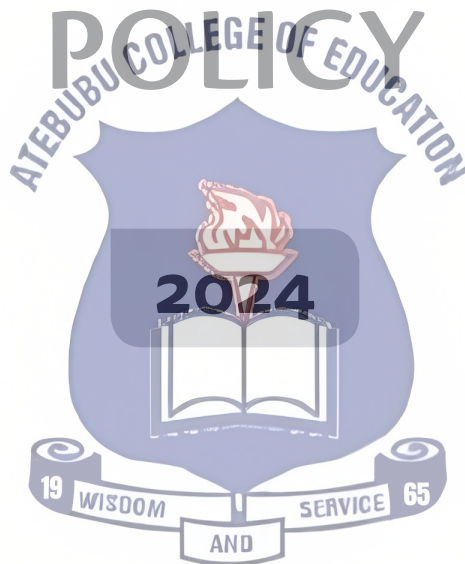


GENDER INCLUSION



ATEBUBU
COLLEGE OF
EDUCATION



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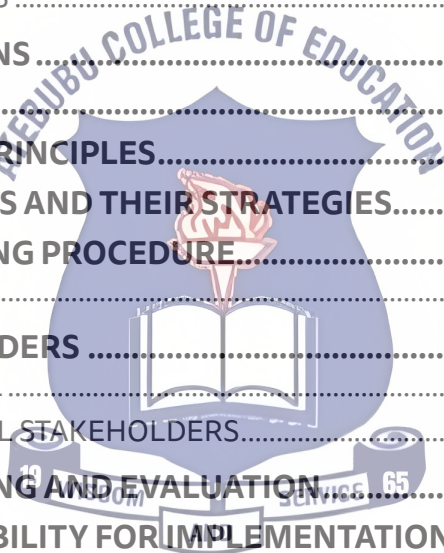
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BRIEF HISTORY OF THE ATEBUBU COLLEGE OF EDUCATION

Atebubu College of Education is a Teacher Education Institution in Atebubu (Atebubu Amantin Municipality), Bono East Region. The College was founded in October 1965. The College was the first second-cycle institution, and the only Teacher Training College in the Eastern Corridor of the then Brong- Ahafo Region, out of which Bono, Bono East and Ahafo Regions were born. The College began with eighty (80) male students and with the passage of the Education Act in 2008, Act 778, the College is now a tertiary institution, affiliated to the University of Cape Coast and currently running 4-year Bachelor in Primary Education, 4-Year Bachelor in Early Grade Education and 4-Year Bachelor in JHS Education programmes. The College has six Academic Departments: Education Studies, Science, Social Sciences, Languages, Mathematics and ICT, and Creative Arts.



MISSION STATEMENT

Atebubu College of Education is committed to a partnership with students, alumni, sister educational institutions, government regulatory bodies and community stakeholders, providing students with the knowledge, practical skills and professional attitudes to become productive citizen in a challenging, technological and diverse world.

VISION

The Igniting minds, beyond borders: Atebubu College of Education's legacy – a generation of teachers redefining education.

CORE VALUES

The following Core Values are intended to drive the mission, vision and strategic direction of Atebubu College of Education:

- Excellence and Professionalism
- Commitment and Hard Work
- Gender, Equity, and Social Inclusion (GESI)
- Teamwork and Mentorship



DEFINITION OF TERMS

- 1. Acceptance:** Fostering a culture of acceptance and respect for individuals with diverse abilities, beliefs, and backgrounds.
- 2. Accessibility:** Ensuring that physical spaces, information, and communication are accessible to everyone, including those with disabilities in the College.
- 3. Adaptability:** Creating flexible and accommodating environments that can meet the needs of a diverse range of individuals.
- 4. Anti-Discrimination:** Taking proactive measures to prevent and address discrimination, bias, and exclusion based on any characteristic.
- 5. Diversity:** Recognizing and celebrating differences in backgrounds, perspectives, and identities to create a rich and varied community.
- 6. Equal Access:** Ensuring that everyone in the College has equal access to opportunities, resources, and services, eliminating barriers that may hinder participation.
- 7. Gender** refers to the social, cultural, and behavioural attributes, roles, and expectations associated with being male or female. It goes beyond biological differences and encompasses the ways societies construct and perceive femininity and masculinity.
- 8. Gender Equality:** The equal rights, opportunities, and treatment of all genders, without discrimination or bias based on gender.
- 9. Gender Equity:** The process of being fair to males and females in the College according to their respective

needs, recognizing and addressing imbalances in power and opportunities.

- 10. Gender Mainstreaming** is the integration of a gender perspective into the design, implementation, monitoring, and evaluation of policies, programs, and projects is often a key element.
- 11. Gender Policy** is a set of guidelines, principles, and strategies developed by an organization, institution, or government to address issues related to gender equality, gender equity, and the integration of a gender perspective into various aspects of their operations.
- 12. Gender-sensitive** refers to policies, programs, or practices that take into account the different needs, experiences, and realities of individuals based on their gender.
- 13. Inclusive Practices:** Encouraging inclusive practices that consider and address the diverse needs and experiences of individuals from different genders, backgrounds, and identities.
- 14. Non-Discrimination:** The policy emphasizes the importance of eliminating discrimination based on gender and creating an inclusive and supportive environment for everyone.
- 15. Participation:** Encouraging the active involvement and engagement of all individuals in various activities and decision-making processes.
- 16. Policy:** A legal document of governance of any defined unit/aspect of the operation of an institution that spells out actions to be taken under any circumstance.

17. Reporting and Accountability: Establishing mechanisms for reporting and addressing incidents of gender-based discrimination or harassment, as well as ensuring accountability for the implementation of gender-related initiatives.



ABBREVIATIONS

- a. **ATECOE** – Atebubu College of Education
- b. **UCC** – University of Cape Coast
- c. **UG** - University of Ghana,
- d. **KNUST**- Kwame Nkrumah University of Science and Technology
- e. **GTEC** – Ghana Tertiary Education Commission
- f. **GESI**- Gender Equality and Social Inclusion



1.0 PREAMBLE

Atebubu College of Education acknowledges the fundamental significance of promoting gender inclusivity to create a supportive and fair educational atmosphere. The formulation of this policy is based on a careful consideration of the principles articulated in Articles 12(2), 17(1), and 17(2) of the Ghana Constitution, which underscore the ideals of equality before the law and the prohibition of gender-based discrimination. Furthermore, the policy is grounded in the Ghana Education Strategic Plan (2010-2020), which outlines the government's aspirations and objectives for the education sector, with a specific emphasis on fostering gender equity and inclusiveness. The College is also dedicated to eradicating gender disparities and promoting equal opportunities in education, aligning with the principles set forth in the Gender Policy in Education Act (2012). This policy is crafted to ensure that all students, departments, and staff, regardless of gender identity, are afforded equal opportunities and resources to thrive and succeed within the College. To maintain transparency, fairness, and alignment with the values of Atebubu College of Education, the development of the Gender Policy included thorough consultations with the following stakeholders:

- i. Legal counsel was sought to ensure that the College's Gender Policies align with all relevant laws and regulations.

- ii. Gender Policies of established universities such as UG, UCC, and KNUST were examined for insights and best practices.
- iii. The 1992 constitution of Ghana was referenced to ensure constitutional compliance.
- iv. The Colleges of Education Act 2012 (Act 847) was consulted to align the policy with the statutory framework.
- v. Harmonized Statutes for Colleges of Education were referenced for guidance.
- vi. The Harmonized Scheme of Service for Colleges of Education was considered for its relevance to the policy.
- vii. The Harmonized Conditions of Service for Colleges of Education were taken into account in shaping the Gender Policy.



2.0 POLICY GOAL

Gender inclusion Policy for Atebubu College of Education resources aims to ensure a safe, inclusive, and conducive environment for learning, research, and community engagement. This involves establishing clear guidelines and expectations for students, departments, staff, and visitors regarding the use of various facilities on campus.



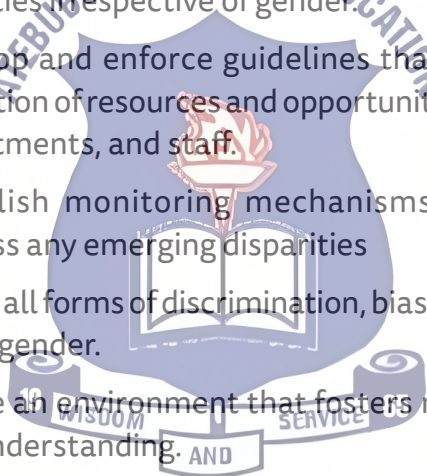
3.0 GUIDING PRINCIPLES

The Acceptable Use Policy (AUP) for Atebubu College of Education outlines the rules and guidelines for the proper and responsible use of the institution's information technology and other resources.

1. All students, departments, and staff, regardless of gender, shall have equal access to educational resources, opportunities, and facilities.
2. An effective GESI systems will be established by the College to encourage collaboration among its members.
3. The College shall foster an environment of mutual respect and understanding by prohibiting discrimination, bias, and prejudices based on gender.
4. Regular training opportunities shall be provided for all staff, students, and stakeholders affiliated with the College.
5. The provisions of this policy shall align with the College's mission, vision, and core values.
6. The provisions of this policy shall incorporate counselling, mentorship, and support groups.
7. A reporting mechanism for gender-based issues shall be adopted

4.0 OBJECTIVES AND THEIR STRATEGIES

The objectives of the Gender Inclusion Policy in Atebubu College of Education seek to:

- 
- i. Ensuring that all students, departments, and staff have equal access to educational resources, opportunities, and facilities irrespective of gender.
 - Develop and enforce guidelines that ensure equal allocation of resources and opportunities to students, departments, and staff.
 - Establish monitoring mechanisms to track and address any emerging disparities
 - ii. Eliminate all forms of discrimination, bias, and prejudices based on gender.
 - Create an environment that fosters mutual respect and understanding.
 - Conduct regular workshops and training sessions to educate the College community about the detrimental effects of gender-based discrimination.
 - Enforce strict anti-discrimination guidelines and procedures, and ensure that violations are promptly addressed.

- Foster a culture of openness and accountability where individuals feel empowered to report instances of discrimination.
- iii. Empower and support individuals from marginalized gender groups.
- Provide specialized guidance and resources to help marginalized individuals succeed academically and professionally.
 - Collaborate with external organizations and community partners to enhance support networks.
- iv. Raise awareness and understanding among the College community regarding the importance of gender inclusivity, diversity, and the need to uphold equal rights for all.
- Organize awareness campaigns, workshops, and seminars to educate the College community about gender inclusivity, diversity, and equal rights.
 - Utilize various communication channels, including social media and newsletters, to disseminate information and promote understanding.
- v. Assist individuals facing gender-related challenges.
- Establish support mechanisms such as counselling services, Gender Equality and Social Inclusion (GESI) groups, and mentorship programs

5.0 SUPPORTING PROCEDURE

The guidelines facilitating the execution of the Gender Inclusion Policy at Atebubu College of Education shall include:

- i. Establishing effective GESI group
- ii. Conducting regular training sessions and workshops for staff, and students to raise awareness about gender related issues.
- iii. Establishing committees dedicated to promoting diversity and inclusivity, with a focus on addressing gender-related concerns and fostering an inclusive environment.
- iv. Providing counselling, mentorship, and support groups specifically tailored to address the needs of students from diverse gender backgrounds.
- v. Regularly assessing the accessibility and inclusivity of facilities such as restrooms, dormitories and so on are equally distributed among gender groups.
- vi. Implementing clear and confidential reporting mechanisms for instances of gender-based discrimination, harassment, or any related issues, with established protocols for investigation and resolution.
- vii. Organizing community engagement programs and initiatives to promote gender inclusivity and equality, fostering partnerships with local organizations and advocacy groups.

- viii. Conducting regular evaluations of the Gender Inclusion Policy and its supporting procedures to assess their effectiveness and identify areas for improvement.

5.1. REDRESS

Redress procedures for Gender Inclusion in Atebubu College of Education involve the following steps:

- i. Establishing a formal channel for individuals to file complaints related to gender discrimination, ensuring confidentiality and fair investigation procedures.
- ii. Offering mediation services to resolve disputes amicably, along with counselling services for affected individuals to provide emotional support and guidance.
- iii. Conducting regular reviews of the Gender Inclusion Policy to identify any gaps or areas of improvement, and making necessary revisions to ensure its effectiveness.
- iv. Implementing educational interventions such as workshops, seminars, and awareness campaigns to address misconceptions and promote a better understanding of gender inclusion among the College community.
- v. Establishing an independent ombudsman office to provide a neutral platform for individuals to voice their concerns and seek redress for any gender-related issues.
- vi. Implementing restorative measures, such as training and sensitization programs, to promote mutual understanding and foster a culture of inclusivity and respect.

6.0 STAKEHOLDERS

6.1 INTERNAL

- i. **Students:** Individuals enrolled in the College who are directly affected by policies related to educational programs, facilities, and the overall learning environment.
- ii. **Staff:** Teaching, non-teaching employees and other casual workers who contribute to the day-to-day functioning of the institution.
- iii. **Gender Committees:** Committees or group that takes care of gender-related issues, promote inclusivity, and oversee the implementation of the Gender Policy.
- iv. **Counselling Unit:** Professionals who provide counselling and support services for individuals facing gender-related challenges, as outlined in the Gender Policy.
- v. **Student Affairs Office:** Individuals who manage student-related services, including support, resources, and programs that align with the Gender Policy.
- vi. **Internal Auditors:** Ensure that the College is adhering to its own Gender Policy.
- vii. **Academic Board:** Set policies and ensure that the Gender Policy aligns with the overall mission and values of the College.

6.2 EXTERNAL STAKEHOLDERS

External Stakeholders of a Gender Policy of the College include individuals or groups outside the institution who have an interest in, are affected by, or can influence the implementation of the Gender Policy. External stakeholders may include:

- i. **Legal Authorities:** Law enforcement may be involved in cases of serious misconduct that violate the law.
- ii. **GTEC:** Sets standards or regulations regarding gender issues
- iii. **GES-** The Ghana Education Service operates in accordance to promoting gender inclusion.
- iv. **Non-Governmental Organizations (NGOs):** NGOs on gender equality, women's rights, and social inclusion may collaborate with the College to support and enhance the implementation of the Gender Policy.
- v. **Community Organizations:** Local community groups or organizations advocating for gender equality and social inclusion, may collaborate with the College on community engagement initiatives.
- vi. **Parents and Guardians** Family members who have a stake in the education and well-being of students, particularly in relation to the Gender Policy's impact on their children.
- vii. **Alumni:** Former students who express interested in the College's commitment to gender equality and social inclusion may contribute through mentorship or support programs.

viii. Media and Press: Journalists and media outlets that cover education-related news and issues may report on the College's Gender Policy, influencing public perception.



7.0 MONITORING AND EVALUATION

The monitoring and evaluation of this policy shall be overseen by the following:

- i. Central Management- Governing Council
- ii. Middle Management - College Management
- iii. Lower Management- Heads of Department



8.0 RESPONSIBILITY FOR IMPLEMENTATION

The overall responsibility for the implementation of the Gender inclusion Policy is vested in the College Governing Council.

The College Principal and Academic Board shall be responsible for the day-to-day administration and implementation of this policy.

8.1 RESPONSIBILITY FOR MONITORING AND COMPLIANCE

The College Principal, the Academic Board and the Disciplinary Committee shall be delegated to ensure the compliance, monitoring and evaluation of the effectiveness of the Gender Policy.

8.2 APPROVAL BODY

The College Governing Council

8.3 INITIATING BODY

The Academic Board

8.4 EFFECTIVE DATE OF IMPLEMENTATION

1st January, 2024



8.5 REVIEW DATE

Three (3) years from the effective date (January, 2024 to January, 2026)



9.0 RELATED LEGISLATION

Colleges of Education Act 2012 Act (847)

9.1 RELATED POLICY AND OTHER DOCUMENTS:

Harmonized Statutes for Colleges of Education

Harmonized Scheme of Service for Colleges of Education

Harmonized Condition of Service for Colleges of Education

9.2 OWNER / SPONSOR

College Governing Council

9.3 AUTHOR

Academic Board



10.0 FURTHER INFORMATION

Contact the College Principal for any further information regarding this policy document as and when necessary:

The Principal

Atebubu College of Education

P. O. Box 29

Atebubu

Bono East Region

principal@atecoe.edu.gh



11.0 SOCIAL MEDIA HANDLES

The following are the official social media handles of the College:

- i. Facebook-Atebubu College of Education
- ii. X-@atecoe_official
- iii. Instagram-@atecoe_official
- iv. YouTube-@Atebubu College of Education
- v. WhatsApp-line-0200288320



