



T-TEL

Transforming Teacher Education and Learning

A Government of Ghana
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GENDER, LEADERSHIP AND STRATEGIC DEVELOPMENT PLANNING



The Gender & Leadership study



- Commissioned by NCTE, NTC and PRINCOF; jointly implemented by T-TEL and 7 researchers from the Institute of Education Administration (IEA) at UCC
- Research conducted from May – June 2017 at 10 case study CoEs (4 single-sex female CoE and 6 mixed-sex)
- The qualitative research explored the perspectives and experiences of key college actors (principal, vice principal, QA officer, Gender Champion, two female tutors, two female students)



Key research questions:



1. *What are the key issues and challenges that college leaders face when trying to implement and maintain a fully gender responsive CoE?*
2. *What are the enablers and constraints on female participation and representation in CoE leadership, management and decision-making?*



What is 'Gender Responsiveness'?



- 'Gender Sensitivity' - the ability to recognise gender issues
- 'Gender Awareness' - the ability to identify problems arising from gender inequality, even if they are not obvious
- 'Gender Responsiveness' refers to taking comprehensive action to correct gender discrimination so as to ensure equitable outcomes for females and males



Specific questions on implementing a gender responsive College of Education:

1. *How is the concept of ‘Gender Responsiveness’ understood by college actors?*
2. *To what extent are college actors aware of and agree with the competencies in the Gender Responsive Scorecard?*
3. *What progress has been made on strategies in the Scorecard?*
4. *What challenges do college leaders/staff face with regard to implementing scorecard strategies?*



Finding 1: There is a fairly intuitive, yet somewhat vague or narrow understanding of gender responsiveness, which prevents a more holistic approach from being implemented



Likely due to a lack of (or inconsistent) gender training that sensitises actors to the holistic/action-oriented nature of gender responsiveness.



Finding 2: After being introduced to the gender responsive scorecard via their interview, a majority of respondents thought that the comprehensive strategies within it were extremely helpful.



This was because strategies cut across all areas of the CoE and gave people concrete ideas and actions they had not previously thought of.



Finding 3: Across all case study CoEs, it was agreed that Leaders and TP Mentors had had some gender training. However, there was a great deal of inconsistency regarding Tutors and Student Teachers.

- Assumption that T-TEL Leadership training and TP Mentor training included topics on gender.
- Contradiction in response at 7/10 CoEs indicated that Tutor and Student Teacher gender training was inconsistent at best.
- Majority of respondents across context did not think non-teaching staff had had any gender training.

Finding 4: There was an intuitive, yet somewhat narrow understanding of gender responsive pedagogy

- All colleges had positive responses with regard to strategies that were intuitive, such as ‘giving equal chance to females and males’
- However, there was less consistent implementation of more nuanced strategies, such as identifying and challenging traditional gender roles in TLMs
- This is likely a result of a lack of exposure to the variety of strategies that constitute gender responsive pedagogy.

Finding 5: Many strategies did not apply to single-sex CoEs, as the lack of males prevented chores being assigned along gender lines. But this did not mean they offered environments that gave positive support to girls

- Some strategies in this competency aim to disrupt gender norms/roles that are unconsciously reproduced and reinforced (especially for chores and prefect roles).
- Other strategies aim to create an environment that provides support both academically and emotionally to females (extra-curricular activities with STEM, a gender club, guidance counsellor, banning corporal punishment)

Finding 6: Mixed-sex colleges had very contradictory responses regarding the implementation of strategies for competency 4 and 5.

- There was a spectrum of achievement – some assign prefect roles equally, all had a guidance counsellor. Most do not have a gender club or gender responsive infrastructure, and many still use corporal punishment
- Standards for infrastructure are likely held against standards relevant to males (hygiene bins for sanitary napkins and accommodation security lights are not top of mind for males).
- This is ‘indirect discrimination’, which occurs when policies, procedures or rules apply to everyone, but inadvertently put some groups at a disadvantage.

Finding 7: Single-sex female CoEs had completed most strategies for a Sexual Harassment policy. There was a spectrum achievement for mixed-sex. Both had issues with the dissemination of the policy.

- Strategies not only seek to gauge the development of a sexual harassment policy, but also the content within it, as well as the dissemination/implementation.
- It is of no use to have a sexual harassment policy if it does not give clear guidance on what sexual harassment is, how to report it, what will be done about it; and if it is not widely disseminated, it will not have a protective/preventive effect.
- Still important for single-sex CoEs as male staff can harass female colleagues and students

Finding 8: A majority of CoEs experienced the following challenges in developing gender responsive policies:

- 1. Developing all 14 policies takes coordination/time**
 - 2. The gender responsive criteria was not top of mind**
 - 3. Policies have to be approved by governing councils**
 - 4. Then have to disseminate/implement the policies**
- Policies often developed against standards relevant to males and can put females at a disadvantage ('indirect discrimination') – Scorecard mitigates against this
 - Solutions to address barriers regarding Council approvals and constrained budgets need to be explored

Finding 9: There are a number of personal factors that constrains the recruitment of female tutors

1. Poor infrastructure (roads, electricity, water, etc)
2. Poor health care facilities (particularly when pregnancy and child health care are issues)
3. Lack of well-resourced basic schools for their children Limited safe accommodation on campus
4. Sporadic chieftaincy conflicts (particularly in North)
5. Long distance to urban centres
6. Lack of opportunities for study leave
7. Long distance from husbands who work in urban areas
8. Fear of losing spouses due to long distance
9. Social norms that husbands do not follow their wives to a new station

Finding 10: There are also a number of professional and social factors that constrain the recruitment of female tutors

- 1. Lack of requisite academic qualifications, particularly alignment of MA with their first degree*
- 2. Lack of qualifications in subject areas like maths/science*
- 3. Negative perceptions about women such as “more women will cause troubles”*
- 4. Stereotyping: “this subject area is for men and this area is for the women”*
- 5. Assumption that “males do better than the females”*

Finding 11: In addition to these factors, there are more that constrain the recruitment of female leaders

1. Inadequate female role models in leadership roles
2. Lack of encouragement or unwillingness of females to apply for leadership roles
3. Inadequate spousal support to take up leader positions
4. Most GC have male chairmen, with no gender balance
5. Male biased leadership succession plans
6. The perception that when a woman comes she won't be respected by staff
7. Perceptions that only males can be in such positions
8. Perceptions that “if you give a position to a female she becomes arrogant”
9. Perception that women want to avoid the conflict and tensions that characterise leadership positions

Finding 12: Most CoEs collect data and have targets/strategies for female students, but much less so for female staff and senior managers

- This indicates that although there is a concern for the achievement of female students, there is less of an imperative when it comes to staff
- Also indicates that barriers to recruiting female staff are difficult to surmount
- However, strategies to address barriers have been provided in the Scorecards



Finding 13: Across a majority of colleges, overall budgetary constraints had a knock-on effect on budgets allocated for specific gender responsive strategies



NCTE may not be able to support colleges with funds for this; however, T-TEL's Gender and Inclusion budget, which aims to specifically support colleges to implement and maintain gender responsiveness, could be used to this end



Recommendations from the findings:

- Sensitise all actors within CoEs to the Gender Responsive Scorecard, as this would be the first step towards implementing a holistic approach
- Adapt and/or provide copies of the Gender Pedagogy Handbook for tutor use and incorporate relevant content into the DBE curriculum revision currently being initiated by the MoE
- Ensure *implementation* of scorecard strategies as these are specifically designed to mitigate against any indirect discrimination that might unintentionally occur
- NCTE should consider developing a national sexual harassment policy in order to ensure a high standard of policy clarity, quality and implementation

Recommendations from the findings:

- Revise the Gender Responsive Scorecard to include strategies that address female recruitment barriers
- NCTE should consider nuancing the requisite qualifications for tutors (regarding MA and BA alignment)
- As well as requiring that all colleges work towards having gender balance in teaching staff, college leadership and governing councils
- NCTE should consider developing a national gender policy that is underpinned by the Scorecard in order to ensure a holistic approach to gender responsiveness across CoEs
- T-TEL should provide every CoE with grant specifically to facilitate the implementation of gender strategies outlined in the NCTE gender policy and scorecard

Recommendations from the findings:

- Colleges should constitute Gender Committees made up of two leaders, two tutors and two students (both female and male), of which the Gender Champion would lead.
- Gender Champions and Committees would work in collaboration to ensure the dissemination, implementation and monitoring of the Scorecard
- We will be discussing more specific job descriptions for the Champions and Committees later today

Next steps:

1. We will be presenting the Gender and Leadership findings to NCTE, NTC, PRINCOF, along with the policy and practice recommendations
2. T-TEL will offer support NCTE on the development of a National Gender Policy and National Sexual Harassment policy for CoEs
3. T-TEL through NCTE will be drafting information and guidelines for grants to be used for implementation of gender strategies and plans
4. T-TEL through NCTE will also be looking at providing further training and support to Gender Champions/Committees



THANK
YOU

