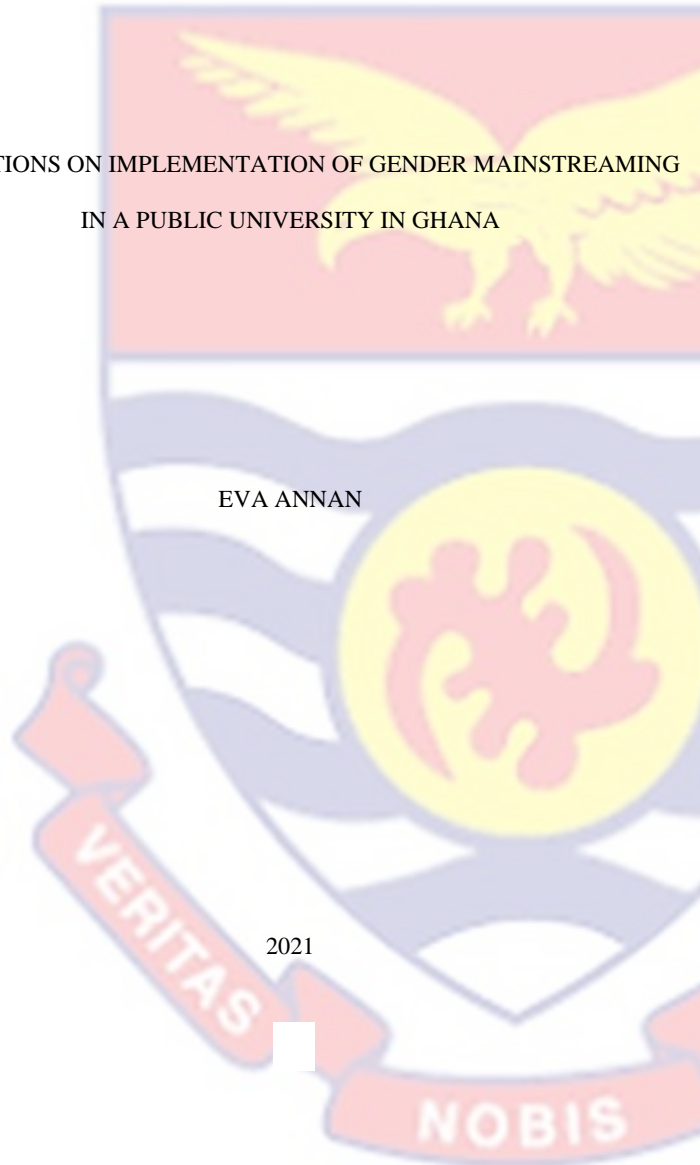UNIVERSITY OF CAPE COAST

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IN A PUBLIC UNIVERSITY IN GHANA

EVA ANNAN

2021

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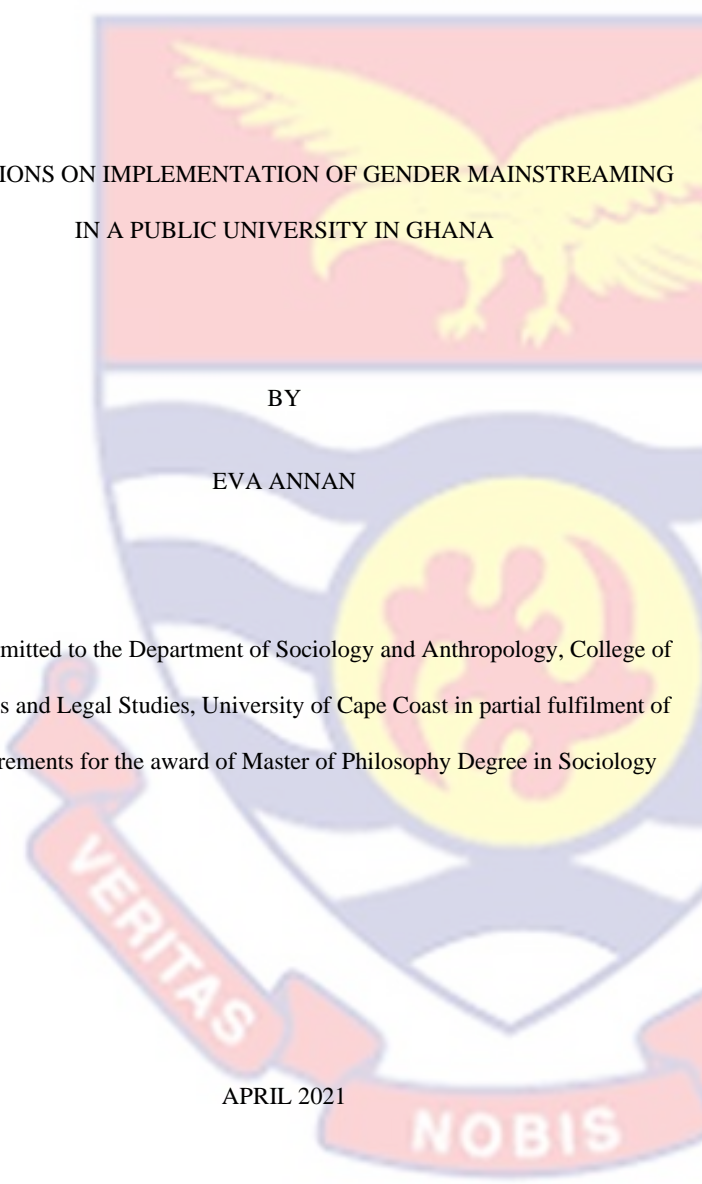
PERCEPTIONS ON IMPLEMENTATION OF GENDER MAINSTREAMING

IN A PUBLIC UNIVERSITY IN GHANA

BY

EVA ANNAN

Thesis submitted to the Department of Sociology and Anthropology, College of

Humanities and Legal Studies, University of Cape Coast in partial fulfilment of

the requirements for the award of Master of Philosophy Degree in Sociology

APRIL 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and to the best of my knowledge, it contains no material previously published by another person nor materials accepted for the award of any other degree in this university or elsewhere.

Signature……………………   Date…………………………….

Name: Eva Annan

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Signature………………..............   Date……………………………

Name: Prof. Mrs. Henrietta Abane

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ABSTRACT

Gender inequalities have existed in human societies for many decades and gender mainstreaming is an internationally recognised approach to address such inequalities in society. The study was designed to examine gender mainstreaming at the University of Education, Winneba. In conducting the study, fifteen participants were selected using the purposive and convenient sampling techniques. Data was collected using the interview guide. Data collected was analysed qualitatively. The study found that, though the campus environment was conducive for the implementation of gender mainstreaming, more resources in terms of finances and gender experts were needed to effectively bridge the policy and implementation gaps in UEW. Based on the outcome of the study, the study recommended that, there is the need to revise the University's policy documents, including the Gender Policy, Strategic Plan and the Statutes, to ensure that gender mainstreaming issues are well captured in them, with targets clearly set. Again, the dissemination of the contents of the named documents should be publicised, and staff and students encouraged to own the policies. There is also the need to ensure that gender mainstreaming issues are made integral to key institutional operations and activities. Additionally, management must devote more resources to gender mainstreaming, and hire more gender experts to support the gender mainstreaming agenda of the University. Management must create gender awareness on campus by encouraging the formation of gender associations and clubs involve male staff and students in gender advocacy and intensify mentorship programmes for female staff and students.

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DEDICATION

To my parents, Mr. John Kwesi Annan and Mrs. Jane Nkrumah Annan, for their

love, motivation and prayers throughout my education

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CHAPTER ONE

INTRODUCTION

Background to the Study

Throughout history, women have faced grave inequalities and discriminations across continents. Globally, men and women experience considerable inequalities in accessing and wielding control over productive resources, economic opportunities, power and political voice (UNDP, 2010; 2007). Gender mainstreaming (GM) is recognised internationally as a means to achieve gender equality in society. The concept became widespread in the 1980s, and was connected with the campaign work of women's rights movements during the United Nation's Decade for Women, 1976-1985 (Unterhalter & North, 2010). The Beijing Platform for Action further promoted this concept as an approach to addressing the differential impacts of project and programmes on men and women.

Gender mainstreaming has been explained as an approach for incorporating the concerns and experiences of both men and women as a central focus in project design, implementation, monitoring and evaluation in all human endeavours so that both would achieve equal benefits, and for unfairness and discrimination not to be continued (United Nations Economic and Social Council, 1997). The central idea of gender mainstreaming is to address gender differences in policies and programmes (Tiessen, 2007). In many instances, the needs and interests of women are ignored or made a periphery in the development of economic and social policies. Gender mainstreaming is represented as an all-encompassing approach

that changes its viewpoint from individuals and their rights toward those structures, systems, processes and norms that result in such inequalities (Daly, 2005).

According to Akpalu and Offei-Aboagye (1999), the essential aspects of gender mainstreaming focus on incorporating a gender standpoint into all aspects of development, to ensure a gender centredness in development processes and outcomes. Gender mainstreaming also seeks to invoke changes in conventional policies and the allocation of resources to reflect the interests and views of women and men. Further, it aims at emphasising that, a gender perspective is the responsibility of all persons in an institution. This would make gender units and ministries catalyst institutions for developing the capacity of colleagues and also to assist institutions take on gender concerns in their daily activities.

Globally, females are under-represented in the labour market. In spite of this, the statistics in recent times show an increase. The past twenty years have shown a progressive increase in female numbers in the labour market. This increase has aided in bridging the gender equality gap in society. The rise in female numbers is because of activities carried out in most societies and institutions that are committed to the implementation of gender mainstreaming objectives in an effort to reduce poverty and boost economic development (ILO, 2018). The United States Bureau of Labour Statistics (2014) indicated that, females constitute 47 percent of professional and business service positions in the United States of America. In spite of the established fact that there has been an important rise in the participation of women in the labour strength globally, the improvement made so far and the universal commitments to achieve further improvement, the opportunities and gains

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that await women in the world of work cannot be compared to those that await their male counterparts (World Economic Forum, 2018; Lim, 2004). On the whole, gender parity has seen much improvement, but there are still gaps that need to be closed. There are gaps still exist in economic, political and educational spheres (World Economic Forum, 2018).

The gender balance in higher education across nations improved rapidly after 1992; however, institutions of higher learning are still gendered terrain (Atuahene & Owusu-Ansah, 2013; Momsen, 2010; Morley, 2010). Globally, women form 50 percent of university undergraduate students, especially in the advanced nations, however, their participation level in higher education is low, and does not transform gender relations (David, 2015). This increase is seen more in certain courses than in the others. For instance, there is a greater percentage of females in students population in some disciplines such as the humanities and social sciences than in natural sciences (UNESCO, 2019, Morley, 2010; World Bank, 2018; 2005).

The literature indicates that the global educational attainment is much closer to parity, 96.1 percent and further notes that, in 35 countries, the gender gap in education has been closed; a few developing countries are yet to close over 20 percent of the gaps (World Economic Forum, 2020). According to the Ministry of Education (2018) for both public universities and polytechnics in Ghana, female applications and admissions are generally much lower, and the percentages of admission for females are low too. The literature recounts that, in countries such as Ghana, female participation in higher education has gone up, but the increase has

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not reduced the gender inequality that female students encounter (Atuahene & Owusu-Ansah, 2013). The numerous reasons given to explain this trend are academic, economic, environmental, socio-cultural and policy-related issues (Munthali, 2017; Dube 2015).

After enrollment and recruitment of females into higher education, the challenges of participation emerged, where females occupy the bottom of the academic ladder or administrative circles, and are not visible in senior positions to make inroads into the development outcomes of the institutions. This makes female participation in higher education another area of concern. The dearth of women in leadership circles is very prevalent in universities across the globe. The lack of continued presence or visibility of women in decision-making circles has been discussed at length by scholars to have implications for future policies and decision outcomes of higher education (Morley, 2010; 2007).

Statement of Problem

For over many decades, society has accorded a restricted role for women (Jayachandran, 2021; Boakye, 2018; Vanderslice & Litsch, 1998). There are various factors that seem to perpetuate gender inequality in Ghana, Africa and the global community. Such factors include the socialisation process, patriarchal ideology and more especially, cultural practices which negatively affects the lives of females especially (Ngaaso & Attom, 2011). Several laws such as the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), Criminal Code of 1998, Act 554 outlawing religious bondage of girls, Act 484 against Female Genital Mutilation and the Article 26 of the 1992

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Constitution prohibiting customary practices which dehumanize or are injurious to the physical and mental well-being of all persons, have been passed and ratified to outlaw some of these norms and harmful gender practices (Ngaaso & Attom, 2011).

The factors that perpetuate gender inequality in society have a huge impact on the educational terrain. In spite of the free education policy at all levels of education worldwide, gender equality has not been attained in education (UNICEF, 2015). Most of the studies conducted centred around primary, basic and secondary education (UNESCO, 2019; 2012). There are however, insufficient research work on gender issues in higher education as indicated by UNESCO and the development and education community (UNESCO, 2019; 2012). The available literature indicates that, gender inequality issues are prevalent in educational institutions and the gender gap is most severe in the higher education institution (Maanu, 2008). The available discussion and policy have been contained in three scopes: greater access for women in different fields through affirmative action; nurturing and development of women's studies and women's representation in managerial positions in higher education. Low involvement of women in higher education in various academic and administrative rankings stand prominently in the literature (Momsen, 2010; Morley, 2010; World Bank, 2005). Universities remain male-dominated, especially in the governing structures, including the University Council and Academic Boards (World Bank, 2018; 2005).

The available statistics at the University of Education, Winneba, show that, female representation is low at both student and staffing levels (UEW Basic Statistics, 2019). The total female staff population at the Winneba campus is 381,

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representing 30 percent of total staffing population, while total male staff population is 894, representing 70 percent. The gender gap is more pronounced at the faculty level, where the institution has 85 female senior members, representing 25 percent of total senior membership population, while, male senior members are 251, representing 75 percent of the total senior membership population. The gender gap for female student population has seen an increase from 440 since the inception of the University in 1992/3 to 12,691 in 2019 (UEW, Basic Statistics, 2019). Male population, on the other hand, has increased from 1,449 since the inception of the University in 1992/3 to 28,525 in 2019 (UEW, Basic Statistics, 2019). Again, males occupy 47 headship positions representing 82 percent, while females in the University occupy 10 headship positions, representing 18 percent.

Gender mainstreaming as an approach facilitates the processes by which men and women are positioned in the central aspects of institutional development: scheme, operation, observing and appraisal of policies and programmes in all societal spheres to halt inequality (Morley, 2010). Enabling men and women to be equally involved in all aspects of institutional development is advocated by the gender mainstreaming efforts of UEW. The UEW Gender Policy called for a 50-50 ratio parity, for male and female representation in the University (UEW, 2009). However, statistics available depict a lack of the 50-50 ratio parity at both staffing and students' levels. The lack of the 50-50 ratio parity indicates that, female under-representation is prevalent at UEW, despite the efforts at promoting gender mainstreaming as enshrined in the Gender Policy and implementation challenges

of gender mainstreaming at UEW and highlight ways of addressing the identified challenges associated with the implementation.

Objectives of the Study

The main objective of the study was to explore the extent of gender mainstreaming in the University of Education, Winneba. The specific objectives of the study were to:

1. investigate the nature of UEW's organisational culture and attitudes, which affect gender mainstreaming.
2. examine UEW policies to determine their gender mainstreaming gaps.
3. explore the impact of management practices in promoting gender mainstreaming in the University.
4. evaluate the challenges encountered in implementing gender mainstreaming policies and activities in the University.

Research Questions

The questions guiding this research were:

1. In what ways have organisational culture and attitudes affected gender mainstreaming?
2. What are the gender mainstreaming gaps in UEW policies?
3. How has the University management exhibited commitment and support towards gender mainstreaming at UEW?
4. What are the challenges in implementing gender mainstreaming in the University?

Justification

The study institution (University of Education, Winneba) was selected for this research for numerous reasons.

First, the selection of UEW is justified because it is a teacher training university in Ghana, and has a strong commitment to education, per its mandate and legislative instrument. Because of this, it is expected that researchers who share in its vision and mission carry out research in contemporary issues that affect the stability of the University and the general educational scene. Gender mainstreaming issues are central to the development of a university. It is therefore, partly the reasons to pursue a study of this nature in the study institution.

Also, the 1989 World Conference on Higher Education discussed issues of women in higher education and observed the importance of gender in development and its presence in policy debates. In view of this, institutions of higher learning, especially universities, are to lead as role models for democracy, and expected to be engineers of gender mainstreaming and practice democratic principles. UEW, as an institution of higher learning embraced this idea hence adopted a gender mainstreaming strategy and policy implementation. The researcher having the tenets of the 1989 World Conference on Higher Education in view selected this study area to examine the gender mainstreaming implementation practices of UEW.

Third, the selection of UEW is based on the fact that, it will be convenient within the duration of the study. It is geographically convenient to the researcher.

Finally, the selection of UEW came from the angle that the University has a population of different categories. Thus, people with different cultural, social,

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economic, religious and political backgrounds, which seemed to be appropriate for the selection of the participants. This research focused on people who hold various leadership positions in the university. Having diverse backgrounds of participants enhanced the richness and accuracy of data gathered. The participants were deemed more appropriate to provide the researcher with consistent and reliable information that enriched the outcome of the study.

Significance of the Study

A study on gender mainstreaming in higher education is important for a number of reasons.

First, it contributes to the literature and on-going debates on gender mainstreaming in higher educational institutions. It will uniquely contribute to the debates on mainstreaming gender in an institution of higher learning in Africa and, precisely, Ghana through the findings of the study.

Second, the study sheds light on pertinent issues of policy and practice of gender mainstreaming in the University of Education, Winneba, and the dissemination of findings will inform policy makers on how to formulate gender mainstreaming policies and address gaps in implementation.

Third, the study will provide huge service to the institutional authorities at UEW and the other public universities in Ghana as well as relevant stakeholders in education to formulate policies and introduce programmes that will address the gender policy gaps and implementation challenges that the study exposes. By so doing, institutions will be able to ensure a more conducive environment where gender parity will be at the fore of the organisational development.

Fourth, this study will also serve as a reference material to other institutions public or private higher educational institutions that want to address gender mainstreaming implementation challenges and resolve issues of policy gaps. For instance, where other researchers find resemblances between their settings and the setting within which this study was conducted, findings from this research could be used alongside other related studies to inform policy related issues in their own context of study.

Finally, the study provides a foundation for future research on gender mainstreaming in public universities. Future studies could develop the findings revealed in this study further to serve their own needs of study.

Limitations of the Study

The main restriction that was likely to interfere with this study was the fact that the researcher was a female writing on perceptions on implementation of gender mainstreaming in a public university in Ghana. The interpretations of the findings could have been influenced by her standpoint on feminine issues (personal biases). To avoid that from happening, this challenge was resolved by exhibiting fairness throughout the research and by ensuring that, fair hearing was given to participants for the study.

Again, both males and females formed the sample size for the study. Empathic neutrality was adhered to throughout the research. Empathic neutrality encompasses carefulness of being unbiased rather than biased by demonstrating consciousness, sincerity, reverence, sensitivity and thoughtfulness while interacting with the research participants in order to achieve comprehension.

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In addition, it is important to highlight that this study was conducted in a politically unstable working environment, which had implications on getting participants for the study. Most of the participants were not willing to be involved in the study and respond to the issues that were raised in the interviews for fear of being misquoted and their views miscommunicated to the management of the University. In spite of the researcher explaining the context of the research and the purpose for the study, participants withheld certain vital information, which could have opened up spaces for further discussions and analysis.

Delimitation of the Study

This research was designed to cover a larger population of faculty, administrators, union leaders and students of UEW, but owing to the vast nature of the campuses of the University at the time of the study, lack of logistics, time and financial factors, the study was limited to only the Winneba campus of the University of Education, Winneba, in the Effutu Municipality. Again, the study focused on selected faculty, administrators, union leaders and student leaders as representational of all faculties, administrators and students in the University of Education, Winneba, Winneba campus.

Definition of Concepts

For the purpose of this study, the following concepts are defined:

i.   Gender is the societal roles prescribed for men and women, and boys and girls, as well as the relationships that exist between them within a specific period and location (UNICEF, 2012).

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ii.   Gender equality means treating both genders equally. For that matter, distributing societal resources, opportunities and protections equally among men and women. It does not mean sameness in terms of sex but sameness in terms of value, access and opportunities accorded to men and women in a given society (UNICEF, 2012).

iii.   Gender equity is about assessing the gender situation to fairly and justly apportion societal resources to serve the needs of both genders. Equity centres on equal distribution of resources based on the needs of different groups of people (Sida, 2016:1).

iv.   Gender Mainstreaming espouses the need to incorporate the concerns and interests of men and women in the various stages of project, policy and programme design, implementation, monitoring and evaluation, so that women and men benefit equally and inequality is not continued (Council of Europe, 1998).

v.   Public University is a public corporation established by an Act of Parliament to offer higher education, carry out research, publicize knowledge and foster associations with external stakeholders. The law is settled that a public university is a statutory public body serving the need of the public and performing public functions by way of delivering tertiary education to the public (Appiah-Nkyi, 2011).

vi.   Gender Parity is the number of males and females at all educational levels: primary, secondary and tertiary education (World Bank, 2020).

vii.   Gross Enrollment Ratio is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education (World Bank, 2020).

viii.   Gender Gap is the differential relationship in the socio-economic status of men and women, arising from the different social roles ascribed by society for women and men (World Economic Forum, 2018).

ix.   Gender Issues centre on challenges that arise from the gender relations between women and men, regarding their roles, privileges, status and positions, which are identified and analysed. Gender Issues stem from discriminations associated with one's gender and sex. Gender issues further arise from the social meanings and roles ascribed to men and women (European Institute for Gender Equality, EIGE, 2014).

x.   Gender Perspective is simply a means of incorporating gender concerns and interests to ensure that gender equality and equity is achieved in all development approaches. Gender Perspective comes with a laid-out guideline aimed at assessing the developmental impact of projects and programmes on gender relations (EIGE, 2014).

xi.   Social Justice aims at ensuring that there is full and equal participation of men and women in society. It advocates for a society where resources and opportunities are distributed equally to meet the needs of all members (Adams, Bell & Griffin 1997).

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xii.   Ownership: awareness of the content of the policy documents and a sense of commitment and understanding of the impact of the policies in decision-making process (Dua, 2019).

xiii.   Policy is a guiding principle to a course of action arrived at by decision-makers to address a particular issue or issues (Saidi, 2012).

xiv.   Gender Sensitive/Gender Aware means identifying and acknowledging the existing issues, differences and inequalities between women and men (Santoro, 2012).

Organisation of the Study

The study is organised into five chapters. Chapter One forms the introductory part of the work and presents the background to the study, statement of the problem, purpose of the study, research questions, limitations, delimitation of the study, justification, significance of the study and organisation of the study. Chapter Two sheds light on the review of relevant literature for the study, captioned under various headings, including historical background of gender mainstreaming, feminists perspectives on gender inequality, World Conferences on Women's Status and gender mainstreaming, higher education in Ghana, participation of women in higher education in Ghana, gender gaps in higher education, barriers to female access and participation in education, effective strategies to gender mainstreaming implementation and social justice theoretical framework. Chapter Three examines the methodology adopted for the study and organisational culture, and describes the study institution, research design, data collection, sampling techniques, sample size, data analysis methods, and ethical consideration. Chapter

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Four details the presentation of findings and discussions. The section focuses on management's practices and commitment to gender activities, organisational culture and attitudes, which affect gender mainstreaming efforts and implementation challenges of gender mainstreaming and new strategies to address gender issues. Chapter Five contains the summary of the findings of the study, conclusions and recommendations for effective gender mainstreaming in a public university.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews relevant literature on gender mainstreaming. The review is presented in five sections. The first section presents a historical background of gender mainstreaming, feminists perspectives on inequalities in development; world conferences on women's status and gender mainstreaming. The second section discusses higher education in Ghana, the participation of women in higher education in Ghana and some barriers to female access and participation in education. The third section examines gender mainstreaming challenges while the fourth section presents strategies to gender mainstreaming implementation. The fifth and last section of this chapter presents a theoretical framework on social justice theory within which the whole study is anchored.

Historical Background of Gender Mainstreaming

This section touches on the narratives in literature on gender mainstreaming through the activism works of women's rights movement and feminism in the early 1960s/70s and later periods. It traces the works of feminists through its major strands: Liberal, Socialists, Marxists, Radicals, and their contributory roles in promoting women's rights in society. It also looks at the different waves of feminisms and their role in women empowerment discourse. The section further sheds light on the UN organisational efforts in assessing the status of women in global development periodically through its Economic and Social Council's sub-commission, thus, the commission on the status of women's flagship programme

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dubbed the World Conference on Women (Commission on the Status of Women, 2005). These feminist theoretical explanations and world conferences on women's status lay a firm foundation for this present study on gender mainstreaming. The details of the feminist theories and conferences on women are given below:

Feminists Perspectives of Gender Inequalities

Feminists sought to trace the cause of women's subjugation in society. The Oxford Advanced Learner's Dictionary explained feminism as the conviction and desire that opportunities and rights in society should be made same for all sexes. (Hornby, 1975). The pursuance of the agenda of gender equality, in terms of, equal opportunities characterise the feminists' agenda (Hornby, 1975). Thus, feminism can be said to be a conviction that all sexes should be politically, economically and socially equal (Ghorfati & Medini, 2015). Different strands of feminism address the matter of gender inequalities and women's oppression in society from different standpoints. Some of them refer to some historical and political movements in USA and Europe, and others trace it to the cultural and social arrangements in societies across the globe (Ghorfati & Medini, 2015).

Feminism has also been connected with the activism work of women from the late 19th century to the present. The literature indicates, that the term, "feminism" has a history in the writings of activists from across the globe. Notably, writings of feminist scholars in France, Britain, America and the Arab world played a leading role in such social activism and gave descriptions of feminisms to connote women's emancipation and freedom from societal oppression (Ghorfati & Medini, 2015, Bennet, 2006). A French Scholar, Hunburtine Auclert (1880s), in her Journal

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Article *La Citoyenne as La Feminitè* criticized male domination and made claims for the rights of women as part of the liberation assured by the French Revolution. Also, the British Feminist Scholar, Mary Wollstonecraft's work (1759-1797), *A vindication of the rights of woman,* is an example of articles that inspired early feminist thinking on women's liberation (Mellor, 2002). Scholars believe it is important to separate ideas and beliefs held by feminists from the political movements of feminists. This separation is needful, even in situations where political activism centred on the subordination of women has been minimised, and individuals have been concerned with and theorised about justice for women (Ghorfati & Medini, 2015). Political Activists of women's liberation, therefore, embark on social activism to eliminate every form of obstacles in the pursuance of fairness, cohesion, equality, political and economic opportunities for women and opposes the belief that the importance of a woman lay primarily on her biological roles and societal responsibilities assigned, and that women are fundamentally lesser to men (Ghorfati & Medini, 2015). Feminist theories, thus try to describe the suffering of women, elucidate its origins and impacts, and suggest schemes for their freedom (Tong, 2009). The theoretical explanations on the different strands of feminism discussed below support the main theory of social justice, which underpins this research in rendering explanations to gender mainstreaming implementation challenges in UEW.

Liberal Feminism

The first strand of feminism to emerge was the liberal feminism. Liberal feminism has gained wide acceptance and popularity among the various political

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and social ideologies of feminists. Liberal feminists of the 18th and 19th centuries concerned themselves of intensifying education for females and creating equal opportunities at all societal fronts (Bryson, 1992). Liberal feminists advocate for the creation of an equitable, just and a fair society, where both sexes will be able to access societal opportunities and resources equally to achieve their full potentials (Ghorfati & Medini, 2015). For liberal feminists, the relegation of women is deep-seated in a set of traditional and legal restrictions that prevent the admission of women to succeed in the public space (Bimer & Getaneh, 2018). Liberal feminists were inspired to overcome the obstacles that women face, by pursuing education and promoting laws that supported equality (Tong, 2009).

Radical Feminism

Radical feminism emerged from the conflict perspective that underscores the gender relations between men and women as an essential encounter, and domination against women, which stems from patriarchy (Vukoičić, 2017). It emerged long before the 1960s and 70s (Rhodes, 2005). Radical feminists held strong beliefs and reservations about the constituents of womanhood and its performance, and these reservations were expressed openly in activisms and textual writings by writers and groups such as Shulamith Firestone, the Redstockings and WITCH (the Women's International Terrorist Conspiracy from Hell) (Rhodes, 2005). Radical feminists seek to put an end to patriarchy in society, as they consider it as the main form of oppression and subordination of women (Jóhannsdóttir, 2009). The main goal of radical feminism is to oppose and dismantle patriarchy, by holding divergent views on the accepted gender roles and subjugation of females

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and requesting for an essential re-arrangement of society (Ghorfati & Medini, 2015).

Socialist Feminism

Socialist feminism began in the 1960s, during the rise of other feminist activism for women's liberation from unfair social systems and discriminatory practices. Socialist feminism heightened in the 1970s and holds the assumption that, women's oppression is not only caused by economic factors, but also by patriarchal arrangements and capitalism (Amirault, 2019; Ehrenreich, 2005; Harman, 1984). Socialist feminists detest societal institutions such as capitalism and patriarchy that account for women's oppression. It traces its origin to the ideologies of Marxists and seeks to end private ownership of properties (capitalism), through a socialist reformation of the economy (Ghorfati & Medini, 2015). Socialist feminism draws its argument from the fact that women's oppression is rooted in capitalism, which accords much power and money to men at the expense of women (Ehrenreich, 2005; Harman, 1984). Socialist feminists view gender inequalities as entrenched in capitalism, which exploit the unremunerated labour of women in the domestic setting and underpaid labour in the workforce (Ghorfati & Medini, 2015). They believe that, colonialism, imperialism and racism are the driving forces in the oppression that women face in the world because they are interwoven with economic injustices.

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Marxist Feminism

Marxist feminists explain the oppression of women from the point of view of the introduction of capitalism and its accompanying problems. Marxist feminists are of the view that, the emergence of private property ownership led to the oppression of women (Gimenez, 2005). Engels argued that, over many decades, men attained supremacy over women (and, eventually, other men) when they were able to produce excesses of wealth in agronomy and animal husbandry (Costa & James, 2017). Consequently, Engels opined, the main class separation was among male assets owners and female non-property owners. According to this account, male hegemony in the domestic setting is weakened once females are formally engaged in paid employment (Costa & James, 2017).

Therefore, Engels's account advocated that women could become liberated once they leave the private setting to the public world of work. Under capitalism, this would put women through the unavoidable mistreatment of that system; but it would also permit relationships of cohesion among working-class females and their male colleagues and it would loosen the grip of male-controlled power, rooted in the family (Costa & James, 2017; Gimenez, 2005). Marxist feminists are of the view that, women's liberation will come about when socialism replaces capitalism to establish a classless society, in which the means of production would belong to everyone.

World Conferences on Women's Status and Gender Mainstreaming

The four UN International Conferences on Women which were organised in Mexico City in 1975, Copenhagen in 1980, Nairobi in 1985, and Beijing in 1995

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united many feminists from around the globe to form a common voice in the struggle for emancipation and liberation, as they engaged in what came to be called transnational feminist activism (Bunch, 2012). These world conferences were meant for the formation of international relationships and leverage that women's movements and feminists sought to discuss and promote women's rights issues on the global scale (Liu, 2013).

The UN world conferences, which served as platforms for political campaigns and activisms of women's movements, birthed Gender Mainstreaming. Member states and non-profit groups and organisations that were involved thought of means of promoting women's empowerment and concerns in ways, which sought to address differences in gender relations and dynamics. Mainstreaming was, therefore, recognised as an international approach for accomplishing gender equality, and for attaining sustainable economic development in the 1995 Beijing Platform for Action (True, 2003). Since, the final International Conference on Women in Beijing in 1995, there has been substantial improvement in political support for gender mainstreaming. The European Union and the European Commission have adopted the approach of mainstreaming gender into all their policies (European Commission; Verloo, 2001).

The world conferences on women sponsored by the UN are a key accomplishment in the annals of the United Nations. The UN provided an important global attention on women's lives and rights by expanding the public working space for feminists (Bunch, 2012). The spaces created by the UN through its international conferences helped women to build meaningful social and political networks,

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traded approaches, and interacted with heads of nations; all of which reinforced the effect of their effort on addressing gender inequality (Bunch, 2012).

Gender Mainstreaming Efforts in Ghana

Gender mainstreaming is a global initiative that has taken roots in countries across the world as a critical and contemporary strategy to achieve gender equality and ultimately drive development (Dua, 2019). Ghana has made improvement and progress in its efforts to bridge the gender disparity gaps in society. The policy environment and legal frameworks of the nation have intensified efforts aimed at addressing issues of gender inequality across all spectrums of society. The Beijing Platform for Action has as one of its twelve critical areas, institutional mechanisms for the advancement of women (Dua, 2019). Consequently, Ghana has made an effort to establish national machineries as catalysts to promote gender equality. For instance, the National Gender Policy and Institutional Environment, Constitutional Provisions on Gender Equality and Women's Rights, Ghana's 1992 Constitution under Article 17(1) and (2) guarantees gender equality and freedom of all categories of persons including women, men, boys and girls from any form of discrimination on the grounds of their social or economic status among others (Dua, 2019; Amoako-Sakyi, 2017). Furthermore, the National Labour Act of 2003 (Act 651) on its part prohibits restrictive conditions of employment as it clearly states that an employer shall not discriminate against a person on the grounds of gender, race, colour, ethnic origin, religion, creed, social or economic status, disability or politics (Dua, 2019). In addition, Ghana is a signatory to the Convention on the Elimination of all forms of

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Discrimination Against Women (CEDAW), and the creation of a Ministry of Gender, Children and Social Protection (MoGCSP) in 2013 placed social protection and welfare within mainstream governmental policy direction alongside issues of gender and children, thus expanding the mandate of the Ministry (Dua, 2019). These are efforts aimed at creating an all-inclusive society which is supportive of all persons regardless of gender, poverty etc. (Dua, 2019; Amoako-Sakyi, 2017).

In spite of this, Ghana's gender policy acknowledges that there are still deeply rooted inequalities in its social systems, manifesting in several areas of concern, even though the nation has made quite some gains in gender equality and its women' empowerment drive (MoGCSP, 2015). The national indices show major gender inequalities in respect of employment, political representation at both sub-national and national levels as well as in number of hours spent on domestic related work despite the nation's success stories. Moreso, substantial socio-economic and gender-gaps persist across the rural-urban divide in spite of efforts made. These inequalities are seen in the education setting as well, most especially the higher education scene.

Higher Education in Ghana

In Ghana, the terrain of higher education comprises polytechnics, diploma-awarding colleges and universities (Maanu, 2008). The universities are tasked with the training of top-level human manpower, therefore, the world over, the training of graduates was aimed at supervision, management and administration of the structures of the self-regulating states and their establishments (Maanu, 2008). The late 1990s and early 2000s saw massive rise in the number of Ghanaian universities

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and expansion in student numbers of the already existing ones (Maanu, 2008; World Bank Report, 2005). Ghanaian universities were mainly public funded until 1997 when Valley View University (VVU) was granted accreditation to offer degrees (World Bank Report, 2005). There are 10 public universities in Ghana, 91 private tertiary institutions, 8 technical universities, 2 public polytechnics, one private polytechnic university, 43 public colleges of education, 4 private colleges of education, 30 public nursing colleges and 16 private nursing colleges (National Accreditation Board, 2020).

The genesis of university education in Ghana spans from the 1940s during which the British Government established the University College of the Gold Coast in 1948 (and later became known as the University of Ghana, Legon). The establishment of the University of Ghana stemmed out of a recommendation from a report submitted by the Asquith Commission (Atuahene & Owusu-Ansah, 2013; Daniel, 1997). The Asquith Commission was set up in 1943 to research into higher education and make recommendations to set up University colleges in British Colonies, in association with the University of London (University of Ghana, 2019).

University education began with the establishment of the University College of Gold Coast in 1948 and later given a new name as the University of Ghana (UG), after independence in 1957. The University of Ghana began with a few hundred (100) students during its inaugural ceremony in 1948; student enrollment at the UG rose to 9,000 in 1976 and remained at this level until the government issued a white paper in 1991 on the reforms to the Tertiary Education

System, a precursor of the report of the University Rationalization Committee (URC) (Atuahene & Owusu-Ansah, 2013).

In the later part of the 1980s, there existed three public universities in Ghana; University of Ghana (UG), the Kwame Nkrumah University of Science and Technology (KNUST), and the University of Cape Coast (UCC). Additionally, several other professional institutions offering postsecondary programmes in the country were in operation.

In the 1960/61 academic year, the Council of the University College of the Gold Coast requested from the Government of Ghana the constitution of the University Council into a fully qualified University with the power to grant its peculiar degrees. This request was granted and that led to the transformation of the University College of Ghana and the Kumasi College of Technology into independent universities of Ghana. The Kwame Nkrumah University of Science and Technology emerged out of the Kumasi College of Technology in 1961.

The government, recognising the importance of having highly qualified human resource in the educational sector, set up the University College of Cape Coast (UCC) in 1962 (Effah, 2002) which was mentored by the University of Ghana, to train graduate teachers for second cycle institutions, including teacher-training colleges and technical institutions. In the early 1992, Ghana had witnessed the setting up of additional universities, including the University of Education, Winneba which was established in 1992, University for Development Studies in 1993, University of Mines and Technology in 2005, University of Energy and Natural Resources in 2011and the University of Health and Allied Sciences in 2011

(Atuahene & Owusu-Ansah, 2013). As a matter of principle, endorsing gender mainstreaming in the education sector is irrefutably, a significant improvement (Yang, 2016).

Participation of Women in Higher Education in Ghana

The landscape of higher education across continents remains uneven in terms of gender equality, particularly for females employed as professionals (David, 2015). There is not only numerical indication, but increasingly, feminists are mounting grave scholarships of forms of management and leadership in higher education to show how enduring patriarchal patterns are (David, 2015). Power relations that have gender differentials representatively and substantially create and control the everyday experiences of women in higher education. Stereotypes and biases of gender are communicated and strengthened properly, through schoolrooms and meeting room experiences, and informally, via social practices (Morley, 2007). Historically, women were marginalised in social opportunities in the public sphere, including the educational front. The fear of developing the intellectual capacities of females to stand up for their privileges, entitlements and negotiate for better conditions of life precluded their progress. History shows that the colonial regimes were not accommodative to women in institutions (Mama, 2003).

In Africa, there were low numbers of females in gainful employment, and females who were employed in colonial civil services exited once they were married (Denzer, 1994). It was not until few women entered into the educational arena and started writing on women's predicaments to stir up discussions on

women's empowerment and rights that opened up spaces for them in education and other sectors. Most of these writings informed the feminist literature, which propelled the fight against women's liberation in society. Consequently, governments began to appreciate the significance and the need for promoting female education for the huge benefits of society (Ghorfati & Medini, 2015).

Scholars in gender studies have commented on the extent of inequalities, which characterises the higher educational sector (Morley, 2010; Maanu, 2008; World Bank, 2005). Apusigah (2008) described the gender situation as grave inequalities in the institutions of higher learning, in spite of efforts dating back to colonial periods to address the problem. Gender inequalities in higher education can be experienced in enrollments, participation and decision-making processes (Apusigah, 2008; World Bank, 2005). The colonial educational policies underpinned female limited presence in the higher educational setting. The colonial educational policy sought to train men to occupy management and administrative positions in the colonial government, hence women were silenced in the universities and their voices were not recognised (Atuahene & Owusu-Ansah, 2013; Assie-Lumumba, 2011; Mama, 2003).

Moreso, an organised and considered colonial policy guaranteed that, females were not included in the various places of higher learning that dotted the continent (Tamale&Olako-Onyango, 2000). Women's elimination from participation in higher education continued even after Ghana had gained her independence. The literature indicates that, unlike the colonial policies, which formally left women out, governments in developing nations in Africa run national

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projects and institutions from masculine perspectives, which made it impossible for the full participation of women (Mama, 2003; Oyewumi, 1997). In furtherance to the literature, African males acknowledged the western conventional masculine ideological systems of government which tended to inferiorised females in all spheres of society, including the educational system where the exclusion of women became natural and immutable (Oyewumi, 1997).

In a paper presented on women and leadership in higher education at a workshop held for 29 senior women academics and administrators from Nigeria (23) and Ghana (6) on issues faced in advancing their careers and plan strategies for improving their own competencies, it was reiterated that, globally, as at 2000, top management continued to be the domain of men with 9 percent women vice-chancellors, 14.9 percent heads of administration, 12.0 percent finance officers and 14.3 percent deans (Singh, 2004). The paper further indicated that African countries performed extremely poorly on issues of women in top management, especially because Ghana, Kenya, Lesotho, Malawi, Mozambique, Sierra Leone, Tanzania, Uganda, Zambia and Zimbabwe had no woman vice-chancellor and women heads of administration were in the minority. Singh's finding is supported by recent literature, which reports that women occupy top executive positions in politics and industry much less frequently than men (The World Economic Forum, 2020; 2018; Alqahtani, 2019). Another study by Education Sub-Saharan Africa (ESSA) on higher education staff and academics in Ghana shows that only eight (8) percent of professors at public universities are women across the country (UNESCO, 2019). Only 24 percent of academic staff in tertiary education across sub-Saharan Africa

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are female (UNESCO, 2019). The African Evidence Research Database, profiling African-led research, also shows that out of 2510 researchers in the database, only 32 percent are female (UNESCO, 2019).

Gender Gaps in Higher Education

This section discusses the gender gaps in higher education. It sheds light on female underrepresentation and the views of scholars on those gaps. These gaps prominently stand out under three unique headings and are captioned under enrollment, courses and senior positions.

Gaps in Enrollment

Scholars establish that gaps exist in enrollment. It has been reported that though the enrollment of women has improved over the decades, females are still less visible than males in the institutions of higher learning (Ministry of Education, 2018). The increase in enrollment is reported to be enormous in the polytechnics, private universities and professional institutions than the public universities (Atuahene & Owusu-Ansah, 2013). There has been huge improvement in the higher education sector in Ghana. This is evidenced in the rise of the Gross Enrollment Ratio from 2.92 in 1999 to 12.14 in 2011, but equality and equity are yet to be achieved for female and male students. For example, the ratio of male to female student remains disproportional (Atuahene & Owusu-Ansah, 2013). The extent of participation for females in 1999 was about 25% of the total enrollment, which increased to 37% in 2011 representing a percentage rise of 12% (Atuahene & Owusu-Ansah, 2013). Between 2013/14 and 2014/15 academic years, less than

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50% of students in public universities and polytechnics as well as public colleges of education were female (Ministry of Education, 2018).

Gender Gaps in Courses

The literature has again revealed that there are gaps in the choice of courses pursued in tertiary institutions, especially in the universities. Gender gaps however, exist in the choices of courses and programmes in the universities. More males and females enroll on the humanities and arts disciplines than the natural sciences (Morley, 2010; Daddieh, 2003). Fewer students, especially women, enrolled on science/engineering-based programmes in universities across the country. Similarly, Maanu (2008) affirmed that, the gender gap differs across courses and is particularly wider in the science courses (Education Sub-Saharan Africa, 2021; Elu & Price, 2017; Booysen & Nkomo, 2010). In sub-Saharan Africa, women are less likely to select STEM courses as compared to non-technical courses (humanities and arts) due to discriminatory barriers, as opposed to their preference (Elu and Price, 2017). Cultural gender stereotypes in and outside of education dictate course choices for students (Booysen and Nkomo, 2010).

 For many women who gained admission to read science courses in universities, they are confronted with a number of challenges including name calling and being the only female on the course (Morley, 2010).

Gender Gaps in Senior Positions

Senior management level is one key area that reveals the less visibility of females in higher education. The literature sheds light on the limited presence of females in senior management level in higher education. An examination of the two

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important governance structures in government and non-government universities in Ghana, the Councils and Academic Boards, reveals that women are in the minority (World Bank, 2005). None of the University Councils, for example, meets the minimum 30 percent state requirement of female representation on decision-making bodies in Ghana (World Bank, 2018; 2005). In most universities, positions on academic boards are determined by academic rank and positions held in a university unlike the University Council which draws membership from within and outside the universities. Two universities, UMaT and the Ashesi University College, have no female members on their academic boards (World Bank, 2018; 2005). From the literature, it appears that the academic boards are more male dominated than the university councils. Female academics admit that their presence on decision-making bodies bring some new perspectives and make the eventual outcome of the decisions more sensitive to women's concerns (World Bank, 2018; 2005, 2001). However, small numbers sometimes can make women feel isolated and where their sex is highlighted because they happen to be in the minority, women have felt unable to defend female interests and concerns (UNESCO, 2019, World Bank, 2018; 2005; Prah, 2001).

The under-representation of women indicated in the literature in senior positions is affirmed by Morley (2013) that, the limited presence of females in decision-making circles in higher education institution reflected not only persistent inequalities between the sexes, but absence of women from decision-making tables to contribute towards institutional development. Further to this observation made by Morley (2013), Kaplan and Tinsley (1998) also asserted that several women

were in colleges, universities and professional schools with the desire to go into leadership in their later career life. Kaplan and Tinsley (1998) however, observed that, senior management positions in higher education had an imbalanced structure and females were crowded at the lowest of the structure. Kaplan and Tinsley's also noted that, though women were in universities to obtain higher degrees, it does not automatically translate into getting women into positions of leadership (Morley, 2013; Kaplan & Tinsley, 1998). This means that the growing numbers of women in institutions of higher learning does not mean they are so much visible in decision-making positions.

The data from the Bryan & King (2007) revealed that, females are entering into universities, but their placement and gains at top leadership is slow (Ballenger, 2010). This point to the fact that women in academic leadership positions in higher educational settings are under-represented in all leadership ranks across continents (Morley, 2013; Murniati, 2012; Luba, 1994). In addition, Davidson and Burke (2004) highlighted that, females have made progress into higher educational leadership, yet still there are milestones to be covered regarding the addressing of equity. The authors further advocated that, the gender equality and equity challenge seemed to be deeply rooted in traditional systems, norms and culture. Again, Dominici, Fried and Zeger (2009) also asserted that, the low numbers of women in leadership positions in academia raise the interrogations about core causes for the continued presence of gender inequity at the pinnacle of academic leadership in the universities. They shift attention to hidden causes of the invisibility of females at the leadership corridors in higher education. The issue of gender inequality can be

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said to be a characteristic of most societies, and males on the average were better positioned at the top hierarchies in leadership across all social, economic and political arenas (Ridgeway, 2011). Yim & Bond (2002) acknowledged that, there is still the presence of discriminations at places of employment, regardless of the existence of equal employment opportunity laws instituted for many periods in the United States and in other parts of the world.

Similarly, the World Bank (2018; 2005) found that, majority of university administrators, academics in senior leadership positions and academic ranks in Ghanaian universities were males, and over a period of four decades, women professors in Ghana have been very few. University of Cape Coast, for example, took 40 years to produce her first Associate Professor (UNESCO, 2019; World Bank, 2018; 2005).

Barriers to Female Access and Participation in Education

The literature identifies certain factors that pose as obstacles to the access and participation of females in education. These obstacles include poverty and location, socio-cultural factors, socialisation, politics and the glass ceiling.

Poverty and Location

In Sub-Saharan Africa, heads of nations find it challenging to widen access to education, improve school quality, and advance equity in education (Maanu, 2008). Poverty has a role in determining the gender gap in school enrollment from the primary to the tertiary level. According to the World Bank Report (2005), the decision to send children to school is severely determined by the socio-economic

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situation of the family. The literature notes that geographical locations have implications on the enrollment rates of girls and boys in school. These locations are heavily impacted with different poverty levels, particularly in the northern part of the country and the Central Region (World Bank Report, 2005).

A study done in Ethiopia, Colclough, Pauline and Tembon (2000) revealed that cultural and socio-economic factors influence domestic call for daughters education. In instances where financial resources are limited in supply at the household, parents tend to consider boys. Gertler and Glewwe (1992) emphasised that the disparities among the two sexes is broadest in the low-income economies and narrowest in the high-income economies, especially at the tertiary level. There is a huge disparity between countries across regions. Nations with little per capita income are faced with few enrollments predominantly for girls and rural poor. These country level characteristics results in inadequacies in the magnitude and worth of educational resources, restrict students' access to education and restrain the educational involvement of children, especially girls and the poor (UNESCO, 2019; World Bank, 2018; 2005).

Socio-cultural Factors

Culture has a very important impact on education, particularly with females in higher education in Ghana. In a study conducted by Maanu (2008), it was revealed that boys are certainly anticipated to be responsible and independent community leaders while girls are expected to be reliant on their husbands as stay home wives and continuously told to be good mothers. Senior secondary education is fairly sufficient for a girl since she will surely get married, live with her husband,

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bear and raise children and become the property of her husband (Maanu, 2008). The idea that education for men is for professions and that of women is for roles as wives and mothers still persists in Ghana (Prah, 2001). Cultural norms within societies often agree that the domestic responsibilities of a woman is more important than her public responsibilities. All these factors stem primarily from women's subordinate positions in society and are, therefore, gender-related (World Bank, 2018; 2005). These factors are major barriers to accessing and involving females in education at all levels of the educational front.

Socialisation Influences

Socialisation is deemed as a strong precursor to women's low level of educational attainment. The entire socialisation process for a woman has been deemed a contributory factor to their limited access and participation in higher education. Scholars note that, socialisation influences women to lose their self-assurance and regard themselves as lesser and weak (Maanu, 2008). These views also strongly shape the desire of girls to stay in school and ambitions to excel in life, causing many to fall out of the formal education system early. Consequently, the enormous challenges that females face during the socialisation process impedes their access to higher education (Maanu, 2008). UNESCO (2019) and World Bank (2018; 2005), affirmed similar views and Prah (2001) who argued that socialisation holds a strong influence over people's perception of themselves, educational system and general societal issues. Differences in socialisation reduce the desire for girls to achieve in schools. Also, their economic worth makes parents reluctant to send them to school and this is further compounded by the gendered environment

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in schools, which discourages girls to remain in school (World Bank, 2018; 2005; Brown et al., 1996; Prah, 2001).

Political Factors

Another contributory factor to the educational attainment and participation of females in education has to do with the political will to put women in places of influence, and the cultural norms that underpin women's beliefs. The literature establishes that, the low numbers of females in decision-making and academic positions may reflect the refusal of core management team to assign females to these places, or may be the consequence of the reluctance of females to step forward for such appointments (Singh, 2004). Preconceive masculine and feminine ideologies held by males and females influence the gender power dynamics in the organisation (Singh, 2004).

Glass Ceiling in Higher Education

Another barrier to female access to senior management positions in many organisations is glass ceiling. The United States Federal Glass Ceiling Commission (1995) explained the glass ceiling as the hidden, yet indestructible and enduring hindrance that inhibit sub-groups and females from ascending to the higher levels of leadership in a corporate setting, despite their credentials, experience and accomplishments. It is the unseen barricades, created by societal prejudices and organisational predispositions, which keep women away from senior management positions (Wirth, 2009).

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The Glass ceiling is an indirect, but harmful form of discrimination, which prevents women from ascending the top of their career, despite their qualifications and hard work (Groysberg & Katherine, 2013; Ballenger, 2010). Crucially, their inability to reach high in their careers is not the result of a lack of expertise and knowledge, but workplace discrimination and politics. It is often associated with women at the workplace and is central to the discussions on issues precluding women's entrance to supremacy and governance status in institutions of higher learning (Ballenger, 2010). Women are limited by established societal customs, prejudices, and beliefs about the perceptions of an ideal candidate for a higher position. This assumption constitutes the glass ceiling (Groysberg & Katherine, 2013).

The literature asserts that females in higher education encounter challenges such as name calling and being the only female on the course (Morley, 2010). The literature further shows the minority status for females who gain entry and the accompanying uncomfortable visibility (Morley, 2010). Scholars have also observed that, a glass ceiling, a glass wall, or a glass floor serves as a barrier blocking senior female leaders in universities from ascending to executive positions (Clark, 2006). In support of this assertion, Ballenger (2010) also noted that, glass ceiling is, therefore, a major form of discrimination confronting females in higher education setting, and highlights the reasons behind female invisibility in the corridors of power and leadership echelons in that setting.

Surprisingly, glass ceiling is still pervasive in professional settings several years into the 21st century after society has seen a rise in female numbers in

educational institutions. The chances for females to be in management places remain troubled with issues including organisational biases and beliefs about how far a woman can go in her career. These barriers reduce women's self-esteem and desire to excel, hence reducing their drive for leadership and thwarting higher education institutions' efforts of being gender inclusive (Federal Glass Ceiling Commission, 1995).

Gender Mainstreaming Challenges

Gender equality in higher education entails more, in terms of its implementation. Its implementation and policy approaches pay considerable attention to the surface meaning of equity in terms of numerical sameness and gender fairness. (David, 2019). Challenges of gender mainstreaming in institutions are enormous and some of the challenges associated with the implementation of gender mainstreaming activities include insufficient financial planning for the gender components of projects, inadequate improvement of critical skills, inadequate supervision of the operation of gender components, and a universal lack of political obligation within the organisation and at the nation level (Razavi & Miller, 1995). Financial constraints, which emerge from government cuts in funding to higher education, tend to affect gender programmes and activities the most (Apusigah, 2008). Further to the constraints above, the challenges listed below pose a huge challenge to mainstreaming gender.

Conceptual Clarity of Gender Mainstreaming

Conceptual clarity is one of the challenges of implementing gender mainstreaming. Unterhalter and North (2010) noted that, academics have indicated

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that gender mainstreaming has transformed procedures and processes of state institutions, private organisations and international organisations. Gender equality offices are created, new procedure apparatuses are hosted and new procedures have been initiated. However, scholars of women's liberation have also revealed that, all these changes notwithstanding, gender mainstreaming has not demonstrated to be effective in bridging the gender equality gap (True & Parisi, 2013). The challenge of translating the Beijing commitments into action is partly a result of organisational and political confrontations to considerably change gender relations and also a matter of conceptual clarity (Daly 2005; Unterhalter& North, 2010). There is insufficient conceptual understanding of gender mainstreaming, making operationalisation of the concept for implementation challenging. Gender mainstreaming can be expounded to represent different things to different people (Rai, 2008; Pru¨gl & Lustgarten, 2006).

Researchers term it as profound (Subrahmanian, 2004) or adaptable (Daly, 2005). Meanings of gender mainstreaming differ (Squires, 2005). However, none of the definitions, however, provides a conceptual clarity on gender equality and the degree of fairness to be reached. According to Squires (2005), it is equality of opportunity to be achieved through an approach of inclusion, equality of outcome to be achieved through an approach of reversal, or as many activists stress, a more transformative concept of equality that tackles existing practices and customs that (re)produce gendered subjects and gender biases (through a strategy of displacement). The official obligation to embark on gender mainstreaming allows flexibility in achieving gender equality, which makes the concept appealing to the

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international community; adopting gender mainstreaming suggests the notion of a transformed public policies (Daly, 2005) deprived of being dedicated to a perfect agenda.

Unterhalter & North (2010) argued that, the dictates of modern public policy approaches compel institutions and actors to state clearly, what gender equality entails by developing indicators for monitoring and evaluation of the outcome of the gender mainstreaming policies. Yet, such requirements do not automatically lead to more substantive gender mainstreaming practices, as policy actors are often unable to define clearly gender equality goals due to a lack of expertise or simple unwillingness (Celis & Meier 2011; Verloo & Benschop, 2006). In practice, this translates into mainstreaming policies that are more integrative than transformative. Women's concerns are simply added to existing policies without fundamentally changing the policy frameworks from a feminist point of view (True & Parisi, 2013).

Again, a finding from an audit exercise done at the Ministry of Social Welfare, Women and Children in Sudan revealed that, gender technical capacity in terms of knowledge, skills and attitude is very weak, and there is no unit or office responsible for gender in many departments of the ministry and this hampers the work of gender mainstreaming in that organisation (UNDP, 2007).

Likewise, a report on gender mainstreaming in Ghana (Akpalu & Offei-Aboagye 1999), noted that, most efforts at addressing gender issues at the institutional level in Ghana tend to have an exclusive focus on women and as such create the impression that women's discrimination is the result of some personality

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deficiencies they suffer. The main strategies continue to be couched in affirmative action practices, which target women to the exclusion of men, despite an acceptance at the institutional level to embrace gender mainstreaming (World Bank, 2018; 2005). It is, therefore, important for male involvement as implementers and beneficiaries of gender mainstreaming. A female faculty member in Uganda held the view that, involving males in gender work contributed to successful gender mainstreaming in her institution (Morley, 2007). She argued that men understand gender issues better when other men talk about it. Getting men on board achieves much success than without men. Involving men in gender mainstreaming has been difficult (World Bank, 2018; 2005) and this poses a challenge to the effective implementation of gender mainstreaming.

Ownership Factor

Another challenge is the ownership factor and this makes gender mainstreaming in institutions weak as many have adopted it in response to external demands. Institutions have found it problematic transforming their women targeted strategies into gender mainstreaming ones and this result in weak sense of ownership from its internal stakeholders (World Bank, 2018; 2005). Some lack the conceptual skills and the political awareness to implement gender mainstreaming. As a result, gender mainstreaming in most institutions has been the responsibility of officers who have very little clout and the political will to effect change (World Bank, 2018; 2005). The literature further states that, these officers who are considered inexperienced and termed, as technocrats are not able to implement gender mainstreaming effectively (World Bank, 2018; 2005). According to the

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World Bank (2005), these categories form the majority of staff employed to implement gender mainstreaming in many organisations and they are not able to do so properly. In the process, the underlying principles are corrupted and the transformational potential of gender mainstreaming lost (World Bank, 2018; 2005). Most institutions implement gender mainstreaming by utilising ready-made tools developed by the donor community and NGOs but hardly do any of these institutions who do not have the right set of skills to implement gender mainstreaming or merely copied from the donor community been able to make investments into evolving their own strategies out of an understanding of the gendered dynamics of their institutions and systematic efforts to transform patriarchal norms and practices (World Bank, 2018; 2005).

Policy Environment

The policy environment is another challenge to gender mainstreaming in the higher education setting. The Council of Europe (1998) stated that the essential enabling factors for gender mainstreaming include having a political will and a specific gender equality policy to implement gender mainstreaming policies. The literature again spells out that, the policy guidelines make sure that gender mainstreaming in government institutions are committed to Gender and Development activities (GAD) (Friedrich-Ebert-Stiftung, 2000). Though there are government policies to deal with the issues of gender in higher educational institutions in Ghana, Maanu (2008) revealed that, these policies were not functioning properly in higher educational institutions and were not well known by

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the students and staff. Such policies by the government were termed as white elephant (Maanu, 2008).

Also, Apusigah (2004) identified policy, curricular, situational, structural and financial factors as posing threats to the progress toward gender parity in leadership in higher education in Africa. She further noted that, policies are non-existent, unimplemented or under-resourced and located in highly marginalised offices that have limited influence on mainstream optimum performance, such as Equal Opportunities Acts, which cover recruitment, staff development, job descriptions, monitoring and evaluation as well as programming (Apusigah, 2004).

Socio-cultural Factors

Again, socio-cultural factors were seen to be a disadvantage to women by underestimating their multiple roles and structuring the workplace without any anticipation of their involvement (Prah, 2001). According to Apusigah (2004), areas where women were seen the most were mostly in community services which were not built into the reward system. She noted that, inequalities exist at the lower echelons of education, at the pre-university level that further serve to limit women's entry in the universities, minimize their chances for choosing careers in them and restrict their involvement in leadership. Bridging the gap between pre-university and university level remains a major challenge as the rate of exclusion widens and deepens up the ladder (Apusigah, 2004).

Moreso, Prah indicated that the problem of coping with multiple roles and occupational constraints affected women's career development (Prah, 2001). Men attain high academic and administrative positions in universities because they

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under-achieve in domestic chores, their wives provide care and nurture their children (World Bank, 2018; 2005). Women who begin families at the same time as they begin their careers face interminable stress and conflict of interests (Prah, 2001).

A study carried out by World Bank (2018; 2005) for 16 universities in Ghana, both public and private, in assessing the gender situation revealed that, career progression as a university academic was based on one's contribution to knowledge. Fourteen (93 percent) universities stated this as an important criterion for granting promotion. The next important factor identified by 11 universities (73.3 percent) was the quality of teaching. Others included service to the public and other institutions and groups (33 percent). The study further showed that, there were three important functions of a university academic: teaching, research and publications as well as extension service. Meeting the demands of academic research and publishing can be a stress for women with growing children and unsupportive partners (World Bank, 2018; 2005). A little over 53 percent of the universities covered did not consider the criteria for promotion as discriminatory since they applied equally to both women and men. Others (27%) recognised that reproductive roles in the form of childcare, and breaks for maternity leave could slow down a woman's progression as an academic. The criteria for promoting administrative staff were more varied. The most important appeared to be efficiency and sense of responsibility or hard work cited by 47 percent of the universities (World Bank, 2018; 2005). The research noted that, such criteria for promotion issues were less objective and, therefore, have the tendency to be subjective in their interpretation.

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Criteria such as length of service as well as publication and research can be quantified, they were cited by one third of the Universities (World Bank 2018; 2005).

For Prah (2001), academia should be a space that accorded conduciveness and support to female professionals. Teaching, she explained, is generally thought to be a woman's strength, and universities are assumed meritocratic institutions. Yet, evidence showed that women form a minority amongst university teachers and their career patterns differ from that of their male counterparts (World Bank, 2018; 2005).

Effective Strategies to Gender Mainstreaming Implementation

The World Economic Forum (2018) requested more determined ways to better develop human capital for both women and men. In respect of this, all countries around the world are working tirelessly to further bridge the gender gap in education. Countries around the world have instituted strategies to improve gender mainstreaming implementation. Philippines legislated the use of 5 percent of its total budget appropriation for gender mainstreaming activities in its universities and colleges (Government of Philippines (1999); Philippine Commission on Women (2019). Likewise, the Council of Europe (1998) stated that the essential factors that assist situations for effective gender mainstreaming are political will, specific gender equality policy, statistics, knowledge, necessary human and financial resources and the participation of women. UNDP (1998) added attention to the need to develop skills in gender analysis, process and advocacy as additional requirements for facilitating gender mainstreaming. While

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the issue of capacity building was stated in many of the 'toolkits', it was often neglected in practice (Morley, 2007). World Bank (2018; 2005) identified Affirmative Action Initiatives to promote gender mainstreaming.

Affirmative Action Initiatives

World Bank (2018; 2005) asserted that, one important development in the Ghanaian universities is the acknowledgement of the necessity to address gender imbalances in enrollment and participation. As a result, most institutions are beginning to refer to gender issues and have adopted affirmative action strategies to address gender imbalances in educational delivery. World Bank (2018; 2005) further intimated that, universities were more likely to enact broad policies covering issues of equity such as equal opportunity and affirmative action than those that were directly gender specific. Institutional statistics from 15 institutions revealed that 47 percent of the 15 universities studied had equal opportunity and affirmative action policies, about 33 percent and 20 percent had gender and sexual harassment policies, respectively (World Bank, 2018; 2005).

Also, Friedrich-Ebert-Stiftung (2000) acknowledged efforts made by the Philippines government to promote gender mainstreaming through affirmative actions of utilising, at least, 5 percent of the total budget appropriations for Gender and Development activities. This initiative was backed by an executive order No. 273 issued to state colleges and universities and government offices (Philippine Commission on Women, 2019).

Morley (2007) asserted that, Eastern African countries such as Uganda and Tanzania have wide varieties of gender equity initiatives, including formal

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affirmative action programmes, programmes for GM and gender sensitisation. The Makerere University in Kampala has logical frameworks, timetables and achievement indicators (Bishop-Sambrook, 2000). In the University of Dar es Salaam (UDSM), in Tanzania, the Gender Dimension Programme Committee (GDPC) was instituted in 1997 to allow for the mainstreaming of gender into all levels of the University (Morley, 2007). At UDSM, efforts were being made to integrate gender into the academic curricula. It was further recorded that, almost every faculty had included a gender component as part of the courses offered (Morley, 2007).

Again, Mihajlovic and Hofman (2020) developed a toolkit to incorporate gender-sensitive approach into research and teaching in six selected institutions in the European Union as part of Gendering the Academy and Research: combating Career Instability and Asymmetries (GARCIA) project. These institutions were chosen from Belgium, Italy, Iceland, Netherlands, Slovenia and Switzerland. The purpose was to enable researchers integrate dimension in their ongoing research and teaching and to apply gender dimensions while conceiving new projects and students' curricula, especially for those in the test institutions. At these institutions chosen for GARCIA project, gender-related research and curricula were institutionalised at different levels and forms, which depict different practices in introducing gender-sensitive approach in research and teaching (Mihajlovic & Hofman, 2020).

Also, a study carried out by Morley (2007) on gender mainstreaming brought to light the views of academics in Uganda, after they had been asked to

mainstream gender without adequate preparation. The academics indicated that gender is a very complicated discipline especially in patriarchal societies such as Uganda; women's issues tend to attract little attention, which makes gender unpopular. There was lack of sensitisation and many people did not know what gender was all about (Morley, 2007). These called for certain interventions to equip staff of institutions, with the necessary skills needed to address the gender mainstreaming challenges.

Capacity Building

Scholars have named capacity building as an essential way of promoting gender mainstreaming (Morley, 2010; 2007). As part of the capacity building strategies, mentoring programmes have been identified to improve the competence level of women. Mentoring means helping to shape an individual's opinions and beliefs in a positive way, often involving a longer-term career relationship from someone who has more experience in terms of pursuing a particular career path (Ilieva-Koleva, 2015). Consequently, a conscious effort to connect senior academics/ administrators to young academics/administrators is laudable in easing the frustrations that confront early career persons. Therefore, mentorship can help women to overcome these hindrances and to break the glass ceiling (Brown, 2005). Lane (2002) noted that, mentoring can assist aspiring female college presidents to replace those college presidents who are about to retire. Cullen and Luna (1993) interviewed 24 women in executive or administrative positions, and these women selected for the study were from Arizona and California. The findings from this qualitative study revealed that, only three of the 24 women lacked a mentor. Out of

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the outstanding 21 women studied, five acknowledged a female mentor and eight celebrated a male mentor. Brown et. al. (1996) found that, a majority of the college presidents in the study had gone through mentoring. These results suggested that, mentorship ensures the advancement of female college presidents up the administrative and academic ladder.

Also, in a study conducted by Ballenger (2010) for 14 senior women academics, which explored obstacles, as well as prospects, that female leaders in higher education have encountered in their career paths to the presidency, the highest leadership position in higher education, five (36%) reported the lack of female mentors during their ascendency to upper leadership. Some of the women again affirmed that, there were practically no female administrators available in the scientific field of study they had entered (Ballenger, 2010). Overall, they recounted that most of the females in the research held the view that, the lack of mentors and support for women with family responsibilities clearly served as cultural and structural barriers in their career aspirations for upper leadership positions (Ballenger, 2010).

Skills Development

Higher education institutions and organisations in most countries, conscious of the continued low status of women in academia, have introduced leadership programmes for women academics (Singh, 2004). In Australia, the focus was on skills development, to recognise prevailing fortes and capabilities, increase numbers of females in leadership roles and to establish support networks (Singh, 2004). Furtherance to this, there was also consciousness of transforming cultures

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and gaining organisational support (Singh, 2004). UNDP (2007) noted that, gender issues are not included in job descriptions and staff performance evaluation and review processes. Its inclusion in job descriptions would place priority in its acquisition as an essential skill development.

The significance of advancing the course of empowerment for females in institutions of higher learning cannot be overstated. To a larger degree, it aids in building the skills and expertise of lecturers, researchers and professors to break the glass ceiling that exist in Ghanaian and African higher education setting. As the numbers of females increase at the leadership and management circles, they become empowered to mentor younger faculty and administrators to also climb into leadership, forming a cycle of impactful and sustainable equity and self-efficacy.

Gender Analysis

Another way of doing effective gender mainstreaming is through the undertaking of gender analysis on projects and programmes. Gender analysis provides the essential data and information to incorporate a gender standpoint into policies, programmes and projects (European Institute of Gender Equality, EIGE, 2018). Gender analysis identifies and addresses gender inequalities. Naila Kabeer proposed the social relations framework to doing effective gender analysis (EIGE, 2018). The EIGE (2018) noted that, social relations framework focuses on the relational aspects of projects and programmes. For that matter, relations between the sexes, state, market, community and family should be examined and analysed in the planning and analysis process (EIGE, 2018). This helps to measure the impact of projects and programmes to address any challenges posed by the projects on the

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two sexes and its interconnected units. In essence, gender analysis identifies essential data to provide a pictorial view of gender equality in a considered setting. Gender analysis ensures that data is disaggregated by sex, relevant to shedding light on intersectionality (EIGE, 2018).

Organisational Culture

This section discusses organisational culture that supports gender mainstreaming activities. Organisational or corporate culture can be explained as the pattern of values, norms, beliefs, attitudes and assumptions that may not have been verbalised but influence the ways in which people in organisations behave and implement projects, programmes and policies (Furnham & Gunter, 1993). The concept has again been espoused as the shared programming of the mind that distinguishes the members of one organisation from others (Hofstede, n.d). Culture represents the social bond that knits and generates togetherness, consequently countering procedures of diversities that are an inevitable part of organisational lifecycle (Furnham & Gunter, 1993).

Organisational culture dwells on systems and processes within institutions and its influential role in the designing and implementation of programmes, policies and projects. Organisational culture is an essential defining factor for organisational performance. Several studies have noted the tremendous significance of organisational culture, especially in instances where the culture ensures fair working conditions that propel organisational members to see improvements in their conditions of work (Furnham & Gunter, 1993).

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At the power structure, positive organisational culture entails guaranteeing that females and males can be involved at diverse degrees of the organisation's operations. It also involves confirming that, after they are employed and appointed, they are treated equally and offered fair opportunities to work (Ramsak, n.d.:5). In a gender-inclusive working environment, there is a greater sense of belonging and involvement of all staff memberships, irrespective of one's sexual category or position, in effectively implementing organizational objectives, with policies and programmes that enhance their ability to do so (Ramsak, n.d.:5).

A gender-inclusive workspace also regards the various societal expectations prescribed to males and females when balancing the dual responsibilities of the public and private sphere. The domestic responsibilities of females leave them with less time for professional duties. Impartial, needs-based elastic models of work such as telecommuting and flexible time can improve work satisfaction and enhance efficiency of both sexes, setting up an assistive work environment. This may also necessitate measures that account for the exact requirements of men and women such as breastfeeding or accepting day-care facility hour (UNDP, 2007).

Organisational gender culture is the prevailing culture rising from the people who fill the leadership spaces of power and control: those who access resources and powerful networks that can be used for their own furtherance (WGHE, 2006). The operation of gender micro-politics is also a central part of prevailing institutional culture in most countries across the globe (Ministry of Gender, Children and Social Protection, 2015). The women in Glazer's (1997)

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study acknowledged the necessity to make university terrain appropriate grounds to cushion female faculty and upper-level administrative positions (Glazer, 1997).

Flexible Work Arrangement

This section touches on flexible work practices in an organisation in relation to promoting gender mainstreaming. Studies note that there are two main types of scheduling flexible working hours. Namely, flexible work hours and flexible work arrangements (FWA Guidelines, n.d). According to SHRM (2015) highlights that, flexible work arrangement comes in numerous forms, including telecommuting, compressed work weeks and flexible scheduling that allows employees to perform tasks outside their core business hours. On the other hand, flexible work hours encompass broad instances of working schedules such as where individuals have start and end times that do not change each work day; Individuals have start and end times that change daily, but the same number of hours are worked every day; compulsory core-time with personalised start and end times with varied daily hours but regularity in the total number of hours worked every week and prolonged meal times balanced by extra hours at the beginning and end of the day or shift. Flexible time arrangements do not reduce the number of hours or total effort worked in a given week by an employee (Society of Human Resource Management, SHRM, 2015). The literature further states that improvement in technology has made flexible working arrangements conceivable for a larger part of the workforce, but some of these measures were yet to be widely accepted in many organisations and workplace culture (SHRM, 2015; CIPD, 2022).

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Research shows that flexible work arrangements have yielded positive results for recruitment and retention efforts in most organisations, and ensured the development and enhance productivity level of staff (SHRM, 2015). Further to this finding, most employees cited that, the flexibility to balance work and life issues as a very important aspect of their job satisfaction. Employees stated that, they were very unlikely to leave their current organisation to the other because of the flexibility that they enjoyed in their working arrangements in their organisations (SHRM, 2015).

SHRM (2015) revealed that, some employers prefer to have their employee come in later or earlier, whatever they prefer as a way of attracting the best and brightest professionals (SHRM, 2015). The SHRM further revealed that, most employers who preferred their employees to have more flexible working hours valued results rather than the time of the day that their employees were clocking in (SHRM, 2015).

The recent COVID-19 pandemic has led to a significant portion of the workforce working from home. The literature recounts that, before the pandemic, only around three (3) to five (5) percent of the workforce worked mainly from home but the current situation has escalated remote working at a rapid pace (Chartered Institute of Personnel and Development, CIPD, 2022; 2021). For instance, between October to December, 2020, the number working from home all the time was at 10 percent (CIPD, 2022).

The COVID-19 concerns revolve around short and long-term needs and benefits to employees and employers. Short-term conditions could be related to

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health conditions or childcare responsibilities and other responsibilities in general. It has been documented that those forms of flexible working such as staggered hours can be beneficial to employees balancing work with childcare and other responsibilities in the short term (CIPD, 2021; 2022). The literature supports the need for employers to consider requests for short-term flexible working or time-limited changes to terms and conditions of employment (CIPD, 2022). On the other hand, where employees are seeking a permanent flexible working arrangement, the organisation's normal policies and procedures should apply.

There are however, negative stereotypes associated with flexible workers with research suggesting that flexible workers are often considered to be less committed, cause increased work for others and are more difficult to manage (CIPD, 2022). Many organisations, prior to the COVID-19 pandemic, did not lend themselves to flexible working. This was because most employers judged people on their presence in the workplace. Other organisations had a propensity for face-to-face meetings, or had not adopted the technology that would enable flexibility. However, during the COVID-19 Human Resource Departments opened up working spaces by considering environments where flexible working could thrive (CIPD, 2022). The following elements of culture and activities are typically present in organisations where flexible working thrives: high trust, performance judged on outcomes rather than presence and availability, availability of a range of flexible working opportunities and ongoing awareness-raising activities, flexible working available for all employee groups in principle regardless of job role among others (CIPD, 2022). It is therefore recommended that HR professionals encourage their

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business to be ready for a more flexible future by providing insight, sharing good practice, learning from other organisations, and providing constructive challenge (CIPD, 2021; 2022).

There is wide research and a strong evidence base for how flexibility can support inclusion, wellbeing and sustainability initiatives help reduce the gender pay gap, attract and retain talent, and increase productivity (CIPD, 2022). Potential concerns about people being overlooked for promotion if working from home may however, need to be addressed (CIPD, 2022). Many indicators show that even after the pandemic many employees will desire to work remotely from home (CIPD, 2022).

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…how flexibility can support inclusion and wellbeing. Sustainability initiatives help…

Social Justice Theoretical Framework

The Social Justice Theory places emphasis on ensuring equality in the allocation and distribution of all societal resources. It is a political and philosophical theory, which asserts that, there are dimensions to the concept of justice beyond those explained in the principles of civil, or criminal law, economic supply and demand, or traditional moral framework (Chappelow, 2019). According to Chappelow (2019) social justice focuses more on just relations between groups within society as opposed to the justice of individual conduct or justice for individuals.

Chappelow (2019) indicated that, the concept of social justice is that all people should have equal access to wealth, health, well-being, justice, privileged, and opportunity, regardless of their legal, political, economic, or other circumstances. This suggests that, there is injustices, whenever the distribution of

societal resources is not fairly done. The Social Justice Theory therefore, calls for the redistribution of wealth, income, and economic opportunities from the oppressor to the oppressed (Chappelow, 2019). Social justice is often associated with identity politics, socialism and revolutionary communism (Chappelow, 2019; Calma, 2007).

There are four interconnected ideologies underpinning the concept of social justice. Namely, equity, access, participation and rights. (Calma, 2007). Equity is to determine unbiased distribution of available resources across society. Access makes sure all people have access to goods and services regardless of their age, gender, ethnicity, among others (Calma, 2007). Participation assists people to participate in decisions which affect their lives (Calma, 2007). Rights make certain protection of individual liberties to information about circumstances and decisions affecting them and to have the rights to make an appeal to decisions to which people feel are unfair (Calma, 2007). Similarly, the concept of Social Justice Theory has three basic philosophical approaches and these are the Utilitarian, Libertarian, and Egalitarian. The Utilitarian approach emphasises situations that bring about the greatest good and least harm for the greatest number (Finn & Jacobson, 2017). From this perspective, individual rights can be infringed upon if doing so helps meet the interests and needs of the majority in any given situation (Finn & Jacobson, 2017).

The second philosophical approach, Libertarian, rejects obligations for equal and equitable distribution of resources. It asserts that each individual is entitled to any and all resources that he or she has legally acquired. It also

emphasises individual autonomy and the fundamental right to choose (Finn & Jacobson, 2017). The Libertarian approach to social justice further seeks to protect individual freedom from encroachment by others. Proponents support minimal state of responsibility for protecting the security of individuals pursuing their own separate interests (Finn & Jacobson, 2017).

The third philosophical approach, the Egalitarian proposes that every member of society should be guaranteed the same rights, opportunities and access to goods and resources (Finn & Jacobson, 2017). According to this theoretical perspective, the redistribution of societal resources should be to the advantage of the most vulnerable members of society (Finn & Jacobson, 2003). Thus, redistribution is a moral imperative to ensure that unmet needs are redressed (Rawls, 1971). Rawls' theory is a liberal egalitarian approach to justice. It endeavours to develop a normative political theory that contains appropriately the standards of both liberty and equality. While his conception of justice encompasses ideologies that address the political and socio-economic spheres, the academic discussion has basically preoccupied itself with the latter sphere and focused largely, on issues of distributive justice (Barry, 2006). Essential ideologies underlying this theory include standards of inclusion, partnership, collaboration, the same access, and equal opportunity. Such values are also the underpinning of a democratic and classless society (Sue, 2001). Bellinger (2010) asserts that social justice perspective permits an individual to accentuate ethical values, impartiality, reverence, carefulness and fairness. Rawls' distributive justice approach signifies the importance of each individual receiving a fair share of the benefits and problems

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resulting from social collaboration, both in terms of physical goods and services and also in terms of non-material social goods, such as prospect and supremacy (Rawls, 1971).

Rawls offers two foundational principles of social justice (Finn & Jacobson, 2017):

- Each person has the same indefeasible claim to a fully adequate scheme of equal basic liberties, which scheme is compatible with the same scheme of liberties for all; and

- Social and economic inequalities are to satisfy two situations: First, they are to be attached to offices and positions open to all under conditions of fair equality of opportunity, and second, they are to be to the greatest benefit of the least-advantaged members of society (the difference principle).

Rawls (1971) notes that in order to comply with the principles of social justice, it is expected that boards of governing bodies and decision-making power of higher education institution have ensure that there is fairness of just opportunity to all persons in accessing basic liberties.

Relevance of Theoretical Framework to the Study

The feminist and social justice theories have a link to the study as they all highlight essential aspects of social and political processes that are prerequisite to ensure that gender mainstreaming is effectively done, and with that complementarity, these theoretical frameworks used a holistic approach to make meaning of the variables in the study. The major variables in this study are gender mainstreaming and implementation strategies in policies and practices, which

highlight the policy environment, organisational culture and management practices that make gender mainstreaming effective at UEW.

The feminist perspective of gender inequalities situates the challenges and oppressions of women within the context of socio-cultural arrangements and political institutions, which negatively affect women's rights in any given society. For that reason, the feminist theory pursues the agenda of gender equality in terms of advocating for equal opportunities and rights in all spheres of endeavours; political, economic and social equality (Ghorfati & Medini, 2015; Hornby, 1975). Relating this agenda of feminism to the present study, attention is drawn to the need to ensure that equal opportunity is created in all policy and implementation strategies of gender mainstreaming in the University of Education, Winneba. This would ensure that a level playing field is created to support the growth and development of all members of the community without any hindrances. All the various strands of feminism require that public spaces be opened up to accommodate and protect the rights and interests of women. The Liberal feminists advocate for women's access to educational opportunities to aid them to succeed (Ghorfati & Medini, 2015; Bryson, 1992). In this sense, UEW is urged to open up spaces in courses where there is female under-representation to bridge the identified gaps. Patriarchal and social arrangements that prevent the creation of the right environment supportive of gender mainstreaming should be abolished as advocated by the radical, socialist and Marxist feminists.

Also, the emphasis of the social justice theory on redistribution of resources and opportunities equally for all groups in any given society (Chappelow, 2019) is what makes it relevant to this research on perceptions on implementation of gender mainstreaming in a public university in Ghana. The theory supports this study by revealing how resources and opportunities in the University of Education, Winneba have been made available to women and men and ways of improving opportunities for all the sexes so that they can all fully contribute to the growth and development of the University. Social Justice Theory is therefore important to consider as a guiding principle in the operations of Gender Mainstreaming in a public university. The theory of social justice is a human right theory that ensures the wellbeing of all persons in any given place or situation (Rawls, 1971). The struggle for equal opportunities for women and men, boys and girls in society, which form the core of the gender mainstreaming agenda can be closely connected with the human rights agenda (Sida, 2016). The ultimate goal of the gender equality agenda is to bring about social transformations in policies and practices. Thus, bring about changes in gender power relations in all subdivisions of society, domestic as well as professional (Sida, 2016) and this is very much the aim of the social justice theoretical framework, which also seeks equitable distribution of societal resources to all persons in any given society (Rawls, 1971).

Again, there is the need to ensure that fair opportunity exists equally at all times in higher educational institutions (Rawls, 1971). For instance, it is expected that all places of work and management levels should be reachable by all persons under conditions of equality of fair opportunity (Rawls, 1971) and these

opportunities should be free from any form of discriminatory practices. People with related capacities, capabilities and skills should have equal access to leadership positions in higher education administration. In essence, Bogotch (2002) echoes that people with same strengths, skills and capacities should be able to access economic and social capital equally. Social justice discourse requests for leaders and stakeholders of higher educational institutions to interrogate the underpinnings that drive university policies and practices that may pose overwhelming blocks and unseen ceilings for female leaders aiming to reach the executive headship places of colleges and universities (Bellinger, 2010).

The study was based on those two theoretical frameworks because they emphasise the underpinnings of a gender mainstreaming study such as equality, resources, access, participation, rights, capacity building, gender expertise, policy, monitoring and evaluation. Therefore, the theories were relevant to the discussion on effective gender mainstreaming in an organisation, in this case, a public university.

Chapter Summary

The literature has been reviewed in five broad areas. Women's statuses and how women's issues could be mainstreamed into development efforts have been discussed. The second broad area covers gender gaps in higher education in Ghana and what accounts for such gaps. Whilst the third broad area deals with gender mainstreaming challenges, the fourth broad area of literature has covered mainstreaming implementation strategies. Finally, perspectives within the social justice theory have been discussed with the approach taken by Rawls found to be

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important in situating the current study. The literature reviewed provide a context

to understand the present study and also to compare subsequent findings.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter explains the methodology used for this research. A brief overview of the study institution is first presented. This is followed by a discussion of the research design used, the data collection methods, sampling techniques and tools for collecting primary data as well as the nature of data analysis. The chapter ends highlighting some ethical issues taken into consideration during the research.

The Study Institution: The University of Education, Winneba

The University of Education, Winneba (UEW), is a University in Winneba, in the Central Region of Ghana. It was established in September, 1992, as a University College under PNDC Law 322 (UEW, 2020). On 14th May, 2004, the University of Education Act, Act 672, was enacted, to upgrade the status of the University College of Education of Winneba to the status of a full University (UEW, 2019). The University College of Education of Winneba, brought together seven diploma awarding colleges located in different towns in Ghana under one umbrella institution. These colleges were Advanced Teacher Training College, Specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; the College of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi; and the St. Andrews Agricultural Training College, Mampong-Ashanti. The three sites (South, Central and North Campuses) in Winneba, now referred to as the Winneba campus is the seat of the Vice-Chancellor, with satellite campuses at Kumasi,

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Mampong and Ajumako (UEW, 2019). The University is mandated with the responsibility of teacher education and producing qualified educators to lead a new nationwide image of education aimed at redirecting Ghana's efforts to speed up economic and social development (UEW, 2020). The University is anticipated to lead Ghana's drive to produce scholars whose knowledge would be fully responsive to the realities and exigencies of contemporary Ghana. UEW has a total full-time staff strength of 1,983, comprising 502 research and teaching staff, and 1,481 non-teaching staff. Out of which twenty-eight percent are females. At the end of the 2014-2018 Strategic Plan period, student enrollment had increased to 61,711. Of the total enrollment, 24,293, representing 39 percent, were females (UEW, 2019).

UEW as an institution of higher learning for teacher education is expected to play a leading role in championing gender mainstreaming issues. To this end, the University has identified gender equity and social inclusion as a core value and seeks to address gender imbalances in the educational delivery of the University. The University, therefore, mandates the Office of Gender Mainstreaming to establish gender equity and equality implementation structures, procedures and processes to create and sustain a gender equitable community in UEW. The aim is to imbibe staff and students with humanistic values and principles of gender mainstreaming that would be applied in their work and impacted onto their students so that gender inequality would not be perpetuated. Additionally, it is expected that researchers conduct periodic study that examines institutional efforts on essential aspects of development such as gender mainstreaming in policy and practice. Hence, the need to engage in a study of this nature in a public institution such as

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UEW. It is against this background that this study institution was chosen to explore the extent of gender mainstreaming at UEW.
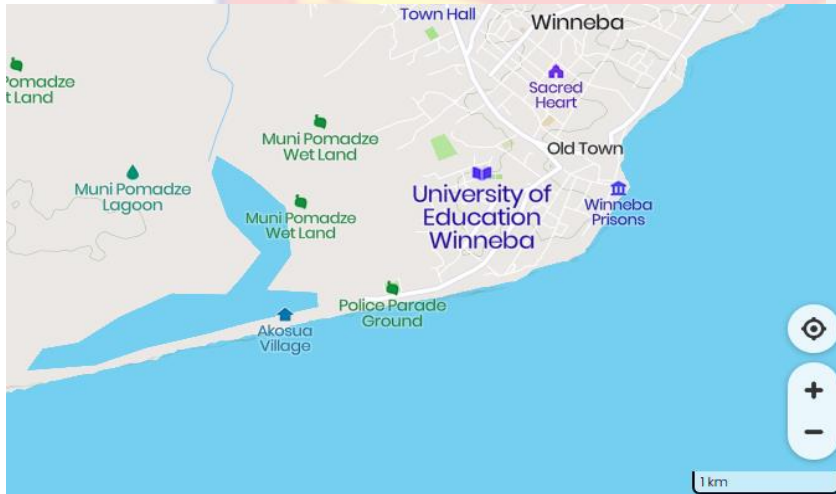
Figure 1: **Location of Study Institution: UEW**

Source: Google Map, 2020

Research Approach

This study used a qualitative research approach as it deals with soft data and adopts an interpretive method of analyzing the data gathered. It is designed to be exploratory as the subject of study is relatively new and it is expected to yield new insights. In spite of the study being exploratory in nature, it tried to describe and explain issues affecting gender mainstreaming in the University of Education, Winneba. Bryman, (2004) noted that qualitative research usually accentuates words rather than quantification in the collection and analysis of data.

Research Design

This study adopted the case study approach. A case study enables the researcher to pay attention to a particular issue within a specific setting through an extensive in-depth data collection employing in-depth interviews and documents review (Creswell, 2006; Neale et al., 2006). This helped the researcher to understand and explore further the underlying themes necessary for gender mainstreaming implementation in the University of Education, Winneba. This also made it possible to treat UEW as a case independent of generalisation but rather concentrated on the narrative of gender mainstreaming implementation in its work and operational structures.

Data Collection

The study used two sources of data namely, primary and secondary.

Secondary Data

The researcher reviewed key institutional documents in UEW. The review was manually done from the perspective of ensuring that gender mainstreaming issues have been adequately captured in the key policy documents. The review was done to serve as a preparatory guide for further review to be done. The documentation review complemented the data gathered through the interviews. In this regard, three main institutional policies were reviewed: University Statutes, Gender Policy and the Corporate Strategic Plan. Those three documents were selected because they were considered essential to the operations of the University and mostly consulted on key operational issues on a daily basis. The available documents assisted the researcher to fully comprehend the gender operating

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environment of the University of Education, Winneba, since it is only these three documents that provide a framework for gender mainstreaming implementation in the University. These policies were analysed to assess their extent of gender mainstreaming issues addressed in them and possible gaps in those key documents of the University. The researcher on bridging those identified gaps made recommendations. Moreso, academic literature on gender mainstreaming was reviewed in relevant areas in support of the study.

Primary Data Collection and Data Collection Instrument

Primary data for the study was obtained through field interviews and notes. According to Bryman (2004), an interview guide is important because it ensures that the same categories of information are obtained from a number of people about the phenomenon being studied. The use of interviews allowed for mutual sharing of experiences focused on participants' perspectives. The interview guide was structured in four main parts. Responses were sought on the background of field participants, management practices at the University, the University's organisational culture and some challenges at implementing gender mainstreaming at the University of Education, Winneba. The main areas explored under management practices included the functioning and content of a gender policy to guide the University community, human resource management and staffing issues, gender sensitivity in university advocacy and communication, staff expertise in gender analysis, monitoring and evaluation. Under the University's organisational culture, processes and structures that promote gender mainstreaming were explored.

Sample and Sampling Techniques

The Purposive and Convenience Sampling Techniques were used for this study. The purposive sampling technique is the careful selection of a participant due to the qualities they possess. It is a non-random technique that does not need underlying theories or a set number of participants (Etikan, 2016). Convenience sampling is a form of non-probability or non-random sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Etikan, 2016; Berg, 2007).

The two sampling techniques were used because of the qualitative nature of the study and the fact that, the selected participants were in leadership positions at the University and could proffer on what was being researched into. Specifically, participants for this study were conveniently selected due to their availability during the period of the interview schedule.

Sample Size

Fifteen (15) participants were selected for this study because they accepted to respond to the issues after the researcher explained the context for the study. They were selected from the vast population of administrators, academics, union leaders and student leaders at UEW. The aim for the selection of the 15 participants was to assess the perspectives of the interviewees from different backgrounds and experience about key issues in gender mainstreaming at UEW. The qualitative nature of the study led to the selection of a sample that would enable the phenomenon under study to be explored for a better understanding (Kusi, 2012).

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Creswell (2005) argued that choosing a huge number of participants would result in shallow perspectives. The overall ability of a researcher to provide a detailed picture reduces with the addition of each new individual or site (Creswell, 2005). These participants were people with the relevant experience in academic and administrative leadership positions and could offer useful information that centred on gender mainstreaming implementation at UEW in addressing the topic for the study.

Gender considerations were observed in the selection of the 15 participants. There were slightly more male (8) participants than females (7), which reflects the notion of male dominance in headship positions than females. The selection of the 15 participants was done because of the sensitive nature of the data to be collected and the willingness of the participants to participate in the research. All the interview questions followed the same outline for all the fifteen participants. The questions fell under three main parts. These were the background of participants, management practices and challenges of implementation. The interviews lasted between 30 minutes to 1 hour. It was held at the places of work and residence of participants at times convenient to them.

Data Analysis

Two types of analysis were carried out, namely, the content and thematic analysis. The researcher carried out content analysis on the secondary data of the three key policy documents to identify gaps in the policies for redress. Though no single gender analytical framework was used to review the gender mainstreaming

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policies, gaps were highlighted based on previous practical knowledge and experience on policy review from a gender perspective.

She further conducted thematic analysis on the primary data gathered from the interviews. The latter analysis entailed reducing the volume of information, sorting out significant facts from irrelevant facts. Identifying trends, and then communicating the essence of what was revealed by the data in writing (Kusi, 2012). The thematic analytical review was also done in some respect, with the help of basic descriptive statistics and the voices of the participants. The thematic analytical procedure was adopted for the analysis of the field data through: transcription, codification, identification of themes and interpretation of results. Specifically, recorded data by the researcher's digital sound device was transcribed into text format; codification was carried out on the text to establish emerging ideas and trends. Emerging ideas were categorised and later developed into final coding. Themes were identified, linked, and interpreted to form cogent results. At the final stage, impressions that shed light on the research objectives and questions emerged to give cogent results.

Trustworthiness

Trustworthiness in research is concerned about Truth Value in the data collection and analysis stage of the research (Shenton, 2004). A number of frameworks have been developed for ensuring rigour in qualitative research. This study used Guba's construct, which shares four criteria: credibility, transferability, dependability, and confirmability (Shenton, 2004). According to (Merriam, 1998), the qualitative investigator's equivalent concept, credibility, deals with the

question, how congruent are the findings with reality? It has been argued that ensuring credibility is one of the most important factors in establishing trustworthiness.

Credibility was used in this research to establish trustworthiness by examining the data, data analysis, and conclusions to see whether the study is correct and accurate. As part of the researcher's process of establishing credibility, prolonged engagement with participants was used to learn the traditions and customs of the participants and build trust. The researcher interacted with the participants for the study several times to build rapport and relationship that facilitated the conduct of the study. A good amount of time was spent with participants to understand the participants and the traditions and values that influence their perceptions of life's issues and the framings of their world view which impacts on their working environment. A good amount of time was again invested in examining the data to identify distortions: including perceptual, selective, and misconstruction of researcher's questions.

Moreso, persistent observation was used to examine credibility by looking in-depth the researcher's phenomenon of study. Additionally, peer debriefing was also adopted to establish trustworthiness. Some of the researcher's colleagues were asked to go over the data collection instrument and data analysis themes developed for credibility and determine if the results seem to align from the data. Members checking was done for participants to review the data, analytic categories, interpretations, and conclusions tested with them.

The researcher, to establish trustworthiness, used transferability. Merriam (1998) explains that transferability (external validity) is concerned with the extent to which the findings of one study can be applied to other situations. Stake (1994) and Denscombe (1998) believe that each case of qualitative research is unique and an example within a broader group and, as a result, the prospect of transferability could not be rejected. In carrying out transferability, sufficient thick description of the phenomenon under investigation was provided to allow readers to have a proper understanding of it (Shenton, 2004). In addition, a detailed description of the study institution is provided. Again, descriptions of the participants and procedures used in data collection are provided to assess whether or not applying the results of one study is a good match, and makes sense to generalise, in spite of it being a unique case within the wider group. Lincoln and Guba (1985) and Firestone (1993) maintain that, since the researcher knows only the "sending context", he or she cannot make transferability inferences. It is therefore seen to be the responsibility of readers to determine how far they can be confident in transferring to other situations the results and conclusions presented.

To establish trustworthiness, the researcher used confirmability. To ensure that the researcher's beliefs, personal biases and assumptions did not interfere with the study, the researcher recognised shortcomings in the phenomenon under study and the choice of a study institution and procedures used for the study. All these beliefs, assumptions and biases had potential effects on the research results. Neutrality stance was adopted throughout the study to allow integrity of the research results.

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In sum, trustworthiness of the research allowed the researcher to examine the overall accuracy of the study, and verify data results. It also enabled the researcher to conduct data analysis in a precise, consistent, and exhaustive manner through recording, transcription, codification and interpretation of results.

Field Challenges

The study was conducted in a politically unstable working environment, which had immense influence on the responses that were elicited. Most of the participants were not willing to respond deeply on issues raised in the interview for fear of incurring the displeasure of the University authorities. Those who eventually agreed to participate were measured in their responses given and could not delve deep into certain areas of the discussions.

Ethical Consideration

The study adhered to ethical rules and considerations of anonymity, confidentiality, privacy and informed consent. First, the researcher submitted to the University of Cape Coast (UCC) Ethical Review process. Second, the researcher presented the data in such a way that the participants being referred to in the interview were not identified (thus, the rule of confidentiality was adhered to). In this sense, codes were used to represent the participants. The rules of informed consent were adopted in the study. The researcher ensured that all participants in the case study voluntarily and out of free will, participated in the research. Participants were told of the context of the study and what the data collected was used for.

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CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents the findings and discussions on the extent to which gender mainstreaming had been implemented in the study institution, the University of Education, Winneba. The chapter highlights the demographic characteristics of research participants, presents the gender mainstreaming gaps in the documentary review of key policies at UEW, and sheds light on the themes that emerged from the data from the in-depth interviews conducted with participants at the University. The findings are structured to answer the research objectives of the study.

Background Characteristics of Participants

This section highlights the demographic groupings of the research participants for this study (see Table 1). All the 15 participants selected for the study had served in leadership positions such as Deanship, Headship of Academic and Administrative Departments, Union Leaders and Student leadership. Eleven of the interviewees engaged in this study were senior members (4 academic, 2 union leaders and 5 administrators), while one participant was a junior staff and three participants were students leaders. The participants belonged to various departments and faculties in the University. The participants had been in the University for a minimum of two years and a maximum of eighteen years. Whereas one student leader and one senior member (Administrator) had the least number of years of two years, one union leader and two Administrators had been in the

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University the longest. Finally, 13 of the research participants employed in this study were married with children, but 2 who were undergraduate student leaders were unmarried.

Table 1: Composition of Selected Participants

Category	Female	Male	Total	Min	Max years served in UEW
Students	1	2	3	2	4
Union Leaders	2	1	3	6	18
Faculty Members	3	1	4	3	14
Administrators	1	4	5	2	18
Grand Total	7	8	15	13	54

Source: Field Work (2020)

Mainstreaming Gender in the Organisational Culture of UEW

Organisational culture is the underlying assumption of the performance of work, acceptable and not-acceptable practices, and behaviours and actions encouraged and discouraged. Organisational Culture is explained as the gathering of traditions, values, policies, beliefs and attitudes that constitute a pervasive context for everything that is done and thought about in an organisation.

This section examines the organisational processes and structures that promote gender mainstreaming in the University of Education, Winneba. It focuses on the policies, processes and procedures, which favour or hinder gender mainstreaming practices and implementation. The issues considered touches on the perceptions of staff and students on the following headings: organisational culture

that favours or hinders gender mainstreaming, gender sensitive behaviour in language use, open discussions of gender issues, accountability for gender mainstreaming, gender image of UEW, and committees adhering to provisions in the Statutes. Table 2 presents the responses from the participants.

Table 2: Organisational Culture

Questions	Yes	%	No	%	Total	%
Does the organisational culture, policies, procedures and processes favour or hinder gender mainstreaming	12	80	3	20	15	100
Does UEW encourage gender sensitive behaviour, for example in terms of language use, jokes and comments made	13	87	2	13	15	100
Is there accountability within the organisation for gender mainstreaming	12	80	3	20	15	100
Are gender issues taken seriously and discussed openly by men and women in UEW	8	53	7	47	15	100
Do staff think that the promotion of gender equality fits into the image of the organisation	14	93	1	7	15	100
Do Committees and Boards adhere to the provisions made in the University Statutes	10	67	5	33	15	100
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Source: Field Work (2020)

Table 2 depicts that, generally, participants perceived an organisational culture that encouraged gender awareness and sensitivity in a number of areas.

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Participants perceived that, UEW had the necessary policies that ensured accountability in behaviour and use of language, committees and boards were obliged to adhere to the gender provisions in policy documents such as the University Statutes and staff were encouraged to openly discuss issues of gender. Hence, they perceived the University to be promoting gender equality.

The study revealed that most of the participants, that is, 12 (80%), pointed out that the organisational culture, policies, procedures and processes favoured gender mainstreaming. Some of these organisational cultures were disclosed to include gender sensitive decisions taken to deliberately increase female enrollment in certain courses, especially the science-based courses during admissions. Some participants also noted that they encouraged their female colleagues to apply for positions when they are qualified. Only 3 (20%), said the organisational culture was not favourable to promoting gender equality.

> Well to the best of my knowledge, I know our University management has so much interest in gender issues, and they always show support for gender programmes. There are affirmative action strategies taken to cushion women. The recent appointments of females into various headship positions are phenomenal. No one is being discriminated against. The grounds are fertile for gender issues to be addressed. We should be strong and fight our way through (Senior Member- Academic 2)
>
> In the case of sexual harassment, the sexual harassment policy and gender policy were seen as positive frameworks that compel members of the university community to desist from using bad language that is detrimental to one sex or gender such as sexist language (Senior Member-Academic 1)

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The responses further revealed that, UEW, largely, encourages gender sensitive behaviour, for example, in language use, jokes and comments made. This view is shared by 13 (87%) of the participants. Participants discussed that, the sexual harassment policy of the University serves as a major policy decision taken to make the learning and working environment conducive for all sexes. This policy discourages the use of sexist language or jokes to a member of the opposite sex, against the wish of the person. Participants noted that, those gender sensitive decisions, which include, the implementation of affirmative action strategies in the appointment of females into leadership positions such as heads of academic departments and directors of academic unity, were encouraging, and this increases the visibility of women. Only 2 (13%) of the participants indicated that, they were not aware of actions and sexually suggestive comments that, sometimes make them uneasy. They noted the following:

> A female secretary confided in me about some behaviours of some male staff and superiors she works with in the office. Sexually suggestive comments and jokes are made about her physical appearance and that make her uncomfortable when at the workplace… those harassers must be made to go through the disciplinary procedures of the University. (Senior Member – Academic 4)

> The message has not gone down well. When you see the way students behave towards one another, it is abhorring. Touching themselves here and there. I have been invited to preach in some of the campuses churches, and I can say that even among the student Christians in the student ministries on campus there are instances of harassments. The policies are there, but more education on it would have to be given.
> (Union Leader- Senior Member - Academic)

The study further revealed that there was accountability in the organisation for gender mainstreaming. This view was shared by 12(80%) of all participants.

Participants held the view that, the existence of policy documents such as the Corporate Strategic Plan in the University made the system accountable to promote gender mainstreaming. Also, participants suggested that the Strategic Plan was monitored and implemented to ensure that it keeps to exactly what must be done. Only 3(20%) said that, they were not sure if there was accountability because they had no knowledge of this information. A participant observed:

> The Corporate Strategic Plan of the University has outlined some expected achievements for example, closing the gender gap in students' admission, increasing female representation on boards and committees in the University, reviewing policy documents to make them gender sensitive and establishing concessionary measures for females to upgrade themselves. So definitely, accountability is required since the activities in the Plan are monitored and report submitted to the University Council. (Senior Member-Administrator 4)

Again, 8 (53%) participants indicated that gender issues were taken seriously and discussed by both male and female staff at UEW. These participants acknowledged that, their environment had been made conducive for gender issues to be discussed through the institutional policy framework on gender mainstreaming. However, seven 7 (47%) participants, said that gender issues were not taken seriously and discussed openly in UEW. This is because, the participants held the view that, in spite of the positive policy environment, there is the general apathy of staff and students towards gender activities, which sometimes affect attendance at gender programmes. A participant from the latter group indicated:

> I'm not sure the awareness has caught on too well. As far as I'm concerned, attendance at gender programmes is not too encouraging. Strangely, there is enough concern from management. On that score, I would say gender issues are not taken seriously and discussed openly. There is general apathy towards gender work, lack of drive and commitment on the part

of some staff and students towards gender issues in the University…more education will be required to ensure a gender friendly environment.
(Senior Member- Academic 3)

Fourteen (14) participants, representing 93%, of participants observed that the promotion of gender equality and equity fit into the institutional image. This they noted, is seen in how gender issues are captured in the core values of the University, and subsequently followed through in the strategic vision of the Vice-Chancellor.

While almost all participants agreed that the institutional image was one that portrayed gender equality or equity, 10(67%), of the participants noted, however, that deliberate efforts were made by the institution to adhere to provisions made in the University's Statutes on staff representations on Committees and Boards.

The finding that UEW's organisational culture is favourable to gender Mainstreaming is affirmed by the literature that, in order to have a clear link to addressing the fundamental feminist vision of social transformation, there is the need for gender equity and equality issues to be prioritised in the culture of the University (Bryan & Varat, 2008). In this study, it is perceived by participants that UEW has created a favourable campus culture which favours gender activities. The finding is further affirmed by the literature on social justice which calls for the redistribution of wealth, income and economic opportunities from the oppressor group to the oppressed group (Chappelow, 2019) equitably amongst all members of any given society. Power and leadership are key areas that need to be occupied by all members of the organisation. Therefore, it is laudable for women to be

appointed into such offices. Again, in order to have a clear link to addressing the fundamental feminist vision of social transformation, there is the need for gender equity and equality issues to be prioritised in the culture of the University (Bryan & Varat, 2008).

Gender Mainstreaming Gaps in UEW Policies

This section answers the second research question of the study. It is a desktop review of three institutional policies of UEW. These policies were examined to assess the level of gender awareness in the policy documents and how effectively they aid in addressing gender issues. The three main UEW policies that were used in this study were the Gender Policy, Corporate Strategic Plan and Statutes.

The Gender Policy

The University of Education, Winneba, Gender Policy was published in October, 2009 with a grant from Carnegie Corporation of New York (UEW, 2009). The policy was written in agreement with statutory provision of UEW five-year strategic plan, which was intended to bring fairness outcomes to all clusters of persons, to those from low socio-economic backgrounds, to those with disabilities, to women in areas where they are under-represented and to the general staff (UEW, 2009). Its primary vision is to create a framework that will assist the University to encourage gender equitable participation and appropriate representation of both genders in all its decision-making processes. The Gender Policy commits the University to apply the principle of gender equality in staffing, training and development, in student enrollment, and to provide equal opportunities in teaching,

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learning and research (UEW). The Policy has six principles. These are: ensuring gender balance in staffing positions and decision-making processes, gender balance in student enrollment, gender statistics on staffing and enrollment for decision making process, addressing gender issues in course content and materials, development of gender sensitive policies and use of gender sensitive language in communication and finally, considering gender issues in grant proposals and projects. A review of the policy revealed the following:

Principle One - Ensuring gender balance in staffing positions and decision-making processes

The policy sought to increase the percentage of female senior members from 30 percent to 50 percent within a five-year period, but did not include other categories of female staff and was not exhaustive on the measure to achieving the increase in percentage. Emphasis in the policy was on the female senior members' category to the neglect of the other categories of female staff, which also experience under-representation in numbers, compared to their male counterparts. For instance, it does not indicate an increase for female junior staff and female senior staff. In this way, the gender policy framework has limited its scope of influence, and can be said to have discriminated against females in the other staffing positions, which are of lower ranks on the staffing positions. The literature indicates that, historically women at have been absent from institutions of higher learning for a very long time until the last three decades where efforts were made by various institutions and government to eradicate these established traditions, predispositions and opinions about women in the workspaces, most especially in

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the universities. However, institutions of higher learning remain gendered terrain with lower numbers of females in management positions (Atuahene & Owusu-Ansah, 2013; Momsen, 2010; Morley, 2010). Females now form the majority of university undergraduate students population globally, especially the developed world, although these percentages do not translate into faculty representations (academia), neither do they change gender dynamics and power relations (David, 2015). Hence, the need to make emphatic references in the gender policy to recruit more female staff in the various categories of ranking, and assist them to make steady progress in their career development through mentorship.

Again, seeking a percentage increase from 30 percent to 50 percent is quite ambitious in achievement. This is because female presence in the University has never been the same as their male counterparts. Gender disparities have been in existence for some time in the University from students' enrollment to staffing positions. Issues which create barriers to female access and participation in higher education are still very prevalent in the Ghanaian society. These barriers limit the entry of females into higher education. In this light, it would rather be helpful if the percentage of expected increase is stated in a much meaningful sense that, "at least, at all times females should constitute about 30 percent to 40 percent of staff membership." These percentages should run through the various staffing positions in the University and students' populations.

In addition, under the same principle one, the "strategy b" that states that colleges, faculties, schools, departments, sections, institutes, centres and units shall search for qualified women to fill vacant academic and administrative positions left

Commented [RBG4]: Ensuring that?

out the criteria for selecting these qualified women for positions. Leaving this strategy vague leaves much to be desired. This is because if efforts are targeted at raising female representation to the supposed 50 percent as indicated in the Gender Policy, then there should be a sentence that captures the conscious efforts that should be made to achieve that. It would be much helpful to add that "the University will make the effort to mentor women to fill various academic and administrative leadership positions by establishing formal and informal mentoring structures to realise this objective". In this way, it makes mentoring for women an essential component of the institutional policy on gender. As asserted by Lane (2002), mentorship can groom females who are determined to assume the college presidency seats of those who are approaching retirement. Likewise, mentorship can help female faculty and administrators to prepare for management positions.

Principle Two – Gender Balance in Student Enrollment

Objective (4.2.1) states that, there should be an increase in the enrollment of female students. The strategy to realise this objective as stated in the policy is that, the University will adopt appropriate concessionary measures in designated disciplines where numbers in a particular gender are unacceptably low. It would have been much helpful and clear to state it in a way that tells the exact increase in representation expected. There was the need to state a percentage of 30 percent or 40 percent as a critical mass of female students expected to be present in the University at all times. The policy was silent on the percent of increase expected at any point in time.

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Principle Four – Address Gender Issues in Course Content and Materials

Principle four highlights the engendering of the curriculum by making sure content of courses and materials for teaching and learning are gender responsive. Strategy (b) of Principle four seeks to promote an environment which is supportive of women in all aspects, including teaching and learning processes, classroom management, organisation, the social, cultural and physical environment, values and attitudes. This strategy does not specify clearly on establishing a crèche for the children of staff and students of the University of Education, Winneba, neither does it elucidate on what can be done to promote the supportive environment being stated earlier. In the policy, special mention could have been made to construct a crèche for the University community to serve the general good of the society. This view is supported by the World Bank Report (2005) that, women could be compensated in other ways (like building a crèche) for the disadvantages they have relating to their child caring roles.

Principle five - Development of policy documents from a gender perspective and the use of gender sensitive language at all levels of activity

Objective (e) encourages the review of UEW policy documents from a gender perspective. The current gender policy does not state other policies that could be published from a gender sensitivity perspective. An example of such policy document could be a housing or, research policy among others. A gender sensitive housing policy will give priority to female staff with families to be accommodated on campus. Also, a gender sensitive research policy will give special considerations to female researchers who apply for funding. Moreso, a

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percentage of the research fund will be allocated to female applicants. This view is shared by Trbovc (2020) that, it is necessary to integrate gender sensitivity and dimension in research, policies, programmes and projects. The authors noted that, adopting a gender-sensitive approach makes research and teaching a higher quality, enabling researchers to write more competitive proposals.

Principle Six - Ensuring that gender issues are considered and included in University grant proposal and projects

Specifically, strategy (a) states that, project proposals in all fields shall consider women's needs, with greater emphasis on women's training and capacity-building. Drawing emphasis from the social relational framework, there is the need to state that, greater emphasis will be laid on both women's and men's training and capacity-building. Also, strategy (b) states that the monitoring and evaluation of projects should identify the impact of projects on women. The statement could have rather indicated "There should be the consideration of the impact of projects on improving the gender situation of the University." In this way, emphasis is laid on the relational aspects of men and women to see whether one sex group is better positioned or worst off after a project has been implemented. It would be helpful to capture the relationship between the two genders before, during and after the implementation of projects. This view is shared by the social relations framework proponents that, gender analysis framework should focus on the relational aspects of projects and programmes. For that matter, relations between the sexes, state, market, community and family should be examined and analysed in the planning and analysis process (EIGE, 2018).

In sum, whereas the University's Gender Policy seeks to increase the number of its female staff on committees and boards and female students in designated disciplines, it does not do so with percentages that are realistic and achievable. Besides, the policy does not include female senior and junior staff as candidates for its committees. Again, strategies for promoting a supportive environment for female staff and students have not been spelt out in the Policy. The establishment of a crèche to support both working mothers and students is long overdue. Finally, the Gender Policy does not highlight which other policy documents, projects and activities should be produced or implemented from a gender perspective, and stating the gender issues that could be addressed.

The Corporate Strategic Plan (2019-2023)

The University of Education, Winneba, has successfully implemented three Strategic Plans (from 2003 to 2018). The current Corporate Strategic Plan of the University is the fourth five-year institutional plan; thus, it is expected to last from 2019 to 2023 (UEW, 2019). The new Plan has been developed as a mechanism for countering the emerging contemporary challenges confronting public universities in Ghana, and UEW in particular, to guarantee the fulfillment of the core mandate of UEW. The Plan highlights collaborative research, more stakeholder engagement, and enhanced efforts to make significant impact in communities in which the University operates (UEW, 2019). Out of the seven themes of the Corporate Strategic Plan, the theme five is on enhanced access, equity and inclusion. The key objective of this theme is to expand access for the underprivileged, the

marginalised, persons living with disabilities, and persons from less endowed schools. It is also to strengthen gender mainstreaming.

Gaps in Strategic Plan

The Plan is well developed on the whole. After careful examination, the researcher discovered that, the Plan could have captured gender mainstreaming issues in all seven of its themes. By doing so, it would compel various Departments and Faculties to be more committed to addressing gender issues in the activities of the Departments and Faculties and thereby become agents of transformation of gender relations at UEW. The current Plan limits the issue of gender sensitivity only to the theme five. As it has been captured in the current plan, Departments, Faculties and Centres may not be regularly reminded to ensure gender sensitivity in their activities. However, infusing gender theme into every single theme would have compelled Departments and Faculties to think gender in their programme designs and implementation.

The current Strategic Plan, although well developed, does not address gender issues across all seven of its thematic areas.

The University Statutes

The Statutes of the University was published in 2007. This document was approved by the University Council to determine administrative procedures outlined in the University to appoint senior officers to various leadership positions; it also outlines membership of committees and disciplinary measures to apply to staff. The University system thrives on the committee and boards system, where

decisions are taken to address academic and administrative issues. There are two main types of Committees in the University: the Statutory and Adhoc Committees. The Statutory Committees include Standing Committees of Council, which are stated in the Statutes of the University. They include: Finance Committee, Development Committee, Academic Board, Faculty and Departmental Board. Adhoc Committees are formed to address pressing matters in the University. The Statutes outline the chairmanship and membership of the various Standing Committees of Council.

Gaps in Statutes

Some examples of gaps in the Statutes in the University are seen on page 12 of the Statutes. An example is the statute 27, which focuses on the appointment of Deans of Faculty/ School. The preamble to this Statutes states, "There shall be a Dean and Vice-Dean in each Faculty or School". Though it makes use of gender sensitive pronouns in the construction of the expectations/requirement of the candidate for the position, it would have been helpful to add a sentence which compels the appointment committee to give considerations to the feminine gender who apply for such positions. In this way, females would have been given considerations to be appointed to such positions when they apply. Females would be again motivated to put in applications for such positions, knowing that they would be considered when they qualify for the positions.

Additionally, the Statute 4, which is seen on page 4 of the Statutes, shows the appointment of a Chancellor by the Council in accordance with Article 195 (3) of the 1992 Constitution of the Republic of Ghana. It does not indicate the need to

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ensure that qualified females are encouraged to serve in the position. This observation is reflected in all the other top-level appointments indicated on that same page, including the appointments of the Council Chairman, Pro-Vice-Chancellor, Registrar, Finance Officer and institutional Librarian among many other positions. It is therefore not surprising that since the inception of the University no female has ever become the substantive leader in those offices.

Gender-friendly terms such as "Chairperson" would be a preferred term to encourage the appointment of females into such positions. In the current Statutes the term "Chairman" is frequently used which may not be so friendly to the feminine gender. Likewise, Boards and Committees appointments and representations should equally give considerations to have female representatives on them to maximise the talents and potentials within all members of the University community.

The various sections of the Statutes do not state that it is committed to consider the feminine gender on application for positions or instances where appointments to serve on committees in various capacities are done. For instance, Schedule H, which is on procedures for appointment does not state that gender considerations would be adhered to in the selection of candidates for various leadership positions in the University. It would be preferable to indicate, "Gender considerations shall be given to female applicants bearing in mind the fact that there may be lower numbers of females in various staffing positions and decision-making circles of the University."

Section II Criteria/ Procedures for Promotion on page 49 of the Statutes highlights the Criteria for Promotion. It indicates that "An applicant shall be assessed on the basis of evidence of continuing performance in respect of the following: scholarship, research/ contribution to knowledges, teaching, academic leadership, inventiveness and extensive work/ service." It would be appropriate to give consideration to female applicants on the number of papers, written reports and other publications required for promotion. This consideration would be based on the gender considerations for females. This consideration in the submission of the documents would enable many females to rise to their next levels in their professional careers.

The University statutes, in sum, do not indicate anywhere that gender would be taken into consideration when applications and appointments are to be considered. Applications and appointments to various positions and committees are the main hold in the Statutes, hence much emphasis is laid on identifying gaps within.

Impact of Management Practices on Gender Mainstreaming in UEW

The third research question explored the nature and quality of UEW's management practices which affirm institutional commitment to the promotion of gender mainstreaming agenda. This section examined staff and students' perceptions about the existence and operations of a gender policy, human resource management and staffing, university advocacy and communication, training and technical skills in gender mainstreaming, as well as monitoring and evaluation as areas where management could exhibit commitment to gender mainstreaming.

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Operational Gender Policy

The primary vision of the operational gender policy is to create a framework that will aid the University to promote the full involvement of men and women and appropriate numbers of both genders in all its decision-making processes. This policy obligates the University to apply the principle of gender equality in staffing, training and development, student enrollment and provide equal opportunities in teaching, learning and research. Questions in this section covered awareness of the existence of the policy, participants sense of ownership and management's commitment to implementation.

Table 3: Operational Gender Policy

Questions	Yes	%	No	%	Total	%
Is there a Gender Policy	13	87	2	13	15	100
Does everyone feel ownership over the gender policy	4	27	11	73	15	100
Does the Gender Policy have an operational plan	8	53	7	47	15	100
Is gender taken into account during strategic planning	15	100	0	0	15	100
Does management take responsibility for dev. & implementation of gender policy	14	87	1	13	15	100
Total	54		21			

Source: Field Work (2020)

Table 3 shows the responses from participants on the presence, ownership, strategic planning and implementation of a Gender Policy at the University of

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Education, Winneba. It shows that participants perceived the University positively for maintaining an operational gender policy.

Thirteen (13) participants, representing 87%, acknowledged that they knew of a Gender Policy, however, only 4(27%), indicated they owned the policy. The sense of ownership was not particularly strong among participants as most did not know the content of the policy. The thirteen participants who admitted to knowing the Gender Policy observed that, it had created policy had created an enabling environment that generally promoted gender mainstreaming in the operations and activities of the University. It was suggested that the Sexual Harassment Policy and Corporate Strategic Plan (2019-2023) were part of management's efforts to address gender issues at the University. Participants observed that:

> The University has two main policy documents on gender mainstreaming, namely; the gender and the anti-sexual harassment policies. These policies are very useful for addressing gender issues on campus. (Senior Member-Academic 1)

> UEW has a gender policy, if you don't have a gender policy how does one run a programme or organise a workshop. The organisation of programmes is possible because of the policy document, which creates that enabling environment. The policy helps to position women in leadership at the University, especially the gender policy which touches on fair representation at various leadership positions (Senior Member, Academic 3)

On the other hand, participants who raised concerns on the sense of ownership of the Policy expressed the views below:

> …I know we have the gender policy, strategic plan and the sexual harassment policy. These policies are geared towards addressing gender issues. The concern I will raise is that most people are not familiar with the contents of the policies. (Senior Member-Academic 2)

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> The gender policy is not known to many people in the University. Most junior, senior staff as well as students do not know about the policy. Enough publicity hasn't been made on the policy to the university community. It seems it is not well institutionalised. (Senior Member, Administrator 2)

> …Hearing that we have a gender policy is perfect. But the content is not out there. It seems that not many people are familiar with the information in the policy… the sense of ownership for the policy is not too strong.
> (Union Leader, Senior Member. Administrator)

Eight of the participants, representing 53%, held the view that, there was an operational plan for the Gender Policy. These participants indicated that the Gender Office's work was in line with the operational plan developed for implementation of the Policy. While, 7(47%) of the participants indicated there was no operational plan for the Gender Policy because it was not explicitly stated in the Policy. Participants shared the following views:

> In terms of the Gender Policy having an operational plan for implementation, it is not so clearly stated in the Policy (Senior Member, Administrator 3)

> I'm not aware of any gender sensitive policies in the university which have an operational plan for monitoring and evaluation. Not one I can readily think of. For now, I think the awareness about the gender policy is not so massive. (Senior Member, Academic 4)

All the 15 (100%) participants indicated that gender was taken into account during strategic planning. Whereas 10(67%) noted that they had ever had the opportunity of being part of the discussions on the strategic planning committee and could, therefore, confirm that a number of consultations are done including consulting on gender issues from the Gender Office, the other 5 (33%) participants claimed that they were certain such an important policy document could not be

written without the input form the Gender Office. The following responses shed light on participants views:

> A lot of consultations are done, including issues on gender during strategic planning for UEW's activities. The gender desk is consulted on ways of capturing institutional commitments to gender mainstreaming activities (Senior Member, Administrator 3)

> …the committee that does the strategic planning and monitoring is gender sensitive and varied views of members of the committee and members of departments and faculties of the university are consulted for their views on gender (Senior Member, Administrator 4)

The majority of participants (14 representing 93%) indicated that, management was responsible for initiating and implementing the Gender Policy for the University. These participants believed that the establishment of an office with a budget for gender mainstreaming to develop and revise gender policies and activities of the University pointed to a strong political will of management. A participant held the following view:

> With the creation of an office for addressing gender issues, several programmes have been organised which have benefited faculty, staff and students. The allocation of institutional budget to the office of gender mainstreaming has also facilitated the organisation of gender programmes in the university. Example include the mentoring and scholarship programmes. The political will to set up an office where gender issues are addressed and the commitment of management towards gender activities to the extent of publishing a policy document on gender should be deemed a huge commitment to supporting gender activities on campus. (Senior Member, Academic 1)

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Only one student leader did not commend management for their responsibility to mainstream gender into activities of the University. Sharing his thoughts, he suggested that:

> Management hardly gets involved directly in the gender mainstreaming programmes. At least, from what I have observed…Most times, it has been delegating responsibilities to their subordinate staff to represent them at certain gatherings organised by the Gender Mainstreaming Directorate and the student leadership. Their presence means a lot to us students and we are glad when they attend such functions themselves instead of delegating (Student Leader, Postgraduate Level)

The observation of a political will by UEW management to establish and resource a Gender Office to engage in mainstreaming activities contradicts the assertion of Apusigah (2004) that, policies on gender mainstreaming are most times non-existent, unimplemented or under-resourced and located in highly marginalised offices that have limited influence on mainstream optimum performance.

It was also observed that management had put in place a Gender Policy, but had not ensured that staff owned the Policy by disseminating the contents of the document. This finding of the ownership of the policy is confirmed by the World Bank (2005) which noted that, ownership of gender mainstreaming in institutions is generally weak, as many have adopted gender mainstreaming in response to external demands. The World Bank (2005) further noted that, most institutions have found it problematic transforming their women targeted strategies into gender mainstreaming ones, and this results in weak sense of ownership from its internal stakeholders (World Bank, 2005). In addition, Maanu (2008) affirmed this finding and said that, policies which exist in higher educational institutions do not function properly because their contents were not well known by the staff and students.

Management of UEW had also established a Gender Office to mainstream gender into the University. This finding on the establishment of a Gender Office is confirmed in the literature on the establishment of special units and offices responsible for monitoring and evaluating mainstreaming activities. For instance, in Philippines, a focal for Gender and Development (GAD) is established to spearhead efforts in planning and evaluating policies and programmes based on the organisation's drive and desires of its members (Philippine Commission on Women, 2019). The UEW case also revealed that, there are offices which have the responsibilities of developing and implementing an operational plan for monitoring and evaluating of gender mainstreaming activities.

The study revealed that, gender issues are given much relevance during strategic planning of the University. This is reflected in the 15(100%) response rate given by participants. This finding is in line with what the Gender Policy, Strategy (b) of Principle four seeks to achieve; which is to promote a campus climate which is gender-friendly and supportive of women in all aspects of the institution's educational delivery, including teaching and learning processes, classroom management, organisation, the social, cultural and physical environment, values and attitudes (UEW, 2009). In spite of what the Gender Policy indicates, an analysis of the University's Strategic Plan revealed that out of the seven thematic areas, gender mainstreaming was identified as only one of the themes. This observation leaves much to be desired in providing comprehensive understanding on how gender is assimilated in the strategic planning of the University.

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Mainstreaming Gender into Staffing

Staffing refers to issues that centre on recruitment and employee's training in the University. Staffing involves appointments, effective selection, performance appraisal and development of employees to fill the roles designed into the organisational structure. Questions on staffing were asked on the gender composition of staff in senior positions and on key boards and committees. The questions also touched on proactive strategies implemented to recruit or promote women and men into senior positions, respect for diversity in work and management styles and supportive structures for mothers after delivery. The responses are captured in Table 4.

Table 4: Staffing

Questions	Yes	%	No	%	Total	%
Is there a good balance of men and women represented in senior management	2	13	13	87	15	100
Is there a good balance of men and women represented on key boards and committee	3	20	12	80	15	100
Are there proactive strategies implemented to recruit or promote women and men into senior management positions	4	27	11	73	15	100
Does management show respect for diversity in work and management styles in UEW	13	87	2	13	15	100
Are there supportive structures for working mothers after delivery	11	73	4	27	15	100
	33		42			

Source: Field Work (2020)

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Table 4 depicts a picture that, majority of responses did not indicate a positive effort by University management to ensure that gender concerns were incorporated in staffing issues of the institution. Participants observed that all top management team members of the University were males and the total number of staff represented on key boards and committees was skewed in favour of males. However, this imbalance, particularly on boards and committees has been pre-determined by institutional legislative policies such as the statutes. Much emphasis was laid on a person's academic ranking and status in the faculty. The majority of females occupied lower positions of faculty and administration, and hence, were not qualified to serve on such boards and committees.

Thirteen of the participants, representing 87%, indicated that, there was an imbalance of men and women represented in senior management positions on Committees and Boards. They also observed that, the position of the Principal Officers of the University was also skewed in favour of men. Participants were quick to explain that in the University system, one needed to be of a professorial rank to sit on some Boards and Committees, a rank most females have not yet attained. In addition to rank, participants blamed cultural dictates and religion for the absence of females in management positions of the University. The following views shed light on the above:

> There isn't a good balance of men and women in senior management at UEW. Now, there isn't any female represented on the management composition of the University. I do not have the statistics, but in almost all committees and boards that I have served, there seems to be under-representation of females on such boards and committees. Usually, membership on a committee is based on one's competences and positions. Very

few women are in positions where they can be asked to serve on
such committees.
(Union Leader, Senior Member, Academic)

It will take time before we get many women up there. Some of
the factors can be self-induced; while others can be attributed to
the system that is not fair…it is our own culture that prevents
women from aspiring higher. Religion also plays a role to limit
women. Some of the time it is our family, the upbringing, how
we are brought up constitute a chunk of the problems. (Senior
Member, Academic 1)

However, 2 (13%) of the participants that, senior management positions
covered by Deans, Directors and Heads of Department showed a good visibility of
females.

Four (4) participants, representing 27%, observed that, there are proactive
strategies implemented to recruit or promote women and men into senior
management positions such as mentorship, teaching and graduate assistantship.
These proactive strategies were said to be inherent in the corporate strategic plan
and the gender policy. Participants further observed that, there were deliberate
attempts by individual Deans and Heads of Department to recommend women into
senior management positions. However, 11(73%) were not knowledgeable about
the proactive structures put in place by the University to promote women and men
into senior positions. A participant shared this:

…the Corporate Strategic Plan is designed (Strategy,17.2) to
increase female representation in the University. There are the
key performance indicators to at least increase percentage of
females as Deans, HODs to 30%...men dominate in such
positions of senior management so the strategic plan recognise
the need to groom women to equally take up some positions
(Senior Member, Administrator 4)

It was observed that opportunities for inclusion of females, particularly on statutory Committees of the University were virtually non-existent. This is because membership of these Committees and Boards were specifically identified in the statutes or policy, and most were occupied by men. Some participants felt that chairpersons of Adhoc Committees sometimes would ask for females to be included. They also suggested that the University offered scholarships to some females to further their studies so they could be groomed for leadership positions.

Thirteen (13) of the participants representing 87%, shared the view that, management paid respect to diversity and inclusion principles in work and management styles of the University. It was further revealed that, this respect was evidential in the appointment and promotion of females to various headship positions. Only 2 (13%), were not knowledgeable about this issue. A faculty member observed that:

> Largely, the University Management adheres to diversity and inclusion principles. For the years that I have been at UEW, management does not discriminate based on one's gender in the appointment of persons to various positions. Sometimes efforts are made to even co-opt women on to certain committees and interview panels. I once served on an interview panel, which was all male team, the chair, upon noticing this quickly called for the inclusion of females to serve on the committee for the sake of gender equality purpose. (Senior Member, Academic 2)

The finding on diversity in the study showed that management makes deliberate effort to involve females in various aspects of work of the University, which gives an indication of their respect for diversity at work and management styles.

Eleven (11) of the participants, representing 73%, indicated that, they were aware of support structures for working mothers after delivery in the University. The study revealed that, these support structures included maternity leave and a four-hour work period instead of eight hours for working mothers after delivery. Four (4) of the participants, representing 27%, indicated there was not enough support structures for working mothers. Participants indicated that, they would want to see the establishment of an institutional crèche for working and student mothers. One was quick to note that, even though a philanthropist had established a crèche for the University, it had not yet been properly institutionalised, so the University should support women by properly establishing a modern-day care centre or crèche. A participant remarked:

> Women, after delivery, can go for maternity leave before resuming formal work and even after resuming normal work; they are entitled to work half day. However, the challenge is that after they have returned from maternity leave, the institution does not have flexible working hours to enable them combine their professional with their personal lives. They have to negotiate for flexible working hours with their heads of department. (Union Leader, Senior Member, Academic)

Another participant shared a similar view:

> The university must get a crèche. When women deliver, it is difficult for them to cope with the pressures of motherhood, career and baby schooling. A crèche close by the institution would be helpful. There should be an effort by the University to have its own crèche. There should also be a rest room for caregivers to attend to the children of staff while they concentrate on their work. People can use private facilities in the meantime but ultimately the institution should have its own crèche (Union Leader, Junior Staff)

The finding of women's under-representation on key boards and committees could be linked to invisible structures and barriers, which prevent them

from aspiring to top-level positions at the university. Scholars have observed that there seems to be a hurdle preventing female leaders in senior positions in higher education from ascending to the presidency (Groysberg & Katherine, 2013; Ballenger, 2010; Wirth 2009; Clark, 2006). Other studies also affirm that, females are woefully under-represented on key boards and committees. A study done by World Bank (2018; 2005) on public and private universities in Ghana revealed that women are in the minority on the examination of the two important governance structures, namely, the councils and academic boards. It came out of the World Bank report that, none of the university councils in the 16 public universities in Ghana, for example, met the minimum 30 percent state requirement for female representation (Amoako-Sakyi, 2019; World Bank, 2018; 2005). In most universities, membership positions on academic boards are determined by academic rank and headship positions held in the university, unlike, the University Council, which draws membership from within and outside the universities. Females are under-represented in these higher academic ranks, hence their lack of visibility on key boards and committees. The gender statistics at higher education are still lower across all the African countries (Mama, 2003). It, therefore, comes as no surprise that the gender representation on key boards and committees at UEW is not balanced, primarily because of the low-ranking females in the institution.

The finding that there are some proactive structures geared towards promoting women into leadership positions is affirmed by the literature on the need to develop the capacity of staff as a way of promoting gender mainstreaming (Morley, 2010; 2007). As part of the capacity building strategies, mentoring

schemes have been identified to enhance the confidence level of females for leadership (Ilieva-Koleva, 2015). The finding is further supported by the literature by the World Bank Report (2005), which revealed that, individual universities in the face of increasing campaign for gender equality and the desire to appear pro-active have set-up affirmative action strategies to enhance female representation. The United Nations Development Programme (2007) shared this view in their report on work life balance that, establishing facilities and structures to support the careers of females in a university are efforts meant to ensure a gender-responsive work environment that requires policies that consider the various roles males and females perform when balancing the dual responsibilities of public and private life such as breastfeeding or accommodating child-care facility hours (UNDP, 2010; 2007). The World Bank (2018; 2005) further shares this finding that, women should be compensated in other ways (such as building a crèche) for the disadvantages they have relating to their child caring roles.

Mainstreaming Gender into Human Resource Management

Human Resource Management focuses on issues that affect employees in the University. It entails issues of policies such as equal opportunity policy, flexible work arrangements, job descriptions, professional development and staff performance as well as staff technical expertise. This section touches on participants' perceptions on how gender has been mainstreamed in the Human Resource Management practices of the University. Table 5 below presents the responses.

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Table 5: Human Resource Management

Questions	Yes	%	No	%	Total	%
Does UEW have a written equal opportunity policy	3	20	12	80	15	100
Are there flexible work arrangements in UEW	4	27	11	73	15	100
Are staff encouraged to take advantage of flexible work arrangements	5	33	10	67	15	100
Do job descriptions for professional positions in UEW require specific acquisition of gender skills as an essential requirement	0	0	15	100	15	100
Is gender a measure included in the professional staff performance criteria	0	0	15	100	15	100
Has there been an improvement in the gender expertise of staff	5	33	10	67	15	100
Does UEW promote teamwork, involving both men and women as equal partners	13	87	2	13	15	100
	30		75			

Source: Field Work (2020)

Table 5 depicts that, generally majority of participants did not perceive that, UEW has mainstreamed gender into its HRM activities.

Twelve (12) participants, representing 80%, held the perception that UEW did not have a written Equal Opportunity Policy (EOP). They explained that, they had not come across any such policy in the University. Three (3) participants, representing 20%, perceived that such a policy might be present. However, some

participants observed that, it appeared the University was implementing an informal policy, as they believed both males and females have a level playing field when it comes to office holding and remuneration. The following views were shared on the subject:

> Though the University does not have a written equal opportunity policy, I think for now when it comes to gender, both males and females have equal opportunities on campus. We do not see males having more opportunities than females. Once a woman qualifies, she is given the opportunity to hold an office. The number of female heads has increased over the last decade and all indicate that management commitment to gender equality and equity issues in the university
> (Union Leader – Senior Member - Academic)

> We do not have unequal pay systems or remuneration challenge at UEW like what happens in the advanced world. Men and women doing the same job are paid equally without any discriminations here (Senior Member – Academic - 3)

> Yes, because in practice there is equal opportunity. The institution does not discriminate against women in any way
> (Student level – Undergraduate level)

Eleven (11) participants, representing 73%, held the view that UEW did not have flexible working arrangements for its staff. Ten (10) participants, representing 67%, further claimed that, it was virtually impossible for staff to negotiate for flexible working hours with their heads of department, neither did they have the option to undertake teleworking. The positions were countered by five (33%) of the participants who indicated that, apart from senior members not having strict reporting and work times the senior and junior staff could negotiate for flexible working hours with their heads. The following responses shed light on participants' views on the subject:

> Currently, staff are required to be physically present at work without consideration to whether it is possible for them to discharge their duties remotely. This may be due to the lack of a policy permitting teleworking or remote working in the University (Senior Member, Academic 3)

> It is only senior members who have flexible work arrangements. A senior member can decide on what time to report to, work and when to close from work. Junior/ Senior Staff are not encouraged to take advantage of flexible work arrangements. (Senior Member, Administrator 4)

> For me, I will say yes, to some extent. Though we have timetable and the academic calendar, we plan what we want to do ourselves. Even with the departmental timetable, one can always adjust the initial one. One can always reschedule your meetings and lectures if it becomes necessary (Senior Member, Academic 2)

> There are no flexible work arrangements in UEW. However, negotiations can be done with individual Heads of Department on that
> (Senior Member – Administrator 4)

> There is nothing like flexible work arrangements in UEW. Deadlines are supposed to be met for various activities. Sometimes, it very difficult to manage all the activities in order to meet deadlines. (Senior Member, Academic 1)

In addition, all 15(100%) participants indicated that, job descriptions were generalised for both males and females and did not specify acquisition of gender skills as an essential requirement. They also indicated that gender is not a variable that is measured when it comes to staff appraisal. A participant indicated that:

> I have not read anywhere that I need to possess gender skills before performing my work in the university. However, it will be nice to have that in the job descriptions so that most of us will get in involved in promoting gender work (Senior Member - Academic 1)

Another participant noted that:

> Staff performance criteria form does not specify gender skills as
> a requirement for performance assessment. It is about time
> gender skills were indicated on the criteria form for assessment.
> I will suggest this to the Human Resource Division.
> (Senior Member – Administrator 2)

It is not surprising, therefore, if 10 (67%) participants claimed that they did not see any improvement in the gender expertise of staff of UEW. Indeed, these participants claimed that, there was a lack of gender awareness among staff and students, as they were not adequately prepared to apply gender in their work. Again, participants were concerned that gender workshops that were organised to sensitise the University community to build their capacity to deal with gender issues were often not held at convenient times to enhance members' participation.

Only, five (5) participants, representing 33%, held the view that there has been an improvement in the gender expertise of staff. They acknowledged that several workshops and programmes are being organised on gender for staff and students, but more education would have to be carried out to create more awareness on the subject. Participants shed the following observations:

> I have attended several programmes in this university on gender
> and the topics treated at these programmes have enlightened me
> on gender issues. I usually attend the International Women's
> Day programme and other gender sensitisation programmes and
> for me it is a positive thing to organise workshops. It should be
> encouraged since it helps in building staff competence in
> addressing gender issues (Senior Member, Academic 3)
>
> The Gender Directorate should do more to change the
> perceptions of staff on gender issues…hold discussions with the
> various unions on campus to educate their members on gender
> issues in order to approach their knowledge acquired (Senior
> Member, Administrator 4)

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Participants, largely, also held the view that, the University management promotes teamwork among male and female staff. Thirteen (87%) participants shared this view. The extent of teamwork was evidenced in management at all levels and committee work. The 2 (13%) participants, who did not see management to be promoting teamwork pointed to the low numbers of female staff and alluded to the fact that such low numbers cannot promote teamwork. The following observations were made that:

> Teamwork is not explicitly carried out. Not many women are recruited into the University so they limit their number in the various offices. Teamwork, I understand it to mean equal participation of men and women in the institution, but this, I do not see it happening…. some of the offices do not have female staff or they are limited in number. How then can they work together in such a circumstance (Senior Member, Administrator 2)

> At the student level, we assign most of our women to committees we put in place so they could work together with the men. I deliberately assign roles to them and follow through to see the extent of performance on those assignments (Student Leader, Undergraduate Level)

The study found that, UEW did not have a written equal opportunity policy, and this is not supported by the literature. Scholars such as Yim and Bond (2002) noted that, in spite of the presence of equal opportunity laws in countries such as the United States of America, discrimination continues to exist at the workplace. It may be suggested that the context of research is different because the University is bound by the labour laws of the country to practice equal opportunity for its male and female staff.

UEW does not also have gender sensitive structures and flexible work arrangements is not in line with the study done by Morley (2007) that suggests that,

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some institutions have found other means of making female population in higher education comfortable by introducing gender sensitive structures. Other studies have also shown that, the creation of a gender-responsive work environment that considers the different roles men and women play can increase the satisfaction and productivity of both women and men, thus creating a supportive work environment (UNDP, 2010; 2007).

The University does not have in place, gender sensitive job descriptions. This finding is in line with the gender audit carried out by the UNDP (2007) for Kadugli, Sudan's Ministry of Social Welfare, Women and Children, that gender issues are not included in job description and staff performance evaluation and review processes. Their recommendations called for gender inclusion in job descriptions and other aspects of the organisation.

The study found that, staff expertise in gender awareness is low. This finding is in line with the assertion made by Morley (2010, 2007) that, capacity building programmes are essential ways of promoting gender mainstreaming.

The finding that management promoted team work between female and male staff is affirmed in the Gender Policy, Strategy (b) of Principle four that seeks to promote an environment which is supportive of women in all aspects including teaching and learning processes, classroom management, organisation, the social, cultural and physical environment, values and attitudes (UEW, 2009). This policy strategy should be promoted to ensure that men and women are given equal opportunities to work together at all times in the University.

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Mainstreaming Gender into Advocacy, Public Relations and Communication

Advocacy, Public Relations and Communication is listed as one of the key areas of an organisation that needs to be assessed for its gender sensitivity. This section brings out University relations issues and communication strategies that are used in publicizing general and specific information on the activities of the University to its internal and external stakeholders. Thus, this theme focused on the quality and gender sensitivity in UEW's communication and advocacy campaigns. It touched on advocacy campaigns, public relations campaign, advocacy policies influenced by the Gender Mainstreaming Directorate, public relations policies, and advocacy campaigns informed by the gender policy on language use. Table Six (6) presents the various responses of participants on the subject.

Table 6: Advocacy, Public Relations and Communication

Questions	Yes	%	No	%	Total	%
Are advocacy campaigns and initiatives planned and informed by gender equality perspectives	2	13	13	87	15	100
Are public relations campaigns and initiatives planned and informed by gender equality perspectives	4	27	11	73	15	100
Do you share in the view that UEW's advocacy policies and plans are influenced and advised by the Gender Mainstreaming Directorate	4	27	11	73	15	100
Is the institutional public relations policies and advocacy campaigns informed by the gender policy on language use and other gender dimensions	7	47	8	53	15	100
	17		43			

Source: Fieldwork (2020)

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Table Six (6) presents participants responses on gender mainstreaming into advocacy, public relations and communication campaigns. Most participants held the view that they were not informed about the processes that public relations and communication campaigns were taken through before they were made public. They were neither aware whether these were planned with gender equality in mind, or even had input from the Gender Office, using the University's Gender Policy. Therefore, they were not sure about the gender sensitivity in these campaigns.

Most of the participants (13 representing, 87%) were not sure about the fact that gender equality perspectives informed the institutional advocacy campaigns and initiatives plan. However, they indicated that, since there had not been any issues associated with publications issued so far by the University in terms of content and language. They can conclude that, it adheres to the gender regulations. These participants were also of the view that professional staff work on the University's public relations and advocacy campaigns and so had confidence that they would do what is right. Two of the participants, representing 13%, however, indicated that, communications were screened for their content and gender compliance before they were published. In the words of some participants:

> Because there has not been any issue on the public relations and advocacy campaigns, I guess it is gender compliant in language and content (Senior Member, Academic 2)

> We do not go against the gender perspectives in our communications but I do not think it is pivotal to the advocacy campaign strategy. There are professionals working on such things so we have never encountered negative issues (Senior Member, Administrator 3)

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> Those who work on such policy documents have knowledge of gender issues and are mindful of what information to put out there. For instance, some of these personnel have actually worked on some gender programmes before assuming their present positions and some have knowledge of gender issues and are better able to assess the content in line with the gender policy (Senior Member, Academic 4)

Again, most of the participants, 11 representing 73% of participants were not too sure whether public relations campaigns and initiatives were planned and informed by gender equality perspectives. These participants observed that they were not privy to the processes that such campaigns and initiatives were taken through before communicated to the public. They noted that core management members and few who were privileged to work on them handled such documents. A minority of four (27%) of the participants said that the public relations campaigns and initiatives were given gender considerations because they were involved in the process of consultations before the final communique was issued. One of such persons who volunteered this information was a core management member and the other had previously served on the management team. The finding suggests that little knowledge is known on the extent of gender sensitivity in the University. This is largely because exclusively members of the core management team handled public relations matters and hence, outsiders were not privy to the processes and formats that they were taken through.

Further to the above, seven (7) of the participants, representing 47%, said that some of the decisions were initiated by the Directorate. However, they explained that, they were not so informed about UEW's advocacy policies and plans, which were influenced and advised by the Gender Mainstreaming

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Directorate. The others, forming the majority of 8 (53%) could not speak about the advocacy policy processes of the University because they were not so much informed about it.

Also, most of the participants, twelve 12(80%), responded that, they were not sure about the fact that the institutional public relations policies and advocacy campaigns were informed by the gender policy on language use and other gender dimensions. Though they were not sure they held the view that since no derogatory word had been publicised in any of the public relations documents, they believed the documents were gender compliant. The remaining 3 (20%) of the participants, evaded responding to the question. A participant noted that:

> So far, we have not had any issue regarding the language content
> of any of our communication documents. We have had some of
> our issues come up in the media but none concerns our language
> use (Union Leader, Senior Member, Academic)

In the area of advocacy, public relations and communication, the UNDP (1998) called attention to the need to develop skills in advocacy as additional requirement for facilitating gender mainstreaming, reflecting the need to ensure that, public relations materials are gender sensitive in communication patterns.

Promoting Technical Expertise in Gender Issues

Technical expertise has to do with staff expertise in carrying out analysis and evaluations from a gender perspective. This section touched on the following themes: persons or department responsible for gender, staff assigned the responsibility of gender integration, requisite gender knowledge to carry out their work, training in gender planning, knowledge, skills and attitudes of staff and students to work with gender awareness, projects contribution to women's

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empowerment, gender expert on project planning and monitoring. Table Seven (7)

depicts participants' responses on the subject:

Table 7: Promoting Technical Expertise in Gender Issues

Questions	Yes	%	No	%	Total	%
Is there a person or department responsible for gender in UEW	15	100	0	0	15	100
Are there staff and students who are assigned the responsibility of gender integration in different departments in UEW	0	0	15	100	15	100
Do staff and students have the necessary knowledge, skills and attitude to carry out their work with gender awareness	4	27	11	73	15	100
Is adequate training in gender planning organised for staff and students prioritized for projects and programmes	0	0	15	100	15	100
	19		41			

Source: Field Work (2020)

Table 7 shows participants' responses on the technical expertise in

mainstreaming gender into the operations of UEW. In spite of the fact that there is

an office responsible for offering training in gender issues and creating gender

awareness in UEW, staff and students of the University were not seen to have the

necessary skills and attitudes to carry on with their work with gender awareness.

The lack of gender skills and experts were said to affect the planning, execution

and the evaluation of University projects and programmes.

All the fifteen (15) of the participants, representing 100%, responded in the

affirmative that, there were persons and a department responsible for gender work

in UEW. Participants noted that the Gender Office was mandated to promote gender mainstreaming in the University by organising gender trainings and programmes for staff and students. All participants agreed that staff and students had not been adequately trained in gender and related issues and as such, they could not take up responsibilities of integrating gender in the work of their various departments. Participants, therefore, suggested the need for gender training for staff to be intensified to enhance staff's knowledge and skills. They also suggested that, since the University had a Gender Office that operated from the Registry, it might be necessary to have gender coordinators to handle gender issues at the Faculty and Departmental levels. Participants shared the following:

> The Gender Mainstreaming Directorate is an office that has been helping to educate the university community on a number of gender issues. Every year we attend gender sensitivity workshop to enlighten us on gender issues. I think the office has projected gender issues quite well (Senior Member, Academic 4)

> The Gender Mainstreaming Directorate has organised workshops and retreat for mentees to interact with their mentors and such platforms have served as occasions for paper presentation. All these training programmes have been platforms used to build staff and students capacities on gender issues. The Gender Mainstreaming office has been so supportive in all these programmes (Senior Member, Administrator 3)

The study further revealed that, all 15 (100%) participants indicated that, gender staff were centralised, and not department-based. Even though, all the 15 participants observed the relevance of having departmental gender officers to speed up the process of gender mainstreaming at UEW, they suggested that coordinators could be assigned the responsibility to handle department and faculty-level gender programmes in the future of the University.

In future UEW must have focal persons in the various departments to coordinate gender issues in the departments and faculties. This will really be helpful (Union Leader, Senior Member, Administrator)

Eleven (11) participants, representing 73%, held the view that, staff and students knowledge and skills in gender was not good. They believed that members of the University community should be sensitised more. On the other hand, 4(27%) of the participants, indicated that, the knowledge of staff and students to include gender in their work was better, but indicated the presence of lack of drive and commitment towards achieving goal of gender awareness. Participants observed:

More gender sensitisation programmes should be organised to explain the gender concepts to members of the University community. Unfortunately, most people, staff and students do not understand the gender concepts and how can they apply gender in their work (Senior Member, Academic 2)

Knowledge is enough but there is lack of drive and commitment towards it (Senior Member, Administrator 1)

All the participants 15(100%) indicated that, training in gender planning for staff was not adequately organised. They held the view that specific training in gender planning for projects and programmes team members were not done. The participants observed that the University needed to do more training for staff in gender planning, to enhance their knowledge and skills for work. The practice has been to include female representation to committees. Participants indicated that:

Well, in my department what we do is to make sure that females are added to any project committee that is constituted. …No, we don't receive training in gender planning except the general orientation on the strategic plan which contain issues of gender mainstreaming (Senior Member, Academic 3)

Training sessions are held every semester, in gender sensitivity issues in the University. Student only programmes are organised for student leaders especially and the general programmes are

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held for the entire university community where students also get the chance to attend. In spite of all these, there is still the need to intensify gender skills training in the university (Student-Postgraduate Level)

They may include the person because they want female representation. They may bring the person on board for gender balance but the person may not necessarily have the skill for gender issues (Senior Member, Administrator 4)

The study found that, there is an office responsible for promoting gender mainstreaming in the University, but staff and students knowledge of gender issues and skills is quite low. This finding is supported by the literature from a previous study that revealed that gender technical capacity in terms of knowledge, skills and attitude in general is weak, in spite of the existence of the Ministry of Social Welfare, Women and Children in Sudan (UNDP, 2007). The literature further recounted that one of the major failures in doing a more transformative gender work is when policy actors and implementers are often unable to define clearly gender equality goals, due to lack of expertise or simple unwillingness (Meierand & Celis, 2011; Benschop & Verloo, 2006). Relating this to the current study, staff in the Gender Office and the university community in general would have to undergo regular training to ensure that they do not lack the expertise to carry out their duties with gender awareness.

The study also found that, gender is not integrated into activities of departments and faculties. This is affirmed by the finding in a study carried out in the University of Dar es Salaam (UDSM), Tanzania, which also found that the Gender Dimension Programme Committee (GDPC) allows for the mainstreaming of gender into all levels of the University (Morley, 2007). The GDPC is instituted

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in all faculties to carry out mainstreaming activities in the university. At present, almost every faculty has included a gender component as part of the courses offered because of the efforts of the Committee (Morley, 2007).

In addition, the staff and students of the University had inadequate training in gender planning. This finding is supported by the literature that indicates that, there is the need for gender training in planning and analysis for persons working on various projects. UNDP (2007) noted that enough training has not been given to staff on gender and this has affected the nature of work to be carried out in promoting gender equality in the Ministry of Social Welfare, Women and Children (UNDP, 2007). Scholars have identified capacity building as an essential way of promoting gender mainstreaming (Morley, 2010, 2007; UNDP, 2007).

Mainstreaming Gender in Monitoring and Evaluation Activities

This section assesses issues, which relate to monitoring and evaluation of projects and programmes on campus. The questions asked on this theme focused on the extent of gender-disaggregated data and information incorporated in the monitoring and evaluation of projects and programme outcomes. This section touched on the following headings: project planning and monitoring with gender expert, use of gender specific indicators, collection of gender-disaggregated data, and gender impact of projects and programmes. Table 8 presents the responses of participants.

Table 8: Monitoring and Evaluation

Questions	Yes	%	No	%	Total	%
Is project planning and monitoring done with a gender expert	0	0	15	100	15	100
Does UEW have gender specific indicators for monitoring and evaluating its projects/ programmes	7	47	8	53	15	100
Is gender disaggregated data collected for projects and programmes	9	60	6	40	15	100
Is the gender impact of projects and programmes monitored and evaluated	8	53	7	47	15	100
	24		36			

Source: Field Work (2020)

Table 8 shows that participants held a common view that projects and programmes were not monitored and evaluated from a gender perspective. Participants observed that, there were not enough gender experts to do gender analysis and proper mainstreaming of gender into the monitoring and evaluation of projects and programmes.

All the 15(100%) participants shared the view that, the University has not reached the stage where a gender expert will be included on all project and advisory teams. This means that, UEW did not have gender experts who contributed to the various phases of their projects. This is in spite of the fact that data for such projects/ programmes is disaggregated by gender. The following are some views shared at the interviews:

> Gender issues are gradually catching up in the university. It will take some time for project planning and monitoring team to have gender experts on them. Now that you have mentioned it, I think we can discuss it with management (Senior Member, Academic 3)

> I doubt if there are deliberate efforts to get gender experts on any current ongoing projects, but there is obviously female representation in some areas. The departments where the project is hosted assign females to serve on those committees for their views to be solicited. Likewise, the Director of Development and Director of Health Services are both females, and so they will have input in any projects that concerns their outfits, but as to whether their view will be informed by gender perspectives or not, I cannot tell. (Senior Member, Administrator 1)

More than half of the participants claimed that the University did not have specific gender indicators to monitor and evaluate its projects and programmes. These participants all pointed to the core values of the University that included a gender component and one of the themes of the corporate strategic plan that touched directly on addressing gender mainstreaming issues to be that gender specific indicator for addressing gender mainstreaming. Precisely, participants named theme five of the corporate strategic plan that guides the operation of all gender activities in the University. A participant indicated that:

> The strife by UEW to achieve gender equity in students enrollment and appointment is attributed to indicators with gender dimensions aimed at addressing gender concerns as indicated in the strategic plan and the institutional core values (Senior Member, Academic 1)

Nine (9) participants, representing 60%, responded in the affirmative that gender disaggregated data was collected for projects and programmes. They noted that, data was collected for students' admissions and enrolment, graduation statistics, employment statistics, staff numbers and Deans/ Heads of Department. The study

further revealed that, the data was used for strategic planning by Management, Admissions Office, Human Resource Office, National Centre for Tertiary Education (NCTE), now Ghana Tertiary Education Commission (GTEC) and the Ministry of Education. The participants made the following observations:

> Data on staff and students are normally disaggregated and collected for all projects. It serves as the basis for project monitoring and evaluation. It helps to evaluate whether both males and females are properly taken care of in project or programme delivery (Senior Member, Academic 1)

> Such data is collected for some projects and programmes, but not for all programmes, I vividly recall disaggregated data collected during the Carnegie project and how its impacted on staffing and enrollment. The data is expected to help in making policy decisions. Management, researchers and the Gender Directorate to inform their work often use it. (Senior Member, Administrator 3)

> Some of the institutional areas where gender disaggregated data is collected are student admission, students enrolment figures, Graduation statistics, Staff numbers and Deans/HODs. This is to inform the strategic planning of the activities of the university (Senior Member, Academic 3)

The study further showed that, most participants (8 representing 53%), gave the responses that, to some extent, the gender impacts on projects and programmes were monitored and evaluated, but this is often not the case. Their observation was that there is an office responsible for projects monitoring, and they should be held accountable for such duties. The minority of participants, that is 7 (47%), could not provide any favourable response on this subject. They, their displayed the lack of sufficient knowledge of gendered monitoring programmes and projects on campus. The following observation was made:

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> After Carnegie project, not many projects have been thoroughly
> monitored to assess their gendered impact on staff and students
> (Senior Member, Administrator 2)

More than half of the participants claimed that, the University did not have specific gender indicators to monitor and evaluate its projects and programmes. This finding is not in line with the review of the secondary data, which shows that gender indicators are used to address concerns and needs of staff and students.

It also came to light from the study that gender disaggregated data is collected for projects and programmes. This finding is in line with the literature that suggests that the necessary prerequisites or facilitating conditions for effective Gender Mainstreaming include specific statistics pertaining to an organisation. Also, the finding is affirmed by a study by the UNDP (2007) that revealed that, some departments in the Ministry of Social Welfare, Women and Children in Sudan collect gender disaggregated data, to a limited extent, to support the work of their organisation. Likewise, in the case of UEW, data on gender is collected to inform institutional activities as revealed by the finding.

The study revealed that largely, projects and programmes are monitored and evaluated to assess their gender impacts on staff and students. This finding is with the purpose of Gender Mainstreaming, which seeks to assess the impact of projects and programmes on women's and men's needs and interests so that both benefit equally and for inequality not to be perpetuated (Council of Europe, 1998). This central idea of Gender Mainstreaming is the reason for assessing the impact of projects to address gender differences in policies and programmes (Tiessen, 2007). In many instances, women's needs and interests are overlooked or made marginal

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in the development of economic and social policies. In addition, provisions made in the Gender Policy commits the University to assess the impact of projects on gender. This is captured in the Principle six - ensuring that gender issues are considered and included in the University grant proposal and projects. Specifically, strategy (a) states that, project proposals in all fields shall consider women's needs, with greater emphasis on women's training and capacity building. In addition, strategy (b) states that, monitoring and evaluation of projects should identify the impact on women. UEW should ensure that these principles are adhered to in the University.

Gender Mainstreaming Implementation Challenges

This section focuses on the challenges of implementation of gender mainstreaming activities in UEW. Participants mentioned issues of finances, university politics and socialisation as some challenges of mainstreaming gender. Table 9 expatiates the responses of participants.

Table 9: Mainstreaming Challenges

Challenges	Number of Participants	%
Inadequate Financial Resources	15	100
University Politics	12	80
Socialisation and Culture	9	60
Total	36	

Source: Field Work (2020)

The study revealed that, all the 15(100%) participants, shared in the view that financial resources were a major hindrance to the effective mainstreaming of

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gender activities into the operations of the University. They indicated that the lack of financial resources affected work of the gender office whose staff could not conduct regular research to assess the status of gender situation on campus. A participant made the following observation that:

> More financial resources have to be made available to bridge gender gaps. Financial resources should be set aside to appoint competent female staff to beef up the staff strength at faculties and departments where their numbers are low. Also, workshops for staff and students should be organised. We need to invest more to get more from what we have invested. (Senior Member, Academic 4)

A follow up to the Gender Mainstreaming Directorate of the University revealed that, the Directorate needed more financial support, for the conduct of research to assess the gender situation of the institution, and that there was the need to make the effort to initiate discussions with the management of the University to make money available for this purpose.

Again, the study found that, micro politics on campus served to inhibit the aspirations of women into senior positions, thereby hindering the effective mainstreaming of gender. This was claimed by 12 (80%) participants. Lobbying was expressed by some participants as part of the gender politics on campus that women fared poorly. Thus, in addition to the lack of lobbying skills, the nature of the game did not favour women because they did not want to be seen to be patronised by University leaders or labelled as using their sexuality for favours. For some of these participants also felt that, women are simply not socialised to operate in leadership positions and this hampered their full participation in activities of the University. Participants shared the following observations:

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> The Pro-Vice-Chancellor's elections involve campaigns and lobbying. I for one, I am not good at lobbying. Most women are also not good at lobbying too. Greeting top managements for positions, most women would not want to do that. Because of this, the Human Resource Division can check the records of women to know that they have the competencies and expertise to do that and call them to apply for positions that they qualify for or appoint them into such positions. (Senior Member, Academic 1)

> Women will not come and plead for the job. Few women will want to greet top management for purposes of positions. The women are not forth coming or seen in visible places because they would not want to demean themselves. It could also mean women do not believe in themselves or lack self-confidence to come forward for top positions. (Senior Member, Academic 2)

Socialisation and Culture

Socialisation and culture came out prominently as a contributory factor to women's inability to ascend the career ladder at UEW, thereby influencing the strategies to successfully mainstream gender. The study revealed that some female academics and administrators in UEW lacked ambition and drive to ascend into the peak of their careers because they had been socialised mainly to operate in the private domestic sphere and not the public sphere. This view was shared by 9 (60%) participants. These participants claimed that, because women are socialised differently from men, they are not expected to take up leadership roles in society. Thus, women who find themselves in the work environment are unwilling to assert themselves when it comes to taking up leadership positions. Participants made these statements below:

> Our own culture is not helpful. Our culture makes it difficult for us to accept women as leaders and this has a negative effect on women's desire to get there. (Senior Member, Administrator 4)

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One of the remotest causes of the dearth of women in leadership circles is socialisation processes, which orient women towards the family rather than their careers. It makes women hold self-inhibitive ideas about leadership, and this influences their behaviour in academia. It is indeed a covert factor that influences women's behaviour in later adult life (Senior Member, Academic 3)

It is our socialisation. We haven't groomed our women to believe in themselves that they are capable of doing anything they put their minds on (Senior Member, Academic 3)

During my administration, I realised that, women do not have confidence in themselves. Even during our meetings, hardly would a woman volunteer to pray and when you select them to do so, it becomes a problem. (Student Leader, Undergraduate Level)

The most important challenge identified by participants was inadequate financial resources. This finding is in line with the literature that suggested that inadequate budgeting for gender component of projects was a major challenge to the implementation of gender mainstreaming (Razavi & Millar, 1995). In addition, Apusigah (2004) opined that, policies for gender mainstreaming are under-resourced and this posed serious challenges to its effective implementation.

It was also found that, most women do not involve themselves in institutional politics to facilitate their appointment into certain key positions. This finding is in line with the literature on the operation of gender micro politics in most institutions that politics is an integral part of the prevailing institutional culture (Ministry of Gender, Children and Social Protection (2015), and most women are unable to fit into this prevailing institutional culture. The literature further affirms this finding that women in higher education were confronted with several challenges such as name calling (Morley, 2010). The finding was also in line with

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the study that revealed that glass ceiling, glass wall, or glass floor appeared to be a barrier blocking senior women leaders in higher education from ascending in their careers (Clark, 2006). These unwritten codes of politics of lobbying for positions, politics and campaigns could be classified as the ceilings or walls, which prevented many women from entering top management positions. Furthermore, the finding is supported by a study by Ballenger (2010) that, glass ceiling appeared to be a form of discrimination affecting women in higher education and serves as an important area of study identifying women's lack of access to power and leadership status in higher education administration.

Last but not least is the finding that socialisation and culture influence women's leadership aspirations and abilities. This is confirmed by the literature that gender equality and equity challenges were deeply rooted in traditional systems, norms and culture (Ridgeway, 2011). Similar views were affirmed by Maanu (2008) who argued that the attitude and values acquired through the socialisation process determine men and women's self-perception about themselves and their participation in the education system as well as the general environment. In this sense, socialisation makes women lose confidence and consider themselves as inferior and vulnerable in society (Maanu, 2008). This reaffirms the fact that women and men are socialised differently and it has later influence on their career ambitions and leadership roles (World Bank Report, 2005).

In the face of the above challenges some participants suggested ways to encourage women into leadership positions and create the enabling environment for gender mainstreaming in the University.

Mentorship

Participants indicated that, there was the need for women to be mentored to build their capacity and improve their competencies, enhance their time management skills and build their confidence. They believed such an orientation would also expose female staff to the demands of higher education and enhance their understanding of the higher education environment. However, participants suggested that female staff must be willing to be mentored and should be hard working in the first instance.

Special Budget for Gender Mainstreaming Activities

Participants also advocated for a specific budget for gender mainstreaming. Participants suggested that the Gender Directorate must be sufficiently resourced to reactivate dormant Gender Clubs in the University and also organise other social activities, including awareness creation on the University's radio station.

Intensify Education on Sexual Harassment

Another suggestion was to intensify discussions and education on sexual harassment. Participants believed this would help women to develop assertive skills and build their confidence to reduce the rate of victimization on their part.

Involve Men in Gender Mainstreaming

Participants also suggested that male staff and students should be involved in gender mainstreaming discussions and activities in the University. This was because gender mainstreaming sensitisation on campus has mostly been carried out

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by females and involving men in advocacy would benefit their colleagues as they tend to understand themselves better.

Application of the Feminist and Social Justice Theoretical Frameworks to Study Findings

The first finding that emerged from the analysis of the data was that the organisational processes and structures that promote gender mainstreaming in the University of Education, Winneba, favour gender mainstreaming. This finding revealed further that UEW is perceived to have created a favourable campus culture (attitudes, behaviour, traditions and values that govern organisational operations and activities) that promotes gender activities and encourages gender awareness and sensitivity. This finding is supported by the feminist and social justice theories that call for creating equal opportunities at all societal fronts as stressed by Chappelow (2019), Bryson (1992) and Rawls (1971).

The theories further advocate for the creation of an equitable, just and a fair society where all sexes would have access to societal resources and opportunities (Chappelow, 2019; Ghorfati & Medini, 2015, Calma, 2007). The social justice theory, which is premised on the assumption that everyone deserves equal economic, political, social rights and opportunities, anchors this finding of having created favourable institutional processes, procedures and structures, which are supportive of gender mainstreaming (Calma, 2007; Rawls, 1971). In addition, the radical feminist view on the finding that indicates an all-male management team situates the discussions on gender mainstreaming within the context of abolishing all forms of patriarchal structures and arrangement from any institution

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(Jóhannsdóttir, 2009). The study findings disclosed that UEW practiced an all-male management system and such did not support the radical feminist perspective as has been used in this study. In spite of the will of management to champion gender mainstreaming issues, the radical feminist view interprets the all-male management team to mean a system that is unresponsive to women's leadership at the top-management level and calls for the urgent need to open up such spaces to accommodate female leadership. Feminist theories contend that men cannot represent the views of women and so women should be given the opportunity to represent their own interests at the highest levels of decision-making spaces (Amirault, 2019; Ghorfati & Medini, 2015; Ehrenreich, 2005).

Feminism acknowledges that female prejudice has been deeply rooted in all cultures and it is not so surprising that, in formal organisations, prejudice still plays out in their operational systems (Tong, 2009). Feminism explains women's exemption from the leadership spaces as discriminatory and a denial from position of leadership (Ghorfati & Medini, 2015; Ehrenreich, 2005). Therefore, it is important to liberate women from the artificial historical restraints that still plays out in the higher education setting of leadership and bring them into the leadership spaces of visibility (Tong, 2009).

Second, the study revealed that there is institutional commitment to gender mainstreaming in the formulation and implementation of policies. However, not much is done to ensure that these policies are owned and well disseminated to staff and students. The finding revealed that even though there is an operational Gender Policy of the University that guides all staff and students in gender mainstreaming

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implementation, there is a general lack of ownership by staff and students of the Gender Policy. This means that the principle of equity is not operational at UEW, which indicates that it is not supported by the theories. The social justice and feminist theories call for widening access to all societal resources and opportunities (Rawls, 1971; Ghorfati & Medini, 2015). It is therefore important to ensure that all institutional resources and policies are collectively owned by all staff and students and jointly implemented for their effectiveness (Calma, 2007; Rawls, 1971). The principle of equity, which ensures that there is unbiased distribution of available resources and opportunities across all members of society, is important to be applied in the University of Education, Winneba setting to ensure that all policy services are well disseminated to all its constituents to facilitate the actual implementation of such policies (Calma, 2007).

Third, the study revealed that gender concerns have not been properly mainstreamed into human resource and staffing issues. Human resource and staffing policies have not seen to the inclusion of gender components in them. The principle of participation in social justice theory advocates for everyone within a society to be given a voice and opportunity to verbalise their opinions and concerns. This principle indicates that everyone has a role in any decision-making that affects their livelihood and standard of living and must be made to participate in all societal matters. The principle of participation therefore connotes that there are social injustices when a small group of individuals make decisions for a large group, while some people are unable to voice their opinions (Calma, 2007).

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The study finding that revealed that there is no gender balance in committees and boards connotes that a small group of individuals decide for a large group and that is not appropriate. This finding is not supported by the social justice theory, which advocates for the principles of participation, rights and diversity in all decision-making processes and structures. Ensuring a gender balance in staff committees and boards are advocated by the principle of participation in the theoretical underpinnings of social justice theory for this study (Calma, 2007). Also, by ensuring balance in the gender composition of committees and boards, staff and students are given the rights to participate in decisions that affect their lives (Calma, 2007). Gender balance on committees and boards is also to ensure that the principle of diversity is adhered. The principle of diversity is also inherent in the social justice theory and it advocates for the appreciation of the cultural differences among different categories of people in society (Calma, 2007). This principle emphasises the need to recognise that some groups face more barriers in society and there is the need to address those barriers and differences by giving voices to the diverse groups of people within the institution to serve on key decision-making processes. The principle of diversity, which is also inherent in the social justice theory, advocates that there is the need to show appreciation to cultural differences among different categories of people in society (Calma, 2007).

The research finding further revealed that there are no written equal opportunity policies and in spite of that inequality is not seen to be practiced because of the national laws that compels institution to promote gender equality.

> **Commented [RBG5]:** It's not clear
> End the sentence after …. opportunity policies and start a new sentence.
>
> Check the use of 'in spite of' in this context

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It is important for a formal written equal opportunity policy to be written to avoid discrimination in employment based on gender among other connected factors. The study further showed that human resource, staff regulations and policies on appointment, promotion, appraisal, job descriptions, and work arrangements are not gender sensitive and this is not supported by the theoretical principle of liberal feminism, which advocates for protective laws for women's interest and rights, which would help to advance women's participation in political decision-making and areas of public life (Tong, 2009). Feminism supports the view that all people are created equal and should not be denied equality of opportunity because of their gender, which emphasises the need to introduce legislation and regulations of employment practices supportive of gender equality and equity (Ghorfati & Medini, 2015; Hornby, 1975).

Finally, the study showed that gender concerns have not been adequately addressed in the advocacy, public relations matters and communication arrangements of the University. The implication of this finding is that very little effort is made to incorporate gender concerns into communication arrangements. Although these gender concerns are not formally addressed in communication matters, there has not been any problems regarding the public relations matters. Per the principles of human rights which are enshrined in the social justice theory (Rawls, 1971), it is imperative to ensure that the basic rights and freedoms of people within the organisation or society are ensured in all public relation matters and publications of the University. It is critical to the gender mainstreaming agenda to ensure that gender concerns are made integral to all advocacy and public relations

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policies, processes and outcomes in line with standardised human rights principles and practices (Akpalu & Offei-Aboagye, 1999; Rawls, 1971). This emphasis does not exclude any aspect of the institutional policies.

It is important to promote gender mainstreaming in all institutional operations to expose all sexes to opportunities and resources and involve them in decision-making processes at all levels of institutional development.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study sought to assess the extent of gender mainstreaming implementation in the University of Education, Winneba using a qualitative methodology. The questions that guided this study included the need to examine some of the gender mainstreaming policy gaps in UEW policies; the extent that management exhibited commitment and support towards gender activities in UEW; the role of organisational culture and attitudes on women's lives and challenges of implementing gender mainstreaming in the University. The study relied on both secondary and primary data. The latter unearthed the perceptions of purposively selected staff on efforts to mainstream gender into some aspects of UEW activities by management; how the University's organisational culture supports gender mainstreaming effort in UEW. The data was collected with the help of an interview guide. A content analysis was carried out on the secondary data to identify the gender gaps and thematic analysis on the primary data generated from the interviews.

The major findings of the study are presented according to the objectives set for the study. The first objective of the study sought to identify UEW's organisational culture that affects gender mainstreaming efforts. Here, the general finding was that UEW had a culture that greatly supported gender mainstreaming efforts. It had in place policies such as the Gender Policy, Sexual Harassment and the Corporate Strategic Plan that promote gender equality and ensure accountability in people's conduct and their use of gender sensitive language.

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The second objective of the study was to examine some of the University policy documents to ascertain the gender mainstreaming gaps in them. The policy documents analysed were the Gender Policy, the University Statutes and the Corporate Strategic Plan.

The Gender Policy, while seeking to increase the number of female staff Boards and Committees, quoted percentages that were quite ambitious to achieve because it does not lay out enough strategies to achieve that, and concentrated only on female senior members to the neglect of other female staff. The policy, while envisioning a supportive environment for female staff and students, fails to identify and itemise the strategies to be embarked upon. The Policy also fails to identify other policy documents, university projects and activities that could be produced or implemented from a gender perspective. The University Statutes also do not indicate anywhere that gender would be taken into consideration when applications and appointments are to be considered. Finally, the Corporate Strategic Plan has Gender Mainstreaming in only one out of its seven themes.

The third objective of the study sought to explore the impact of management practices in promoting gender mainstreaming in UEW. A summary of the main findings is presented as follows:

- There is an operational Gender Policy of the University that guides all staff in management positions. However, there is a general lack of ownership by staff and students of the Gender Policy.

- Gender concerns are not incorporated into staffing issues at the University. Top management is skewed in favour of men and there is an imbalance of women and men on Committees and Boards in favour of men.

- Gender has not been incorporated into human resource activities at the University in spite of the presence of a Gender Policy.

- Gender has not been mainstreamed into the University's advocacy, public relations and communications activities. In spite of this, no concerns have been raised over the work of the University Relations Office.

- Gender has not been mainstreamed to promote technical expertise at UEW.

- Gender has not been mainstreamed into the monitoring and evaluation of the University's programmes and activities.

The fourth and final objective of the study was to identify perceived challenges encountered in the implementation of gender mainstreaming in UEW. The main challenges identified include:

- Inadequate financial resources to promote gender mainstreaming activities.

- Female staff are not motivated enough by virtue of their socialisation and the hostile political climate that prevents them from putting themselves forward for higher management positions.

Conclusions

In the light of the above major findings, it may be concluded that:

1. The University has inadequate gender experts to mainstream gender into relevant documents and projects as well as implement mainstreaming activities.

2. The University also has inadequate financial resources to implement gender mainstreaming agenda in spite of a strong political will to champion Gender mainstreaming.

3. Socio-cultural socialisations and the University's organisational climate do not encourage women with the necessary qualifications to move into leadership positions.

4. The University's policy documents that have mainstreamed gender largely have not been translated into practice by management and their support staff.

Recommendations

Based on the key findings and conclusions to this study, the following recommendations are made for policy and practice.

There is the need for the Management of the University and the Director for Gender Mainstreaming Directorate to provide leadership in revising the University's policy documents: Gender Policy, Strategic Plan and the Statutes, to ensure that mainstreaming issues are well captured with targets clearly identified. In addition, the Director for Gender Mainstreaming Directorate should ensure that dissemination of the contents of these documents be publicised widely and staff and students encouraged to own the policies.

There is also the need to ensure that gender mainstreaming issues are made integral to key institutional operations and activities. In this direction, management must devote more resources to gender mainstreaming and hire more gender experts to support the gender mainstreaming agenda.

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Last but not least, it is recommended that management must create gender awareness on campus through setting up social activities, involving male staff and students in gender advocacy and intensify mentorship programmes for female staff and students.

Suggestion for Further Studies

This research recommends further research on the same topic to be done in other public and selected private universities in Ghana to examine the current policy and implementation gaps and challenges of gender mainstreaming in Ghana.

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APPENDICES
APPENDIX A
INTERVIEW GUIDE FOR STAFF (FACULTY AND ADMINISTRATORS)
AND UNION LEADERS OF UEW

This interview guide outlines areas of knowledge, which are relevant to addressing the topic on perceptions of implementations of Gender Mainstreaming in a public university in Ghana. The questions are put under various headings and sub-headings to elicit appropriate responses from participants on the topic.

A. Background of Participants

1. Category of Staff?…………………………………………………
2. Years of Service in UEW?………………………………………..
3. Position or Office Held in UEW? ……………………………….

B. Management Practices

This part concentrates on the nature and quality of UEW's management practices, which affirms commitment to the promotion of gender equality and equity. Questions on the Gender Policy, Staffing and Human Resources, Advocacy and Communication, Technical Expertise, Monitoring and Evaluation are asked under this heading.

Gender Policy

This sub-section focuses on the nature and quality of the UEW's Gender Policy

1. Does UEW have a written gender policy that affirms the institutional commitment to promoting gender equality and equity within the University?
2. Does everyone in UEW feels ownership over the gender policy?

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3. Does UEW gender policy have an operational plan that includes clear allocations of responsibilities and time for monitoring and evaluation?

4. Is gender taken into account during strategic planning for organisational activities?

5. Does management take responsibility for the development and implementation of the gender policy?

Staffing

This sub-section touches on the gender composition of staff in UEW.

1. Is there a good proportion of men and women represented in senior management?

2. Is there a good balance of men and women represented on key boards and committees?

3. Are there proactive strategies implemented to recruit or promote women into senior management positions?

4. Does management show respect for diversity in work and management styles in UEW?

5. Are there supportive structures for working mothers after delivery, for example maternity/ paternity leave and child day care centres?

Human Resources

This sub-section focuses on human resources policies and the level and extent of gender equality in recruitment considerations and human resource related matters.

1. Does UEW have a written equal opportunity policy?

2. Are there flexible work arrangements in UEW?

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3. Are staff encouraged to take advantage of flexible work arrangements (alternate working hours, working from home etc.)?

4. Do job descriptions for professional positions in UEW require a skill requirement related to gender and development?

5. Is 'gender' a measure included in the professional staff's performance criteria?

6. Has there been an improvement in the gender expertise of staff in UEW?

7. Does UEW promote teamwork, involving both men and women as equal partners?

Advocacy, Public Relations and Communications

This section focuses on the quality and gender sensitivity in UEW's communication and advocacy campaigns.

1. Are advocacy campaigns and initiatives planned and informed by gender equality perspectives?

2. Are public relations campaigns and initiatives planned and informed by gender equality perspectives?

3. Do you share in the view that UEW's advocacy policies and plans are influenced and advised by the Gender Mainstreaming Directorate?

4. Is the institutional public relations policies and advocacy campaigns informed by the gender policy on language use and other gender dimensions?

Technical Expertise

This section focuses on the level of the staff expertise in gender analysis and evaluations.

1. Is there a person or department responsible for gender in UEW?

2. Are there staff who are assigned the responsibility of gender integration in different departments in UEW?

3. Is adequate training in gender planning organised for staff prioritized for projects and programmes.

4. Do staff have the necessary knowledge, skills and attitude to carry out their work with gender awareness?

5. Do project planning and monitoring, evaluation and advisory team include at least one person with specific expertise and skills in gender issues.

Monitoring and Evaluation

This section focuses on the extent to which gender disaggregated data and information is incorporated in the monitoring and evaluation of projects and programme outcomes.

1. Is gender disaggregated data collected for projects and programmes?

2. Does UEW have gender specific indicators that include a gender dimension?

3. Is the gender impact of projects and programmes monitored and evaluated?

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Organisational Culture

This section touches on organisational culture and attitudes which encourages or hinders gender mainstreaming.

1. Does the organisational culture, policies, procedures and processes favour or hinder gender mainstreaming? Is there accountability within the organisation for gender mainstreaming?

2. Does UEW encourage gender sensitive behaviour, for example in terms of language use, jokes and comments made?

3. Are gender issues taken seriously and discussed openly by men and women in UEW?

4. Does Staff in UEW think that the organisation is gender friendly, especially women friendly?

5. Does Staff think that the promotion of gender equality fits into the image of our organisation?

6. Do Committees and Boards adhere to the provisions made in the University Statutes?

Challenges of Implementation

This section focuses on the challenges of Implementation of gender mainstreaming activities in UEW.

1. What are some of the hindrances that prevent the effectiveness of gender activities in the University?

2. Does UEW have adequate resources to promote gender equality and equity issues?

3. Is there a specific budget for activities designed to achieve gender equality?

4. What can UEW do to fully integrate equality or mainstream gender?

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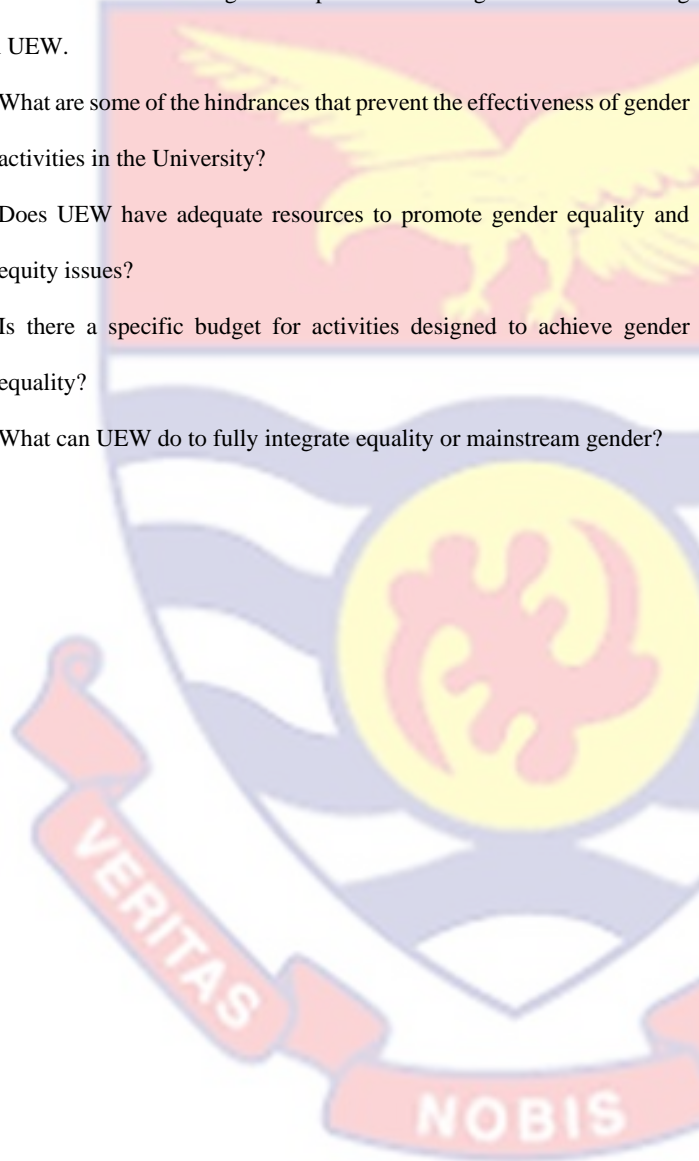
APPENDIX B

INTERVIEW GUIDE

Interview Guide for Student Leaders of the University of Education, Winneba

This interview guide outlines areas of knowledge that are relevant to addressing the topic on perceptions of implementations of Gender Mainstreaming in a public university in Ghana. The questions are put under various headings and sub-headings to elicit appropriate responses from participants on the topic.

A. Background of Participants

1. What programme are you reading?

2. What level are you?

3. What is your role in student leadership?

B. Management Practices

This section focuses on the nature and quality of UEW's management practices, which affirms commitment to the promotion of gender equality and equity. Questions on the Gender Policy, Staffing and Human Resources, advocacy and communication, technical expertise, monitoring and evaluation are asked under this heading.

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5. Does management take responsibility for the development and implementation of the gender policy?

Staffing

This sub-section focuses on the gender composition of staff in UEW.

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2. Is there a good balance of men and women represented on key boards and committees?

3. Are there proactive strategies implemented to recruit or promote women and men into senior management positions?

4. Does management show respect for diversity in work and management styles in UEW?

5. Are there supportive structures for working mothers/ fathers after delivery, for example maternity/ paternity leave and child day care centres?

Human Resources

This sub-section focuses on human resources policies and the level and extent of gender equality in recruitment considerations and human resource related matters.

1. Does UEW have a written equal opportunity policy?

2. Are there flexible work arrangements in UEW?

3. Are staff encouraged to take advantage of flexible work arrangements (alternate working hours, working from home etc.)?

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4. Do job descriptions for professional positions in UEW require a skills requirement related to gender and development?

5. Is 'gender' a measure included in the professional staff's performance criteria?

6. Has there been an improvement in the gender expertise of staff in UEW?

7. Does UEW promote teamwork, involving both men and women as equal partners?

Advocacy, Public Relations and Communications

This section focuses on the quality and gender sensitivity in UEW's communication and advocacy campaigns.

1. Are advocacy campaigns and initiatives planned and informed by gender equality perspectives?

2. Are public relations campaigns and initiatives planned and informed by gender equality perspectives?

3. Do you share in the view that UEW's advocacy policies and plans are influenced and advised by the Gender Mainstreaming Directorate?

4. Is the institutional public relations policies and advocacy campaigns informed by the gender policy on language use and other gender dimensions?

Technical Expertise

This section focuses on the level of the staff expertise in gender analysis and evaluations.

1. Is there a person or department responsible for gender in UEW?

2. Are there staff who are assigned the responsibility of gender integration in different departments in UEW?

3. Is adequate training in gender planning organised for staff prioritized for projects and programmes.

4. Do staff have the necessary knowledge, skills and attitude to carry out their work with gender awareness?

5. Do project planning and monitoring, evaluation and advisory team include at least one person with specific expertise and skills in gender issues.

Monitoring and Evaluation

This section focuses on the extent to which gender disaggregated data and information is incorporated in the monitoring and evaluation of projects and programme outcomes.

1. Is gender disaggregated data collected for projects and programmes?

2. Does UEW have gender specific indicators that include a gender dimension?

3. Is the gender impact of projects and programmes monitored and evaluated?

Organisational Culture

1. Does the organisational culture, policies, procedures and processes favour or hinder gender mainstreaming? Is there accountability within the organisation for gender mainstreaming?

2. Does UEW encourage gender sensitive behaviour, for example in terms of language use, jokes and comments made?

3. Are gender issues taken seriously and discussed openly by men and women in UEW?

4. Do Staff in UEW think that the organisation is gender friendly, especially women friendly?

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5. Do Staff think that the promotion of gender equality fits into the image of our organisation?

6. Do Committees and Boards adhere to the provisions made in the University Statutes?

Challenges of Implementation

This section focuses on the challenges of Implementation of Gender Mainstreaming activities in UEW.

1. What are some of the hindrances that prevent the effectiveness of gender activities in the University?

2. Does UEW have adequate resources to promote gender equality and equity issues?

3. Is there a specific budget for activities designed to achieve gender equality?

4. What can UEW do to fully integrate equality or mainstream gender?