated with the expression of their sexuality is always under strict control.

**Control of women's mobility:** Women do not have the same ease as men to move about anywhere and at any time. Women's mobility is checked through several means. Violence against women serves as an effective tool for checking their mobility.

It is important to understand that women are not completely powerless. Women have other sources of power (race, class, education, ethnicity, religion, political). Patriarchal control involves the use of socially powerful women who exercise male power over others for the benefit of men. Some such instances include the practices of female genital cutting, Widowhood rites, Position of mother-in-law over her son's wife.

### **Patriarchal Issues in the Workplace**

Patriarchal issues are reflected in diverse forms within the work environment. The ways this is manifested in the labour space are:

**Labour market Segmentation and Occupational Sex Segregation:** The existence of different labour markets for females and males as well as the unusual concentration of female and male in different grades and ranks of work within the same organization. Studies have revealed that women often fail to reach the top managerial positions. A situation attributed to various factors labelled as glass ceiling.

**Gender Wage Gap:** It refers to a situation where women earn lower wages compared to men and suffer discrimination for work of equal value. Working women in Ghana, for example, earn an average of 70% of men's wages. There are also negative beliefs about women and their abilities. The sex stereotyping and negative beliefs about their abilities resulting in a situation where women are restricted to lower skilled jobs. This puts in question women's ability to take on jobs requiring technical and analytical thinking even when they have been trained for it. These practices make women's efforts invisible and entrench discriminatory practices in the workplace. Women, as a result, have to sometimes work twice as hard as their male counterparts to prove themselves and dispel these stereotypes.

**Role conflict/Time use burdens:** Women's multiple gender roles often place them in a situation where they have to make a choice between their career commitment and their domestic responsibilities. While the unequal share of domestic responsibilities takes up women's time it frees men for work, builds themselves for more career opportunities and union activities. The domestic culture, where domestic tasks are viewed as defining women, forces them to pay more attention to household activities at the expense of their career.

**Maternity Penalty** is where women are penalised for taking time off work to address their caring roles. Women have returned from maternity leave and found their jobs taken. In certain institutions, women are entitled to maternity leave only after they have completed their probation which may take about one to three years. Women in attempt to keep their jobs resort to abortion, sometimes unsupervised due to prohibition state laws. Others refuse to have children or reduce/space child-birth to suit the conditions in their workspaces. Often employers are reluctant to hire young women because of the assumptions that they might need time off work to take care of children.

**Participation and Representation in unions activities:** Women are less represented in trade unions than men and are often absent in union leadership positions. This means that women's workplace concerns are less likely to be taken up by unions. These have implications for the formulation of family friendly policies and laws.

**Institutional subcultures:** The dominant language in most workplaces tends to be masculinised. The use of words such as chairman chief master and even how university degrees are name as well as the normalization of male violence such as sexual harassment (to be discussed in-depth in module five) all reflect patriarchal issues in the work environment.

**Discrimination:** Discriminatory practices in the workplace also result in the unequal access to opportunities. Discrimination refers the right of workers to be treated equally regardless of their sex, race, physical abilities, and marital status. Gender wage gap and maternal penalty are some of the forms of discriminatory practices. It is, however, worth knowing that women are not completely powerless under patriarchy. They have other sources of power (race, class, ethnicity, sexual orientation, religious). Patriarchal control involves socially powerful women extending power for the benefit of men. These women's power, however, enhances these male's privileges.

**Gendered Occupational Health and Safety:** This arises from the perception of a typical worker as male and not female. Protective apparels are designed for men and women are often left out. There is less research and therefore less understanding into how women's work affects their health, for example: information on hazards that affect men's potency abound, while those that affect women's reproduction are scarce.

## Why Tackle Patriarchy at the Workplace

The number of women at the workplace and in our schools is growing. This notwithstanding, workspaces are not free of the patriarchal structures. Disaggregation of data along the lines of sex, for instance, points to the fact that there are more men in higher education than women. Again, a gender audit of the University of Cape Coast, revealed a student ratio of 70 percent males to 30 percent females (UCC Basic Statistics 2018/2019). A further disaggregation of this data along the lines of programmes suggests some levels of sex stereotyping in programmes and levels of study. Messages around women and men's capabilities and feminization and masculinization of work and studies have resulted in more women represented in the arts and social sciences programmes whereas males dominate in traditionally assumed difficult courses, natural sciences, and mathematics. The number of women also drop drastically in comparison to their male counterparts as they progress to graduate studies. An analysis of the data on staff also reflects a similar trend where men irrespective of the nature of the job, dominate in the higher ranks, natural sciences and mathematics-related programmes, and leadership positions (University of Cape Coast Basic Statistics 2014/2015 to 2018/2019 academic year). With such occurrences attributed to patriarchal structures present in our society and posing a threat to issues of gender equality practices, the concept patriarchy:

- ▶ *Serves as a struggle concept important for directing change*
- ▶ *Becomes an essential analytical tool that helps to direct research and planned interventions designed to bring about change*
- ▶ *Offers explanation to women's subordination by providing a better understanding of our realities*

### *Interventions for Tackling Patriarchy at the Workplace*

**Gender auditing:** This is a kind of stock taking of the organization both quantitative and qualitative. It answers questions around issues such as, how many women vis-à-vis men there are; where women and men are located within the organization; who are in decision making positions; educational attainment or skills levels and number of women in childbearing age.

**Gender policy:** Gender is not merely an issue of diversity and so treating it under diversity management misses the point completely. A gender policy is an expression of intent; shows the organization's commitment to gender issues. A good organizational gender policy includes:

- ▶ *A justification for paying attention to gender (i.e. productive and distributive)*
- ▶ *An understanding of the nature of gendered problems (e.g. sexual harassment)*
- ▶ *Provisions for affirmative action; Empowerment; Mainstreaming and gender budgeting*

**Affirmative action:** A set of measures by governments and public and private institutions such as companies, to address a history of systemic discrimination and exclusion of particular social groups in the interest of certain goals (Tsikata, 2009). It recognises that the current social, political, and economic structures are derived from age-old gender discriminatory policies and practices, which cannot go away by itself nor immediately.

**Empowerment:** Refers to an expansion in people's ability to make strategic life choices in a context where this ability had previously denied them (Kabeer, 2001) or a demand for women to take control of their lives and gain the ability to do things for themselves by setting their own agendas to change their circumstances. (Rowlands, 1997)

**Gender mainstreaming:** This is a process used to ensure that women's and men's concerns, and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies, and programmes. This leads to equal benefits for women and men and ends the perpetuation of existing inequality. The commitment of integrating a gender perspective in all forms of development and political [organizational] processes at all levels is gender mainstreaming. (Clisby, 2005)

**Gender budgeting:** This involves an analysis of the impact of budget on gender and other social differentiations. A gender budget recognises underlying inequalities and seeks to redress them through allocation of public resources.

## ACTIVITIES

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What do you consider as the most powerful pillar of patriarchy in this workplace?

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Outline some patriarchal issues you are faced in your line of work.

What other issues of patriarchy are we missing from these discussions?

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Affirmative action discriminates against men and shows that women on their own cannot be achievers. Argue for and against

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An educated woman who earns a good salary is an empowered woman. Argue for and against

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MODULE 5

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# HARASSMENT IN THE WORKPLACE

Authors: Prof. Akua O. Britwum, Prof. Angela Akorsu & Dr. Amanda Odoi

## INTRODUCTION

The goal of this module is to expose participants to forms of harassment in the workplace with particular focus on sexual harassment. Participants will also be introduced to the content of the University's sexual harassment policy as well as the reporting mechanisms in place for supporting victims. This will assist them to offer help in their line of duty as GEOs. It also offers participants an insight into the structures in place for addressing workplace harassment.

## CONTENT

### Nature and Forms of Harassment in the Workplace

Workplace harassment refers to a range of behaviours and practices that make work settings uncomfortable for workers. These behaviours and practices cut across all institutions irrespective of the size, geographical location, gender and the status of the members of the organization. While power relations perpetuate workplace harassment, these behaviours and practices deemed detrimental originate from peers, supervisors and subordinates. These behaviours can also be perpetrated by persons seeking or offering services to the organization such as vendors, guests, customers and clients.

*Workplace harassment can be categorised into four broad forms:*

**Physical harassment** refers to actions or behaviours such as unsolicited touching, blocking access routes used by colleagues, shoving, hitting to severe physical assault and damaging properties of other colleagues.

**Verbal or Emotional harassment** describes the behaviour and practice that have negative effects on a person's psychological well-being. They range from the use of insults or derogatory words, threats, inappropriate remarks, hurtful jokes, and unreasonable criticism, intimidation, withholding of information, isolating to undermining workers.

**Cyber Bullying or Digital Harassment** describes the use of technology or digital platforms such as Facebook, Twitter, WhatsApp and other media platforms to threaten, insult, share sexual or obscene images, spread gossip and falsehood against a person directly or broadcasting it to other people. Digital harassment has the potential of garnering a wider audience and damage. There is no limit to how far an image shared, or falsehood propagated can travel making it difficult to rectify such accusations. Some of these images and stories remain on these platforms.

**Sexual harassment** includes behaviours such as unwanted sexual advances, inappropriate touching, gestures, sexual jokes, sharing of sexual posters, photos and videos (pornography), sending sexual messages, or requiring sexual favours in exchange for a promotion, job security and academic performance. For the UCC definition please refer to the Sexual Harassment Policy

In determining what constitutes sexual harassment three main issues should be taken into consideration, the receiver's interpretation of the action, the perpetrators intent and the effect the behaviour or action has on the recipient.

**The receiver's interpretation** is mainly defined by the person on the receiving end. It does not mat-

ter how insignificant others perceive the actions of the perpetrator, it is harassment so far as the recipient is uncomfortable, objects to it and does not want it to continue.

**The perpetrator's intention** is when the behaviour or action is either intended to humiliate or extract sexual favours. This is referred to as quid pro quo. Quid pro quo harassment comes in the form of explicitly or implicitly placing a demand or offering a thing of value to a worker or student in exchange for a sexual favour, jobs, grades, promotion, salary and opportunities. Persons at the receiving end face a dilemma of complying and losing their dignity or failure to comply with the demand can result in the demotion or termination of appointment.

**Hostile environment** is when the work or study environment is compromised by actions of a sexual nature and prevents people from giving off their best.

The experiences of workplace harassment differ according to factors such as

- ▶ *Age*
- ▶ *Disability*
- ▶ *Gender*
- ▶ *Sexuality*
- ▶ *Race*
- ▶ *Ethnicity and*
- ▶ *Religion*

Younger people may be more likely to experience harassment such as bullying and belittling their efforts from older and senior colleagues. Racial, ethnic, and religious minorities also face harassment which the dominant groups in the workplaces do not. These may come in the forms of name-calling, insults and jokes about their beliefs, skin colour and sometimes pressure to convert from their religion. Gender-based harassment such as sexual abuse, workplace bullying is more prominent against women. Persons living with a disability may experience harassment in the form of harmful jokes, denial, or access to participate in opportunities, isolation and belittling of their efforts. Sexual orientation-based harassment against persons in the LGBTQI+ community is also more prominent now with the increased awareness of their existence. Persons in these communities' face harassment such as insults, beating, inappropriate touching and denial of opportunities.

### **Addressing Sexual Harassment in the University of Cape Coast**

The University of Cape Coast addresses sexual harassment at three levels, through the use of policy/legal documents, the establishment of institutions and advocacy. The following timelines to the efforts being made by the University of Cape Coast.

**2007:** *The university first introduced its sexual harassment policy and committee to address harassment issues against members of the university community. The sexual harassment committee was charge with the sensitisation of fresh students during orientation.*

**2013:** *CEGRAD was established with the mandate to create a safe and inclusive space where women and gender rights are protected.*

**2014:** *The sexual harassment policy was revised to cover harassment perpetrated by and against third parties.*

**2014:** *The revised sexual harassment policy takes effect and CEGRAD provided oversight responsibility to train the university community and the sexual harassment committee and make input into the selection of committee members.*

*CEGRAD begins its biennial orientation of committee members and other stakeholder in the university on sexual harassment.*

**2015:** *CEGRAD secured a slot on all the university training and development training activities to sensitise the university community on sexual harassment.*

*An abridged version of the sexual harassment policy referred to as Beware is created for sharing with the university community.*

**2017:** *CEGRAD begins a collaboration with Michigan University on Relationship tidbits to sensitize students on sexual and gender-based violence using peer facilitators*

**2018:** *Relationship Tidbits now CAMP-LIFE Tidbits programme was introduced to replace the annual fresh students sexual harassment orientation. This activity exposes the fresh students to a broad range of topics on building healthy relationships on campus.*

**2019:** *A toll-free line for reporting sexual harassment cases was secured. Fliers and Jingle for sexual harassment awareness were also created.*

**2020:** *Toll free line and Fliers and posters for awareness creation launched. The soft copy versions are broadcasted on the university's electronic board and electronically shared on various platforms.*

**2021:** *Second sexual harassment policy reviewed giving way to 3rd version of the policy.*

Other bodies that offer support to survivors of workplace harassment are the Guidance and Counselling Centre, Disciplinary Committee for senior and junior members of the university, office of the Dean of Students Affairs for the general student body, and the University of Cape Coast Hospital which, offers medical and counselling support in times of rape and physical assault. The university police post and Domestic Violence and Victim Support Unit (DOVSSU) also supports in times of physical assault and rape.

### ***Reporting and Dealing with Harassment at UCC***

Reporting of sexual harassment at UCC takes two modes: the formal and informal.

#### ***Informal Complaints Procedure:***

The informal procedure is available for when a complainant wishes to deal with the matter informally. The designated person will:

- ▶ *give an opportunity to the respondent to respond to the complaint.*
- ▶ *ensure that the respondent understands the complaints mechanism.*
- ▶ *facilitate discussion between both parties to achieve an informal resolution which is acceptable to the complainant.*



- ▶ *ensure that a confidential record is forwarded immediately to CEGRAD for follow-up.*
- ▶ *follow up after the outcome of the complaints mechanism to ensure that the behaviour has stopped.*
- ▶ *ensure that the above is done speedily and within seven calendar days of the complaint being made.*
  - ↳ *refer the matter to the Sexual Harassment Committee in the following instances if:*
  - ↳ *a resolution is not achieved,*
  - ↳ *the behaviour persists after follow-up or*
  - ↳ *the experience involves any of the behaviours listed under the formal procedure below.*

**Formal Complaints Procedure:**

- ▶ *The Formal Complaints Procedure shall occur in the following instances, if the:*
- ▶ *The Complainant wants to make a formal complaint.*
- ▶ *Informal complaint mechanism has not led to a satisfactory outcome for the complainant.*
- ▶ *The Respondent has several complaints against him/her.*
- ▶ *Immediate safety of the parties involved is at stake.*
- ▶ *Following types of harassment have occurred.*
  - ↳ *sexual assault*
  - ↳ *threat or coercion for sexual favours*
  - ↳ *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).*

The designated person who initially received the complaint will refer the matter to the Sexual Harassment Committee to instigate a formal investigation.

Despite the existence of all these structures, there are still challenges with reporting harassment in the workplace. Factors such as

- ▶ *difficulty in identifying their situation as harassment*
- ▶ *fear of being victimised or blamed for the occurrence of harassment*
- ▶ *delays in addressing complaints and*
- ▶ *not receiving the necessary attention*

have discouraged possible sufferers of harassment from reporting their experiences. Some offending behaviours have been normalised making it difficult for people uncomfortable with such actions to want to report their experiences. Other factors preventing reporting is the fear of possible victimisation.

Reluctance to report harassment cases and failure to address those reported, however, has consequences for the survivors and the university. It can result in a general lack of trust in established processes leading to loss of institutional integrity. Survivors' health challenges can also result in loss of productivity with financial costs for the university. In the event of legal suits, universities can lose money. Workplace harassment stifles initiatives and growth in staff and students. Competent and experienced staff may be lost.

## Dealing With Issues of Harassment as Gender Equality Officers

A person who will come to you as GEOs may just require assistance to informally address the issue, such as warning the offender or support in lodging a formal complaint. You may face some awkward situations in your work as a GEO if the accused person is a senior colleague, a friend or someone revered by the university community. The following are some of the ways you can go about cases reported to you.

- ▶ *Acknowledge your biases and deal with them. As soon as the accused person involved becomes a person of interest, (a senior colleague or close person) the survivor is a close person/ relative pass the case to CEGRAD. This is to help and protect you.*
- ▶ *Another way our biases may set in is our assumed knowledge of the accused or survivor. One thing to note is that if s/he has never harassed you does not mean they cannot do that to someone else. The person lodging a complaint is always deemed correct until proven otherwise.*
- ▶ *Gain their trust. We should always note survivors have issues with trust because of what they have experienced and will need reassurance to get them to share their experience. Believe their narratives and do not be judgemental - survivor is correct until proven otherwise.*
- ▶ *Make time for who comes to lodge a complaint. Attending to survivors requires a lot of patience and time. Their lack of trust and fear may make it difficult for them to open quickly and easily share their experiences.*
- ▶ *Be vigilant. Pay attention to signs that may be hidden and visible. They may not be able to share everything. Some may come with bruises. The presence of the offender could trigger emotional and behavioural change, sudden fearfulness, self-isolation, withdrawal. These may be helpful in times where you find yourself being sceptical.*
- ▶ *Validate their feelings. Survivors will experience diverse emotions after their experience e.g., fear, guilt, self-blame, anger. It is acceptable for them to express their feelings.*
- ▶ *Stay up to date on reporting procedures and legal instruments available for handling harassment on campus, (sexual harassment policy, students' handbook etc.).*
- ▶ *Deal with yourself. Some of the cases of harassment may be harrowing and will require you to seek help or pass it on to someone else to protect yourself from any emotional breakdown. CEGRAD does not expect GEOs to bear this burden. CEGRAD will also be ready to assign you a counsellor should you require any.*

## **FURTHER READINGS**

1. *UCC Sexual Harassment Policy (2021)*
2. *Students Handbook*
3. *UCC statutes*

MODULE 6

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# GOVERNANCE AND MANAGEMENT STRUCTURES

*Authors: Alberta Yaa Graham & Ebenezer Aggrey*

## **INTRODUCTION**

This module will take participants through the governance and management structure of the University. Specific issues to be treated include the: Principal/Key Officers and their roles and responsibilities, communication channels, and financial, operational and procurement processes within the System. The goal of this module is to expose participants to the complexities of the university's administration to enable them to identify possible agents of change that they may need to engage in the discharge of their duties as equality officers.

## **CONTENT**

### **Governance Structure of the University of Cape Coast**

The University operates a bicameral (Two-tier) structure, which is made up of the Council and the Academic Board. Each of these bodies have their defined roles and responsibilities as stated in the Law that sets up the university i.e the University of Cape Coast Law (PNDC Law 278).

#### ***The Council***

The Council is the governing body of the University of Cape Coast. It sits at the apex of the organizational structure. Membership of the Council is therefore drawn from the various constituents of the University, such that all members and staff of the University community are represented. The State as a key stakeholder is also represented. The membership of the Council is composed of :

- ▶ *The Chairperson*
- ▶ *The Vice-Chancellor*
- ▶ *Two Convocation Representatives, one teaching; one non-teaching*
- ▶ *One representative of University of Cape Coast Branch of the University Teachers Association of Ghana*
- ▶ *Two staff representatives, one representing junior staff, and one representing senior staff*
- ▶ *A representative of undergraduate students of the University*
- ▶ *A representative of postgraduate students of the University*
- ▶ *A representative of the Principals of Colleges of Education*
- ▶ *A representative of the Conference of Heads of Assisted Senior High Schools*
- ▶ *A representative of the National Council for Tertiary Education*
- ▶ *A representative of the Alumni Association of the University of Cape Coast*
- ▶ *Three government appointees taking into account the need for gender balance, expertise in management and finance*

- ▶ *Two other person(s), appointed by the University Council, from outside the University in consultation with the Vice-Chancellor*
- ▶ *Registrar (Secretary)*

The Pro Vice-Chancellor, the Director of Finance and a representative of the Ministry of Education (MoE) are allowed to attend council meetings, though not as members. The emphasis on the gender balance of government appointees should be noted as potentially beneficial for the work of participants.

The control of and disposition of all university properties, funds and investments are vested in the Council. Council in addition has general control over the affairs and public relations of the University, including use of the common seal of the University and others as outlined in the University of Cape Coast Statutes in force. This makes the Council responsible for the management and administration of the finances and properties of the University.

***Council performs the following key functions:***

S/N	Function	Description
1	Strategic planning	Propels the University to achieve and develop its mission and primary objectives of teaching, research and outreach. This responsibility encompasses approving the University's strategic plan, which sets its academic goals and priorities.
2	Performance monitoring	Monitors its own effectiveness and the performance of the institution against its planned strategies and operational targets.
3	Finance and Audit	Ensures integrity in the financial management of the University
4	Estate management	Provides oversight responsibility for the strategic management of the University's land and landed properties.
5	Human Resource Management	Responsible for the human resource and employment policy of the University. Ensures that pay and conditions of service are properly determined for all categories of staff. Appoints the Chief Executive of the University and other senior officers.
6	Equality and Diversity	Ensures non-discriminatory systems that provide equality and diversity of opportunity for staff and students.
7	Students'/Labour Unions	Ensures that the students and staff unions operate in a fair and democratic fashion and are accountable for their finances.
8	Health, Safety and Environment	Guarantees a healthy and safe environment for staff, students and other individuals while they are on the University campus and in other places where they may be affected by its operations.

In the execution of their duties, the chair and the members take care not to be drawn into the day-to-day executive management and administration of the University. The Council is assisted in its work by a number of Boards and Committees and also has the power to set up any ad hoc committee it deems fit.

***Academic Board***

The Academic Board is the highest statutory body in the University on academic matters. It approves and regulates programmes of the Colleges, Faculties, Schools, Institutes, Centres, Departments,

Units and Sections. It certifies the results of all examinations conducted and awards appropriate degrees accordingly. The composition of the Academic Board is as follows:

- ▶ *Vice-Chancellor (Chairperson)*
- ▶ *Pro Vice-Chancellor*
- ▶ *Librarian*
- ▶ *Provosts*
- ▶ *Deans*
- ▶ *Professors*
- ▶ *One elected Professorial member from each College*
- ▶ *One non-professorial member from each College of the rank of Senior Lecturer*
- ▶ *Senior members who are also Council members*
- ▶ *Director, Directorate of Academic Planning and Quality Assurance*
- ▶ *Director, Directorate of Research, Innovation and Consultancy*
- ▶ *Dean, Centre for International Education*
- ▶ *Chairperson of Convocation*
- ▶ *Registrar (Non-Voting Member/Secretary)*

The following officers of the University are allowed to attend Academic Board meetings, though not as members: Director of Finance; Director of Human Resource; Director of Physical Development and Estate Management and Director of Academic Affairs.

### ***Description of Powers and Functions***

The powers and functions of the Academic Board are as follows:

S/N	?Function?
1	Formulate the academic policies of the University including policies relating to programmes of study, admission, teaching, assessment, progression, research and award of degrees and other academic distinctions.
2	Advise Council on the appointment of academic staff.
3	Make recommendations to Council on the academic structure of the University.
4	Consider and approve programmes and courses and recommend for accreditation.
5	Recommend for approval of Council the affiliation of other institutions to the University on such terms and conditions as it may deem appropriate.
6	Determine the conditions under which and the extent to which programmes, courses of study, credit hours and examinations passed at other universities, and other institutions of learning may be regarded as equivalent to that of the University of Cape Coast.

7	Determine, subject to any condition given by the University's donors, which are accepted by Council, and after report from Faculty or School Boards concerned, the mode and conditions of competition for fellowships, scholarships, bursaries, medals, prizes and any other awards.
8	Determine the academic calendar.
9	Refer proposals on any matter within the remit of Convocation, for its consideration.
10	Review the decisions of any of its statutory committees.
11	Deliberate on the inspection report of visiting committees.
12	Order the closure of the University where academic or normal life is disrupted for three continuous days if it seems fit to do so. Order the closure of the University where academic or normal life is disrupted for 21 continuous days.

There are statutory committees of the Academic Board and each committee is supposed to submit an annual report of its work to the Academic Board. The Committees are as follows:

<b>S/N</b>	<b>Statutory Committees of the Academic Board</b>
1	Executive Committee of Academic Board
2	Academic Planning and Management Committee
3	Basic Schools Governing Committee
4	Bookshop Committee (non-existent)
5	Disciplinary Committee (Senior Members)
6	Disciplinary Committee (Junior/Senior Staff)
7	Information Communications Technology (ICT) Committee
8	Committee on Institutional Affiliation (CIA)
9	Joint Admissions Committee
10	Library Committee
11	Planning and Resources Committee
12	Publications Committee
13	Institutional Review Board
14	Residence Committee
15	Sexual Harassment Committee
16	Time-Table Committee
17	Training and Development Committee
18	Research and Conferences Committee
19	Professional Board – Institute of Education
20	Governing Board – Institute for Educational Planning and Administration



21	School for Development Studies; Board (non-existent)
22	Board of the School Graduate Studies
23	College of Distance Education Board
24	Campus Security and Safety Committee
25	Chaplaincy Committee
26	Committee of Heads of Hall
27	Cultural Activities' Committee
28	University Health Services Committee
29	Housing Committee
30	Public Relations Committee
31	Senior Common Room Committee
32	Sports and Recreation Committee
33	Assets Disposal Committee
34	Transport Committee

In addition to the Committees of Council and Academic Board, mentioned above, there are other committees of the University which are mainly advisory. They include:

- ▶ *Management Committee*
- ▶ *Administration Committee*
- ▶ *Management-Unions' Consultative Committee*
- ▶ *Management-Community Consultative Committee*
- ▶ *Management-Students' Consultative Committee*
- ▶ *Institutional Advancement Board*
- ▶ *Procurement Advisory Committee*
- ▶ *Committee on University Landed Property*
- ▶ *Administrative Minor Works' Committee*

## **Principal/ Key Administrative Officers of the University**

### ***Chancellor***

The Chancellor of the University is appointed by Council and officially inducted at a special ceremony. S/he is the head of the University and confers degrees, diplomas and honorary degrees in accordance with procedures prescribed by the Statutes. The Chancellor presides over any ceremony of the University at which s/he is present. Once every five years, the Chancellor is supposed to appoint a visiting committee to inspect the work of the University and report to her/ him.

### ***Chairperson of Council***

The Chairperson of Council or the Pro-Chancellor is appointed in accordance with Statute 70 of the 1992 Constitution of the Republic of Ghana by the President in the manner prescribed in the law. The Chairperson by law holds office for two years and is eligible for re-appointment for a second term only.

### ***Vice-Chancellor***

The Vice-Chancellor serves as the Chief Executive of the University in accordance with the Law and the Statutes. S/he is responsible for decisions of Council and Academic Board and for organizing and conducting the academic, financial and administrative business of the University. The Vice-Chancellor has the power to delegate any of her or his assigned functions carried by Statutes to such office holders or Senior Members of the University as shall seem appropriate.

The Vice-Chancellor works mainly through the various Committees which are responsible for policy-making. Most of which the Vice-Chancellor serves on as the Chairperson.

### ***Pro Vice-Chancellor***

The Pro Vice-Chancellor is the deputy to the Vice-Chancellor. S/he is appointed by the University Council in accordance with the Law and Statutes of the University. The person should be an academic staff of the University. The Pro Vice-Chancellor who is appointed from amongst the academic staff exercises powers as specified by the University Law and statutes as well as others delegated by the Vice-Chancellor. In the absence of the Vice-Chancellor, the Pro Vice-Chancellor performs the functions of the Vice-Chancellor. The Pro Vice-Chancellor cannot hold any other administrative post. S/he chairs the following committees:

- ▶ *Appointment and Promotion (Senior Staff)*
- ▶ *Joint Admission Committee*
- ▶ *Academic Planning and Management Committee (APMC)*
- ▶ *Housing Committee*
- ▶ *Congregation Planning Committee*
- ▶ *Public Relations Committee*
- ▶ *University Health Services' Committee*
- ▶ *Transport Committee*
- ▶ *Residence Committee*
- ▶ *Disciplinary Committee (Senior Members)*
- ▶ *Disciplinary Committee (Junior Members)*
- ▶ *Sandwich Programmes Committee*
- ▶ *Training and Development Committee*
- ▶ *Scholarship Committee (Senior Members)*
- ▶ *Scholarship Committee (Senior and Junior staff)*

- ▶ *Directorate of Research Innovation and Consultancy (DRIC) Management Committee*
- ▶ *Assets Disposal Committee*
- ▶ *University Landed Property Committee*
- ▶ *Students' Financial Support Committee*

### **Registrar**

The Registrar of the University is appointed by Council in accordance with the Law and Statutes of the University. The Registrar's appointment is tenured. The Registrar is responsible to the Vice-Chancellor for the general administration of the University. The Registrar is the Secretary of the University Council and the Academic Board and provides secretarial services for all bodies and committees as may be established by Statutes. The Registrar is assisted in the performance of her /his duties by Directors who are appointed by Council.

### ***The Registry is made up of the registrar and the following officers:***

- ▶ *Director of Finance*
- ▶ *Director of Internal Audit*
- ▶ *Director of Physical Development and Estate Management*
- ▶ *Director of University Health Services*
- ▶ *Director of Human Resource*
- ▶ *Director of Academic Affairs*
- ▶ *Director of Public Affairs*
- ▶ *Director of Legal, Consular and General Services*
- ▶ *Director of Information, Communication, Technology Services*
- ▶ *Head of Procurement*
- ▶ *College Registrars*

### ***Officers Responsible for Academic Affairs***

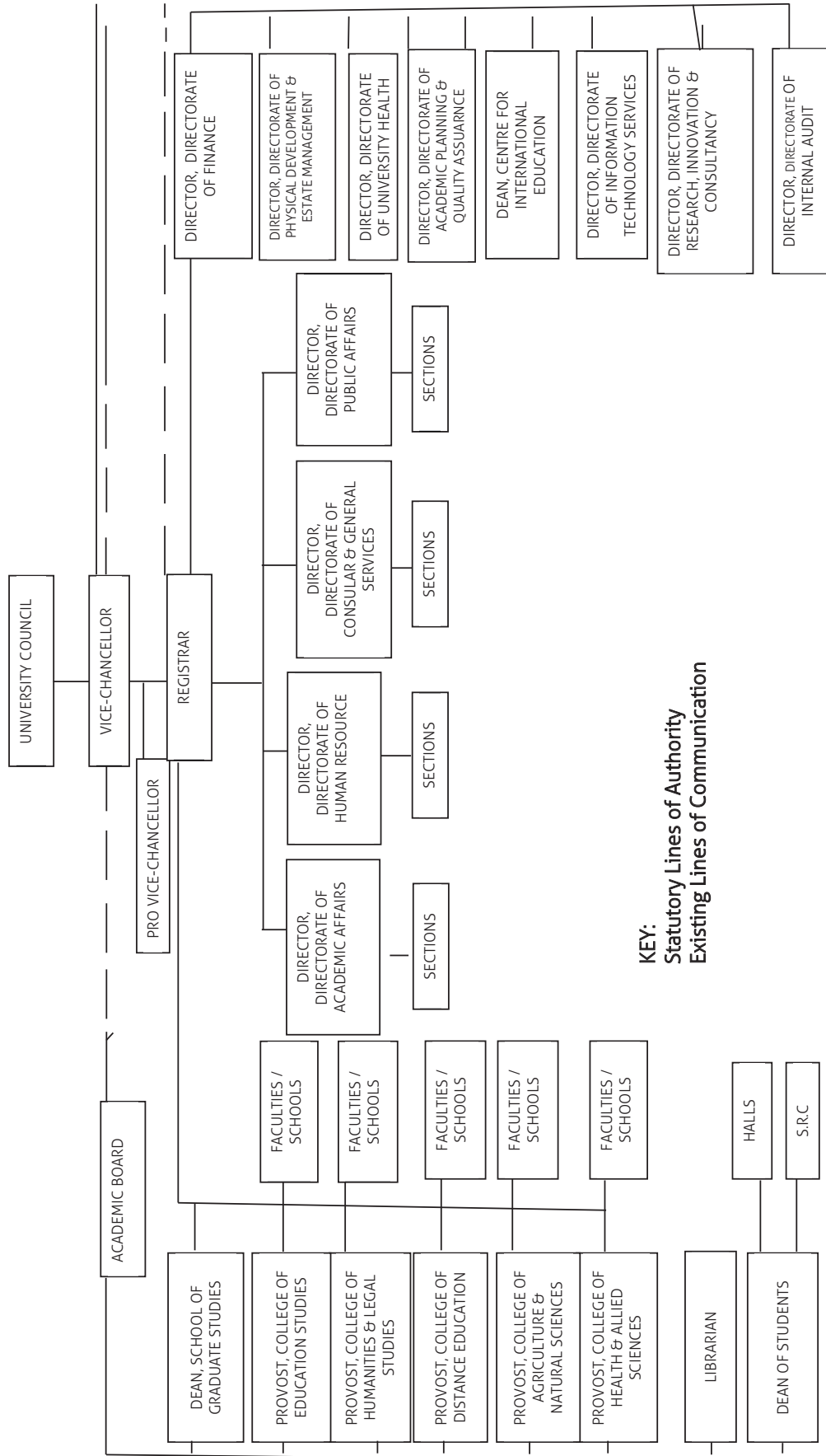
Officers responsible for the academic affairs or the operational units of teaching, research and outreach include:

### ***Provost of Colleges***

1. *Deans of Schools and Faculties*
2. *Heads of Department*

Administrative Structure/ Lines of Authority of the University of Cape Coast

Below is the Administrative Structure/ Organogram of the University.



**KEY:**  
 Statutory Lines of Authority  
 Existing Lines of Communication

## Communication Channels in the University

Effective communication is essential for the attainment of organizational goals. Communication system in the University is based on the structure of the university. The University, therefore, uses vertical, horizontal, diagonal and matrix systems. There are various channels of communication in the University and these could be discussed under the following sub-headings:

- ▶ *Academic Matters*
- ▶ *Non-Academic issues*
- ▶ *External Matters (Government/Ministries)*
- ▶ *Financial*
- ▶ *Developmental*

Some specific communication channels in the University are as follows:

The University's rules of communication do not permit any lecturer, staff and students' group to communicate directly with any Ministry or Government official on any matter affecting the university life or policy.

1. *All official letters from Heads of Department to the Central Administration should be routed through the Dean of the Faculty and the Provost of the College.*
2. *Letters from staff in a Department or a Faculty to the Vice-Chancellor should be routed through the Head, Dean and the Provost respectively.*
3. *Provosts/Deans/Directors/Heads are required to comment fully on letters sent through them to the Vice-Chancellor; this is necessary to facilitate decision-making.*
4. *Correspondence with the Internal Auditor should be copied to the Vice-Chancellor.*
5. *Letters from the VC, Pro Vice-Chancellor, Registrar, etc. to Head of Departments or Deans of Faculties should be acted upon expeditiously. (i.e. scholarships, invitations/requests etc.)*
6. *All academic matters concerning individual students should go first to the academic counsellor and then to Head of Department for onward forwarding. Students' non-academic matters go to hall tutors/counsellors through to the Dean of Students.*
7. *Cases requiring settlement of grievances should go to the Registrar.*

Any trip outside by a student group must be approved by the Dean of Students after HOD has endorsed them.

Provost of Colleges, Deans of Faculties and Heads of Department are free to consult the Vice-Chancellor, the Registrar, the Finance Officer, the Internal Auditor and the Director of Development on any matter affecting their Colleges, Faculties and Schools and Departments,

## Communication Tools within the University

The university uses the following as tools for communication among staff/students- Gazettes, newsletter, bulletins, memos, letters.

### ***Confidentiality in Communication***

Even though senior members and staff of the university do not take an oath of secrecy, they are expected at all times, to respect the trust reposed in them by virtue of their employment and should ensure that no confidential information or material coming before them is disclosed.

### **Financial Administration of the University**

The procedures and regulations for the Financial Administration of the University can be found in the Financial Regulations, Policies and Procedures document. All office holders are expected to be abreast with the content of this Policy Document.

### ***Spending Officers and Their Duties***

A spending officer is any person in a position of official responsibility. These include: Provosts, Deans, Directors, Heads of Departments and Centres, Heads of halls and any Officer who approves expenses. The principal spending officer for the University is the Vice-Chancellor who is expected to perform her/his roles and responsibilities under the finance function as set out in the Public Financial Management Act, 2016 (Act 921).

### ***The following are the duties of a spending officer:***

- (a) *Responsible for preparing budgets for their specific College/ Faculty/ School/ Institute/ Centre/ Department/ Section/ Unit*
- (b) *Responsible for the management of the funds allocated to their office*
- (c) *Ensure that all moneys collected are fully accounted for (i.e. retirement of imprest and special advances)*
- (d) *Ensure that payments made from imprest accounts are legitimate charge on the funds of the University and that such payments are fully authorised by her/him*
- (e) *Report any cases of irregularities to the Directors of Finance and Internal Audit and copy any such correspondence to the Vice-Chancellor*

### ***Liability of Spending Officers***

Any spending Officer who, without proper care, authorises expenditure in excess of an approved threshold renders her/himself liable to a surcharge to the extent of the excess. Heads of Department and Accounting Officers are to be held responsible for all duties entrusted to subordinates.

### ***Procurement and Stores Procedures***

The procedure for procurement is in accordance with relevant sections of the Procurement Act, 2003 (Act 663) and the Public Procurement (Amendment) Act, 2016 (Act 914).

### ***Procurement Procedures are as follows:***

- (a) *Every unit within the University shall prepare a procurement plan*
- (b) *The procurement plan is prepared based on the Unit's Annual Budget not later than 15th December each year*
- (c) *The Procurement Section prepares a comprehensive Procurement Plan for the University which is approved by the Entity Tender Committee*

- (d) *There is a Procurement Advisory Committee which considers all procurement of goods and services up to the threshold of the Head of Entity. There is also be a Minor Works Committee to consider all procurement of Works up to the threshold of the Head of Entity*
- (e) *Recommend placement of orders to the Vice-Chancellor having regard to quality and price*
- (f) *Suggest to the Vice-Chancellor ways of improving the system*

## CONCLUSION

The University of Cape Coast operates a complex administrative system with definitive communication channels. It is important that GEOs understand the roles and function of Key Principal Officers and acquaint themselves with the entire university structure and strategic persons they can engage in the discharge of their duties.

## ACTIVITY

If the processing of a female's promotion documents is unduly delayed by the HoD. How would you help if the information gets to you? Outline steps, identify dangers and how to overcome or deal with it.

## FURTHER READINGS

1. *Coyle, B. (2004) Corporate Governance, 2nd edition. London: ICSA Publishing Ltd.,*
2. *Edwards, P. 2003. 'The Employment Relationship and the Field of Industrial Relations'. In Edwards (ed.), Industrial Relations. 2nd edn. Oxford: Blackwell.*
3. *Effah P. & Mensa-Bonsu H. J. A. N. (2001). Governance of tertiary education institutions in Ghana: A manual. Accra: NCT.*
4. *Gayle, D.J. Tewarie, B. & White, .A.Q. Jr. 2003. Governance in the Twenty-first Century*
5. *University: Approaches to effective leadership and Strategic movement. ASHE-ERIC Higher Education Report, 30(1). San Francisco: Jossey Bass/John Wiley.*
6. *Marginson, S. and Considine, M. 2000. The enterprise university: Power, governance and reinvention in Australia, Cambridge: Cambridge University Press.*
7. *Public Financial Management Act, 2016, Act 921, Assembly Press Accra;*
8. *Public Financial Management Regulations, 2019, LI 2378; Assembly Press Accra;*
9. *Public Procurement Act, 2003, Act 663; Assembly Press Accra;*
10. *Public Procurement (Amendment) Act, 2016, Act 914, Assembly Press Accra;*
11. *University of Cape Coast, Statutes, 2016, University of Cape Coast Press, Cape Coast*
12. *University of Cape Coast Financial Regulations, Policies & Procedures, 2020. University of Cape Coast Printing Press*

MODULE 7

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**UNIVERSITY  
OF CAPE COAST  
GUIDING LEGAL  
STRUCTURES**



*Authors: Solomon Faakye & Gideon Abbeyquaye*

## INTRODUCTION

The object of this Module is to introduce participants to the legal procedures, frameworks and instruments guiding the activities of the University of Cape Coast. These legal provisions outline the recruitment, admission, disciplinary and appeal processes of the university. At the end of the session, it is expected that participants will be able to reflect on the possibilities that these provisions offer them to influence the gendered practices embedded in university processes and how to tackle them in their line of activities. It is expected that the GEOs will gain an understanding of the legal instruments and governance institutions to support their efforts in the discharge of their responsibilities.

## CONTENT

### National Level Governing Legal Instruments

The University of Cape Coast, like all public universities in Ghana, derives its position as a Public Corporation from the 1992 Constitution of Ghana. The specific provisions in the constitution are found in Articles 68 (1), 70 (1) and 195 (3). They spell out how members of governing bodies of higher institutions should be appointed and limit the appointment of persons into Ghanaian universities to the Council, which serves as one of their governing bodies.

The Constitution has gender sensitive provisions that give legitimacy to the work of GEOs. This is found in Article 17 (2) of the 1992 Constitution of Ghana which states that a person shall not be discriminated against on grounds of gender, race, colour, ethnic origin, religion, creed or social or economic status. It further provides the definition of "Discriminate" as follows: "... to give different treatment to different persons attributable only or mainly to their respective descriptions by race, place of origin, political opinions colour, gender, occupation, religion or creed, whereby persons of one description are subjected to disabilities or restrictions to which persons of another description are not made subject or granted privileges or advantages which are not granted to persons of another descriptions".

The Constitution under article 17(4) allows parliament "to enact laws that are reasonably necessary to provide for the implementation of policies and programmes aimed at redressing social, economic or educational imbalance in the Ghanaian society". Thus, the section provides that parliament can make a law allowing discrimination if it provides for the implementation of policies and programmes aimed at addressing educational imbalance. It is towards this end that Ghana has made efforts to have legislation on affirmative action. The bill is before parliament and once it is passed into law UCC will be bound by its tenets. All GEOs will have to spend time studying this document as soon as it becomes law.

There is a constitutional duty imposed on the University to ensure that all persons are treated to educational opportunities equally. Article 25 (1) of the 1992 Constitution of Ghana, provides in part as follows: "All persons shall have the right to equal educational advantages and facilities and with the view of attaining the full realisation of that right - (c) Higher Education shall be made accessible to all on the basis of capacity by every appropriate means and in particular by progressive introduc-

tion of free education". The 1992 Constitution of Ghana confers on every Ghanaian the right to have the same or equivalent chance and opportunities for educational advancement; and also, the right to the same educational facilities in which to achieve that purpose regardless of his/her social or economic status, place of origin sex or religion".

There are other national legal instruments that guides the work of UCC they include the Education Regulatory Bodies Act 2020 (Act 1023) which established the Ghana Tertiary Education Commission (GTEC) a merger of the now defunct National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB). This body provides a common framework of standards for quality assurance in teaching, research as well as its engagement with the broader public. As an institution that employs persons the university is also bound by the Ghana Labour Act, 2003 (Act 651). The Labour Act spells out conditions of employment and responsibilities of employers and their employees. Some provisions in Ghana's Labour Act, 2003 (Act 651) that the GEOs can draw on include:

### ***Part VI Employment of Women***

Clause 55 Night work or overtime by Pregnant Women

Clause 56 Prohibition of Assignment of Pregnant Women

Clause 57 Maternity, Annual and Sick Leave

### ***Part VIII Fair and Unfair Termination of Employment***

Clause 63 Unfair Termination of Employment (d) and (e)

Section 173 sexual harassment

### ***Part IX Protection of Remuneration***

Clause 68 Equal Pay for Equal Work

Ghana as a member of the UN is signatory to several of its conventions that uphold workers' rights and women's rights. All legal instruments and documents that direct the operations of organizations in Ghana are bound to capture the obligations emerging from the UN documents.

## **University Level Governing Legal Instruments**

In addition to the general constitutional provisions for public universities, as well as the other national level legislative instruments we have discussed earlier, there are others that spell out the nature of the university and how it should run. Thus UCC derives its existence from the University of Cape Coast Law, 1992 (PNDCL 278) which backs its establishment as a university. There have been attempts to amend this law to reflect the expanded mandate of UCC to reflect current time. The bill is yet to be passed. The PNDCL 278 derives its legality from provisions in the 1992 constitution of Ghana. The PNDCL 278 sets out the aims and objectives as well as the governance arrangements of UCC. The law outlines the central organs and the statutory officers.

The UCC law PNDCL 278 establishes general principles of non-discrimination without exceptions. Section 4 of the UCC Law (PNDCL 278) provides that "[t]here shall be no discrimination against a suitably qualified person on account of religion, political opinion, ethnic origin or gender to determine whether that person is to - (b) be registered as a student of the University; or (d) have any advantage or privilege". These provisions impose a duty on the University to ensure that no special advantages or privileges are given to any person based on a protected characteristic, in this case gender.

The PNDCL 278 under section 16 gives power to the University Council to prescribe regulations called the Statutes which operationalise the university by detailing the structures for running its affairs as well as the rules and regulations under which the structures should operate. The Statutes spell out the main governing bodies of the university Council, the Academic Board, and the Convocation as well as their aims, functions and powers. The Statutes further give powers to various organs to make policies within the context of their specific functions and powers. It outlines the composition of all bodies, boards and committees that are involved in the governance and management of the university. The statutes designate the university as composed of senior and junior members as well as staff, the latter also further categorised into junior and senior. The statutes names the principal officers of the university, spells out the conditions of their engagement and functions. It spells out the academic and administrative divisions and ranks.

Other sections of the statutes outline special events and the nature of degrees that the university offers and how they are conducted and who qualifies to be part of it. It is within the statutes that conditions of employment and promotion are outlined. In the same manner disciplinary and appeals procedures are spelt out in the statutes. The UCC Statutes have undergone revisions over the years to address the exigencies of the times.

### **University of Cape Coast Management**

The University Statutes designate certain officers as its principal officers. These officers are the Chancellor, the Chairperson of Council, the Vice Chancellor, the Pro-Vice-Chancellor and the Registrar. The statutes spell out the conditions of their appointment and their functions. Besides the Principal Officers of the University, the colleges of the University namely: College of Agriculture and Natural Sciences, College of Distance Education, College of Education Studies, College of Health and Allied Sciences and College of Humanities and Legal Studies are headed by a provost who reports to the Vice-Chancellor. The Provost is fully responsible for the academic, administration and leadership of the College. The next in line are the Deans of Schools and Faculties, under whom the directors and heads of the academic institutes, centres and departments work.

Important exercises whose outcomes in the university that might come to the notice of GEOs for redress are appointments and promotions. There are provisions covering the appointments and promotion of the three main categories of the university employees, senior members as well as senior and junior staff. The university also has procedures for appealing against the decision of the Appointments and Promotions Committee. There are provisions in the Statutes that require all Appointments and Promotions Boards on application, to review their decisions affecting appointments or promotions.

Another exercise that touches the rights of members of the university is grievance handling and disciplinary provisions. These procedures are carried in the work of the Appointment and Promotions Board, Disciplinary Committee, as well as the Sexual harassment committee. The statutes spell out the work of the boards and committees, their powers. The Appointments and Promotion Board, as well as the Disciplinary Committee have different sub-bodies for the categories of the senior and junior members as well as junior and senior staff. The Vice-Chancellor is responsible for discipline within the University and acts in accordance with rules formulated in the statutes. There is the Appeals Board, a body that is set up to deal with any dissatisfaction of members and staff of the university who might have the decisions of any structures or bodies of UCC that affects them. The Appeals Board is mandated to hear and determine on petitions in relation to:

- a. *acts or omissions in contravention of the Law or the Statutes of the University*
- b. *promotions of persons employed by the University*
- c. *breach of employment contracts by the University*
- d. *breach of rules on students' governance and other students' grievances*
- e. *any other matter or dispute referred to the Appeals Board by the Council*

## **The Policy Environment of UCC**

The UCC law PNDCL 278 (section 11) gives broad powers to the two main governing bodies the Council and the Academic Board to make policies. There are as a result several policies in operation at the university. They are:

- ▶ *The Consultancy Policy*
- ▶ *Consultancy Services Policy*
- ▶ *Intellectual Property Policy*
- ▶ *Journal Management*
- ▶ *Research Policy*
- ▶ *Staff Reward and Recognition Policy*
- ▶ *Investment Policy*
- ▶ *Staff Training and Development Policy*
- ▶ *Transport Policy*
- ▶ *Quality Assurance Policy*
- ▶ *Expenditure capitalisation and depreciation policy*

The legal instruments we have covered so far show that equal opportunity is one of the core values of UCC. The university asserts in its mission statement the aim to provide equal opportunity and access to quality education and services to all categories of persons regardless of colour, creed, ethnicity, gender, social status and physical ability. The general under-representation of women in higher education has resulted in some affirmative action practices at UCC. From the mid-1990s a corrective measure for addressing the disparities in female and male enrolment was adopted in the form of differential cut-off points for admission into various programmes. This Gender Affirmative Action Admission Practices (GAAAP) at UCC provides for admission of females into programmes with numerically higher cut-off points.

A few can be used to directly facilitate the work of GEOs are outlined below. Some policies that stand directly in the line of the work of GEOs are the Sexual Harassment and Gender policies. The details of the sexual harassment policy are covered in Module V. The policy has seen two main revisions; the last was 2021. In 2021 the Academic Board accepted for adoption a Gender Policy for the university. It is expected that GEOs will study the policy when it is finally gazetted and released for public use.

MODULE 8

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**COMMUNICATION  
AND COUNSELLING  
– OCCURRENCE  
AND BEHAVIOUR**

*Authors: Anna Helfer, Angelina Uhl & Wendy Stollberg*

## INTRODUCTION

Communicating is one of the most important tasks of equality officers. The acquisition and training of communicative competence is accordingly of great importance. The goal of this module is thus to equip participants with the necessary skills to manoeuvre their work as equality officers. It is dedicated to strengthening the communication, counselling, networking and public relations skills and competence of participants. The module exposes participants to ways in which they can effectively communicate and counsel the people that come to seek their services. It also allows them to reflect on their role as counsellors and advisors on committees with confidence. The module is in two sections. The first section addresses issues on general and professional communication for equality officers and the second deals with the individual counselling that GEOs provide on various topics.

## CONTENT

### Communication for Gender Equality Officers

Communication competence is the ability to communicate constructively, effectively and consciously. It also includes eloquence, persuasiveness, being willing and able to listen and to formulate oral and written information with a high degree of comprehensibility. The ability to Communicate is not restricted to language alone, it includes non-verbal cues such as gestures, facial expressions, body language and spatial behaviour. This module invites participants to expand their scope of communicative skills to assist them in the discharge of their work as GEOs. They are encouraged to position themselves in their role as equality actors and to expand their skills for solution-oriented communication.

#### *Things to Consider*

It is important for goal-oriented communication to prepare and organize arguments, to listen attentively and to use gender competence for advancing positions in negotiations for the adoption and implementation of equality principles. Referring to legal principles for example is usually helpful in this context. To be able to realise their professional competencies and confidence in effective communication, participants are invited to consider the following aspects in conversations:

- ▶ *Conveying respect, acceptance, and attention*
- ▶ *Formulation of clear and unambiguous statements*
- ▶ *Advancing a goal- and solution-oriented argumentation*
- ▶ *Reflection on current progress and deficits during conversations*
- ▶ *Reflection on one's own role during the conversation*
- ▶ *Maintaining respectful interaction during discussions*

## Counselling for Equality Officers

Another key part of the work of equality officers is to conduct counselling sessions. In this section participants are exposed to important aspects of counselling to effectively support their members of the university community who come to seek their support. Concrete counselling cases that GEO officers have to deal with are extensive and multi-layered ranging from sexual harassment, career advancement of women in higher education, gender equality in the workplace, family friendly workplace policies and the use of gender-appropriate language.

The training session is directed at making participants aware of the things to consider in counselling. This is because for each counselling session, it is first important for the equality officers to differentiate and reflect on whether they are actually responsible for offering counselling on the case or it needs to be referred to another office within or outside the university. A request from a female student for professional advice regarding her choice of programme in a field of studies different from the location of GEO in question falls outside the jurisdiction of the GEO. A female student who seeks advice for how to reconcile her gender roles and demands with her course of studies falls within the scope of the GEOs work. In order to make the counselling ideal and effective, it is important to focus on some main aspects of the process which are the preparation, the environment of the meeting and the conduct of the conversation. The GEOs should clarify in their preparations:

- ▶ *What issues might be important to the person seeking advice?*
- ▶ *Is this topic or concern within my area of responsibility or can another office provide more specific information?*
- ▶ *What further information do I need to address this concern and where can I find it?*

### Other Tips

Equality officers must note that

1. *All counselling sessions are subject to absolute confidentiality. Accordingly, the GEO acting as a counsellor must not disclose the contents to third parties. The GEO should also make this fact known at the beginning of each conversation.*
2. *The aim of counselling is to provide assistance and guidance and this is best achieved with questions and pointing out possible implications of all options and not about conveying information.*
3. *Counsellors are to reflect upon solutions and suggestions together with the client.*
4. *GEOs should avoid making direct proposals for solutions or suggestions especially where they are not certain of their accuracy. The GEOs must in such instances refer the cases to appropriate contact persons. It is thus important for GEOs to have a list of counselling possible support institutions within the University that such cases can be passed on.*
5. *Avoiding direct advice without listening first.*
6. *Concentrate on the person seeking advice (let him/her complete the narration of the event they are bringing up for attention).*
7. *Display active listening (showing attention, nodding, repeating what has been said).*

8. *Ask open questions not leading questions.*
9. *Provide an overview of the impression of the contents and feelings without imposing any interpretation.*
10. *Activate the problem-solving competence of the person seeking advice.*

### **Environment for Counselling**

The environment in which counselling occurs is as important as the counselling itself. Thus in order to facilitate a pleasant atmosphere during the interview, the following points should be considered:

- ▶ *Creating a quiet setting (offering drinks; avoiding interruptions from phone calls or visits)*
- ▶ *Starting the conversation by addressing the topic directly*
- ▶ *Clarification of the exact concern or problem*
- ▶ *Focusing on a joint search for possible solutions, if necessary joint discussion of advantages and disadvantages of the options for action and the consequences*
- ▶ *Referral to further information and possible counselling centres*
- ▶ *Clarification of the further procedure*
- ▶ *Conclusion and reflection of the conversation*
- ▶ *Writing down / Making notes after the conversation*

In addition to the phases mentioned above, it is also helpful to pay attention to the following aspects before, during and after the consultation. For example, both during telephone and personal conversations, the GEOs should make sure that she has understood exactly what the person seeking advice is concerned about and if necessary, ask for clarification. GEOs should avoid giving the wrong impressions about their functions during their interactions with persons seeking their service. It is also possible to offer networking sessions with people seeking advice, other support and other centres.

Finally, it is absolutely necessary to reflect on one's own role as a GEO. Especially when people seeking advice with psychological problems contact GEOs, their own role should not be thought of in psychotherapeutic terms. Are my own stress limits being exceeded? This would not only overestimate the competencies of a GEO in her role as a counsellor but would also have significant consequences for those who are seeking advice. It is essential to refer to professional contact points for psychosocial and psychotherapeutic support.

### **FURTHER READINGS**

1. *Adama, J.W. / Kottke, J. / Padgitt, J.S. (1983): Sexual harassment of university students. In: Journal of College Student Personnel, Vol.10, pp. 484-490.*
2. *Blome, E. / Erfmeier, A. et al. (eds) (2013): Handbuch zu Gleichstellungspolitik an Hochschulen. Von Frauenförderung zum Diversity Management? 2.,vollständig überarbeitete und erweiterte Auflage, Wiesbaden.*



3. Ekore, J. O. (2012): *Students Perception of Sexual Harassment. Gender and Development, Vol.10(1), pp. 10-23.*
4. Menon, J. A. / Shilalukey Ngoma. M. P. et al. (2011): *Sexual Harassment in Academia - Perception, Understanding and Reporting of Sexual Harassment in a Southern African University. In: Journal of Peace, Gender and Development Studies, Vol.1(1), pp. 8-14.*
5. Stange, N. (2009): *Ziele an den Mann bringen. Erfolgreiche Kommunikation von Frauen mit Männern im Berufsleben, Hamburg.*
6. University of Cape Coast (2014): *Sexual Harassment Policy. [https://acecor.ucc.edu.gh/sites/default/files/2019-09/ACECoR\\_Sexual%20Harassment%20Policy\\_2019\\_0.pdf](https://acecor.ucc.edu.gh/sites/default/files/2019-09/ACECoR_Sexual%20Harassment%20Policy_2019_0.pdf), 15th of Dec 2021.*

# METHODICAL- DIDACTICAL APPROACH LEARNING FORMS

In the following, a variety of teachings methods aiming at facilitating learning and knowledge acquisition is introduced. Trainers are encouraged to apply one or more of these methods in their workshops. With the help of these methods, the participants will engage actively in the workshops, reflect on their own experiences, share their knowledge and make use of the entire group of participants in order to create new ideas and concepts on workshop topics.

## **BRAINSTORMING**

### *Short Description:*

Brainstorming serves the creative brainstorming, the collection of thoughts and suggestions and the activation of prior knowledge. This method could be used, for example, in Module I: The teacher introduces the terms and concepts of gender, diversity and intersectionality.

### *Procedure:*

1. *The teacher divides the group into three different groups. Each group brainstorms and discusses one of the terms 'gender', 'diversity' and 'intersectionality' given by the teacher in his/her group. E.g., the teacher could present the term "gender" and the exciting question: "What is gender for you?" This and the other terms are to be visualised on a white/black board.*
2. *The participants let their ideas run free in their divided groups.*
3. *All ideas are to be written down on the white/black board.*
4. *In the following the answers are arranged (e.g. in a scheme) and evaluated.*
5. *Afterwards the whole group comes together. Each group presents their visualisation and explains how the exercise went, how they felt and how the results could be evaluated.*
6. *To finish up the exercise, the whole group gets into a discussion, where they could reflect their own perspectives on gender (shaping stereotypes) and how these categories affect their own work.*

**Method Goal:**

Unusual and supposedly nonsensical ideas often contain an innovative core, therefore with this method, transverse aspects are consciously evoked and approved. This sometimes creates a dynamic that leads to provocative statements tempted. These should also be allowed. All the more important after then brainstorming a clear break, which allows the unfiltered expression of ideas from reflected communication. The goal of this exercise should be that all participants are able to reflect their roles as teachers, students, administrative staff etc. regarding the categories 'gender', 'diversity' and 'intersectionality'.

**TEXT EXERCISE****Short Description:**

The teacher briefly introduces two texts to the participants and they read both abstracts. The group can then decide which text to read. Afterwards the participants discuss the content aspects about it by formulating questions about the respective text section.

**Procedure:**

1. *The teacher explains the method.*
2. *The participants divide themselves into two small groups. Each group reads a section previously assigned by the teacher. The introduction and conclusion should be read by everyone.*
3. *After the reading every group presents what they have read and asks a question for discussion to the other participants, who have not been in the same group. A discussion leader should be appointed from the group asking the question.*

**Method Goal:**

This form of text work can convey a long text as effectively as possible in a relatively short time. Participants are also encouraged to reflect and think about the content themselves by developing discussion questions for the plenum. The understanding of the context of meaning is accordingly guaranteed on the one hand by reading one's own section and on the other hand by communicating it to the other participants.

**FISHBOWL****Short Description:**

A part of the whole group discusses a topic and sits in a circle of chairs together. The other students sit in an outer circle and observe the discussion. This method could be applied, for instance, in Module I where the following questions could be discussed: 'How does gender affect university structures? How could gender awareness and policies be developed in higher educational contexts?'

**Procedure:**

1. *The teacher explains the method.*
2. *The discussion participants of the inner circle are determined or make themselves available and take a seat in the inner circle of chairs. The other participants sit in the outer circle. The outer circle receives an observation task and abstains during the discussion any (especially non-verbal) comments.*
3. *The inner circle discusses the topic. If more than six people participate, there must be a discussion leader.*
4. *After the discussion, all students sit down together, exchange, discuss and reflect on the results.*

**Method Goal:**

This method can replace the presentation of working group results. Especially in very large seminar groups the method allows the continuation of the discussion under a new topic in a different composition. A metacommunicative reflection (argumentation, discussion strategies, communicative behaviour etc.) is possible with the help of feedback from the outer circle very well. It is important that chair circles are formed and that no tables are in the way.

## **PAIRWORK**

**Short Description:**

Pairwork is a learning method in which two participants learn together on a task within a learning process independently and cooperatively. The focus is on social learning and the promotion of developing solutions. Groups of two are formed in each case, which exchange information about the questions given by the teacher. Following questions could be asked in Module I, for example: "Which structures for gender awareness and gender have been implemented at the UCC so far? How was and is gender awareness handled at UCC? What can be done to make gender inside and outside of the university more visible?"

**Procedure:**

1. *The teacher explains the method.*
2. *The participants divide themselves into small groups of two. They discuss the questions asked by the teacher.*
3. *After the talk between the two people the discussion is extended to the whole plenum. All ideas are to be written down on the white/black board. A discussion leader should be appointed from the group before.*

**Method Goal:**

Partner work is a method that can be used quickly and does not require long preparation within the classroom. Above all, the method pursues an equal, solution- and process-oriented approach that strengthens the social climate. The group of the workshop gets to know each other better and can exchange information more easily through the interactive and communicative design in small one-on-one conversations.

## **WOLRD CAFÈ**

### ***Short Description:***

In this workshop method, the participants are divided into small groups (approx. 3-5 persons). The groups deal with a question or problem at their tables and record their results clearly. The teacher specifies the respective topics, such as international laws regarding gender aspects and women's rights, which can be found in university regulations (Modules VI or VII). Alternatively, the groups deal with internal documents at the UCC that are important on the topic of gender. The participants are encouraged to reflect on the regulations. Afterwards there is an exchange between the participants, as the members (except for one person) of one group move to the next table.

### ***Procedure:***

- 1. The teacher explains the method.*
- 2. Different groups are formed and the topics and tables are assigned. The groups deal with them for a time determined by the teacher.*
- 3. All but one participant moves to different tables. The remaining participant becomes the "host" who introduces the next group to the results of the first and checks that these points are developed further.*
- 4. The workshop ends after 2 or 3 rounds with a presentation of all the results that have been developed in several combinations.*

### ***Method Goal:***

The World Café method creates a creative, relaxed and playful atmosphere. The participants get into conversation with each other and inform and deal not only with one topic but can discuss and reflect on problems or questions intensively in small groups. This can convey a wealth of content quickly and creatively and at the same time stimulate reflection on their own ideas.

## **SIX THINKING HATS**

### ***Short Description:***

The Six Thinking Hats workshop method is a group discussion with role play. A recruitment process is to be simulated. The teacher will provide the necessary guidelines and legal basis for the discussion as well as an example person who could apply for the position. The participants then argue for and/or against the naming or hiring of a person from the respective perspective. There are six different perspectives, which are marked by colours. To mark the six different perspectives, six hats in different colours can be given to the people. Alternatively, a paper in the respective colour can facilitate the assignment:

- ▶ *White stands for analytical thinking, judgements without prejudices and facts.*
- ▶ *Red stands for emotional thinking, feelings and opinions and is the counterpart of the white hat.*

- ▶ *Black stands for critical thinking, scepticism and a focus on weaknesses and potential risks: What is the worst-case scenario?*
- ▶ *Yellow stands for optimism and focuses exclusively on the strengths and opportunities: What is the best-case scenario?*
- ▶ *Green stands for creativity and combines the ideas of the group, introducing new, sometimes provocative or crazy ideas.*
- ▶ *Blue stands for the bird's-eye view in the group - this person keeps the overview, moderates the discussion and summarises at some points.*

**Procedure:**

1. *The teacher explains the discussion.*
2. *The 6 perspectives are assigned, either to one person each or to 2 persons with 12 participants. The respective perspectives should be as similar as possible to the actual body that conducts the recruiting processes at UCC.*
3. *A preparation phase begins, in which the participants have a time determined by the teacher to think about the position and read and apply the given materials.*
4. *The simulation of a recruiting process is performed.*
5. *After this has been completed, there will be a discussion of the respective arguments and perspectives and the simulation of the procedure as a whole.*

**Method Goal:**

The Six Thinking Hats method is particularly suitable for initiating the creative thinking process and finding new ideas or forming opinions, because the participants are forced to adopt and represent a new point of view. The understanding of other perspectives opens the view and enables a joint solution finding with regard to the design of a gender-equitable recruiting process.

## **QUESTION & ANSWER SESSION**

**Short Description:**

Participants ask each other questions that they have previously formulated themselves in relation to the content of this module.

**Procedure:**

1. *The teacher explains the method.*
2. *Each participant formulates a question related to the topic discussed earlier (Module II). A very wide range of questions is possible, from international and national laws concerning women to questions about the legal structures at the UCC. It is important that the questions are only developed from the topics discussed so that the other participants can answer them.*
3. *The participants get into groups of two and discuss each other's questions.*

4. *After about 5-10 minutes in the groups of two, one of the people slides one place further, so that new groups of two are formed again. Now both questions are asked again.*
5. *The teacher determines how many rounds there are.*

**Method Goal:**

The round of questions leads to the content being recalled and the participants briefly repeat what the most important points were. Participants re-engage in conversation and learn each other's perspectives on the content. At the same time, they reflect on their own position on the topic when the questions are formulated. In addition, a relaxed and creative atmosphere is created at the end of the day.

## **ROLE PLAY**

**Short Presentation:**

Role play is a method in which the reality of life is combined with playful action. Everyday situations, problems or conflicts are recreated in role play or dealt with in a forward-looking way. The teacher provides various cases for counselling situations.

**Procedure:**

1. *The teacher explains the method.*
2. *Groups of two are formed and the participants decide who will take the role of the counsellor and who will take the role of the person affected.*
3. *The teacher distributes the different case studies with the respective roles written on a small card to the participants.*
4. *The Participants take time to put themselves in the role and prepare for the conversation.*
5. *The role play begins. The duration is determined by the teacher before*
6. *Afterwards, the participants in groups of two exchange views on the respective role of the other and give each other feedback.*

**Method Goal:**

The aim of this method is to clarify attitudes and behaviours, to make backgrounds and motives visible, and to show alternative ways of acting. By putting themselves in the different roles, participants gain a sensitive understanding of the concerns of those affected. They can apply these in their function as consultants, for example within Module V.