



**GENDER POLICY
FOR
OBAFEMI AWOLOWO UNIVERSITY,
ILE-IFE, NIGERIA**

2009

An Affirmative Action Initiative

Gender Policy for Obafemi Awolowo University, Ile-Ife, Nigeria.

Obafemi Awolowo University, Ile-Ife, Nigeria.

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GLOSSARY

In this Policy, the following terms are defined thus:

AFFIRMATIVE ACTION:

A principle describing the measures to redress the imbalance imposed by centuries of discrimination against women. It is aimed at accelerating gender equality.

Affirmative action is a temporary catch-up strategy, which can result from voluntary compliance or enforced by local legislation.

EQUITY:

Equity is based on the principle of equality, being just and fair, and ability to treat people without prejudice, and being impartial. To ensure fairness, measures are taken to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field.

FAIRNESS:

This is the ability to make judgments free from discrimination or dishonesty. This concept therefore connotes impartiality, and non-partisanship.

FUNDAMENTAL HUMAN RIGHTS:

These are rights, which accrue naturally to a person; they are not given and cannot be taken away. They include the right to life and basic freedom, like freedom of choice and freedom of association, which is also a core of fundamental human rights. If, and to the extent that freedom of choice is constrained, the fundamental right is constrained. In the present context, this concept means a right to work in a climate of respect, free from intimidation, hostile and humiliating behavior.

GENDER:

Gender refers, to socially learnt behaviors and expectations that are associated with members of a biological sex category, or otherwise found in the expression of masculinity or femininity. Gender is an acquired identity, which is often not universal, but culture specific, and amenable to change.

GENDER DISAGGREGATION OF DATA:

This is a process in which basic statistics are collected and presented on men and women as different social categories. Thus, the concept of gender becomes relevant to the generation, analysis/interpretation, and dissemination of data. This process challenges the invisibility of women, while highlighting women's conditions and experiences.

GENDER GAPS

They are identified discriminatory acts against a particular sex which lead to direct or indirect disadvantages.

GENDER ISSUE

It is an identified gender gap that has been quantified over the years as apparently obvious between gender groups.

GENDER MAINSTREAMING:

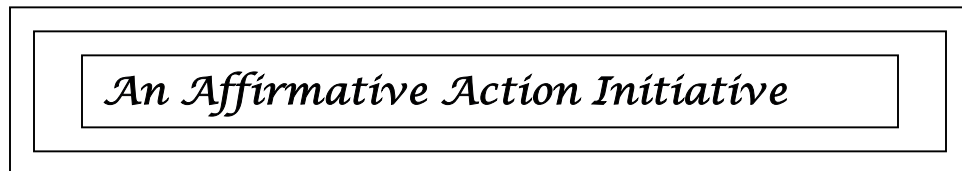
This is the process of assessing the implications for women and men of planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and social spheres, so that women and men benefit equally and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality. Mainstreaming includes gender-specific activities and affirmative action, whenever women or men are in a particularly disadvantageous position. Gender specific interventions can target women exclusively, men and women together or only men, to enable them to participate in and benefit equally from development efforts. These are necessary temporary measures designed to combat the direct and indirect consequences of past discrimination.

JUSTICE:

Justice is a process of conforming to the principle of righteousness and rectitude in all things; strict performance of moral obligations; practical conformity to human or divine law; integrity in dealings of humans; rectitude; equity; uprightness.

NETWORKING:

Networking is the exchange of information or services among individuals, groups, even institutions, which often leads to active relationships that are mutually advantageous. Network contacts are easily turned to when needed.



SEX:

Sex refers to genetic and physical sexual identity of being a male or a female. These attributes are biological, universal, and enduring.

SEXUAL HARASSMENT:

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favours or other verbal or physical conduct of a sexual nature.

PREFACE

The Gender Policy for the Obafemi Awolowo University, Ile – Ife (henceforth called OAU Ife), is premised on the principles of Universal Human Rights Article 26 Paragraph 1, which, stipulates that “*everyone has the right to education and that higher education shall be equally accessible to all on the basis of individual capacity*”. The various Human Rights Conventions (such as the 1948 Human Rights Charter; the Convention against Discrimination in Education, 1960; and the 1979 UN Convention on the Elimination of All Forms of Discrimination Against Women - CEDAW) ratified that gender disparities in access to all areas of tertiary education should be eliminated, while educational systems should be made gender sensitive to ensure full participation of women in educational administration, policy, and decision-making. In the same vein the National Universities Commission (NUC), is integrating human rights and equity issues into its structural reforms of the higher education system in Nigeria, so as to correct structural imbalances and ensure coping with diversities in the system.

In response to various International Treaties, of which Nigeria is a signatory, Obafemi Awolowo University is committed to promoting gender equity, through the development of appropriate policy instrument that would facilitate the process of mainstreaming gender into the university administration, teaching, and research activities. The Gender Policy is shaped by the University’s Strategic Plan, which was generated through a participatory and interactive process involving different Units in the University. Therefore, its principles, goals, and objectives fit into the larger university system.

The Gender Policy, as an affirmative action initiative, is predicated on human rights and equity principles, and an agenda for international competitiveness. By aligning with national and international priorities, the gender policy aims at major structural changes, which would lead to a better utilization of human and material resources, and boost organizational effectiveness, in this case, an effective structure with a concern for comparative advantage in resource utilization.

In the context of a gender framework, the policy summarizes the areas that are prejudicial on the basis of gender in the university, and proposes appropriate strategies to ameliorate them. The introductory section provides the justification for gender equity policy and the expected outcomes for the University, while the sectoral components focus on areas needing structural changes to correct long- standing gender imbalances in the system. The mechanism for achieving the objectives of the policy is outlined in the sectoral components, while the implementation strategies are also presented. The allocation of responsibilities as well as the cost implication of the Gender Policy are presented as appendices in this document.

1. INTRODUCTION

The University of Ife, now Obafemi Awolowo University (OAU Ife), was established along with two other universities (University of Lagos and University of Nigeria, Nsukka) on the 5th of October, 1962. It is thus one of Nigeria's second-generation universities. It is situated in Ile-Ife, about 200km north of Lagos.

OAU Ife is reputed to be one of the most physically well-planned and beautiful campuses in Africa. Beautiful structures with the panoramic landscape, which portray an obsession with nature and environmental harmony, give credence to the uniqueness of the University. It is also known for its high academic and intellectual standards.

At its inception, the University started off with 5 Faculties – Agriculture, Arts, Economics and Social Studies (now Social Sciences), Law and Science, and with an initial student enrolment of 244 and a staff strength of 80. Today, the University boasts of a student enrolment of over 25,000 and staff strength of 5,277 resulting in the emergence of a complex community. The number of faculties has also increased from five (5) to thirteen (13). Later faculties include Education, Technology, Basic Medical Sciences, Pharmacy, Clinical Sciences, Administration, Environmental Design and Management, and Dentistry. These faculties altogether house 93 Departments, 8 Research Institutes/Units and 5 Centres. In addition, the University has a College of Health Sciences, and a Postgraduate College, which offers Masters and Doctorate degrees. Postgraduate students comprise about 15.5% of the overall student population.

The University's founding fathers embraced liberal principles in matters of administration and governance, and engraved into the system what could be termed tolerable gender principles in matters of students' and staff welfare. These included preference for female in the allocation of on-campus accommodation (for staff and students), employment of spouses, especially wives of staff, and special welfare concern for widows (for example, the gesture of retaining work and accommodation for widows on campus). These intentions are indeed positive attempts at reducing gender gaps in the university system. However, these earlier efforts are in most cases *ad hoc* rather than planned actions for change. Furthermore, they were unable to address inherent structural inequities within the university system as a whole.

In line with the current global concern for gender equity, especially in the public sphere, the University in its 2004 Strategic Plan, proposed Gender Action Plan that would be operational in all Units, Departments, Faculties and Colleges. Also, with the University's motto "*For Learning and Culture*" the Gender Policy accepts cultural diversities which remain a benchmark of the Nigerian Society. However, in considering gender issues within the university, the policy

advocates a unifying normative standards, which will provide an enabling environment for both men and women to achieve academic prowess, and to gain respect and honor.

The Gender Policy takes a cue from the University Strategic Plan, which highlighted the issue of gender disparity in detail and outlined the following goals and objectives as corrective measures:

- i. Developing a Gender Action Plan/Policy for the University;
- ii. Enhancing the capacity of its staff to manage gender issues and reduce gender gaps at all levels of the university,
- iii. Developing a policy to curb incidences of sexual harassment in the University.

The Gender Policy is an affirmative action initiative to redress the question of gender imbalance in the various arms of the University.

2. RATIONALE.

The attainment of gender equity is now a global concern, being seen as a prerequisite in achieving sustainable human development. The last 2 decades witnessed major global summits, which developed relevant guidelines for engendering the development process. These include - the 1990 World Conference on Women; the 1995 Copenhagen World Summit for Social Development; the 1996 Moscow International Conference on Education and Informatics; the 1997 Manila World Congress on Higher Education among others. Thus, at various times, gender gaps across sectors have received repeated attention. However, these gaps have increased at all levels as a result of reduced public expenditure, structural adjustment programmes and poverty. This Gender Policy is being developed in line with trends and policy recommendations nationally and internationally. Nigeria as a signatory to the Beijing Platform for Action is expected to promote policies that reinforce gender equity. This policy aims at achieving that objective.

In Nigeria, gender disparities in education exist at all levels and are especially glaring at the tertiary level. A Situational Analysis Study (2002) which investigated gender issues at OAU, showed that female enrolment has never exceeded 30.0% of total enrolment. For instance, of the total enrolment of 18,389 in 1999/2000, 27.3% were females. During the 2001/2002 academic year, female enrolment decreased from 27.3% to 24.2% (i.e. out of a total enrolment of 6,980 students only 24.2% were females).

The student graduation figures present significant gender differences between the faculties. Females made up about 25% of the 1999/2000 graduating students, with only 5.0% of these graduating female students coming from the Faculty of Technology, whereas 70.6% were from the Faculty of Education. The same trend is observable in the postgraduate enrolment figures. During the 1999/2000 academic year, only 25.6% of those enrolled in postgraduate courses were females, although the proportion increased to 28.3% in 2000/2001. However, in the year 2002, data on postgraduate students show that only 10% of females who enrolled for postgraduate studies actually graduate, thereby showing a big gap between enrolment and graduation figures.

Also, gender disparity in employment is a common phenomenon in government institutions. This is significant because government has remained the major employer of skilled labour. OAU Ife at inception (and up till early 1970s), employed few women. However, the data for the 2001/2002 academic session show that females constituted close to 19% of the university staff, the majority (62.7%) as Administrative, Senior and Technical Staff. Females made up only 13.6% of the total academic staff figure.

The 2002 Situation Analysis Report on gender issues at OAU Ife also showed that female participation in decision-making is very limited. Of the 19 statutory committees, male representation is approximately 10 times that of females on 6 committees and 5 times on 5 committees. The gender gap is widest in Senate where the ratio is 19 males to 1 female. As at 2002, of the 206 Professors at OAU, only 9 (4.3%) were females. Year 2002 to date, recorded no female Dean of Faculty and only one Vice Dean is a female. Of the 68 heads of Academic Departments, 12 (15.0%) are females, the majority as Acting Heads

The gender issues addressed in the 2002 Situational Analysis Report were not limited to gaps in enrolment and employment but included attitudinal and behavioral issues. It was evident from the consultations with 10 different categories of staff that there was a lack of understanding of the concept of “gender”. One of the consequences was the neglect of gender analysis in personnel, organizational and community life. However, the consultations provided participants the opportunity to understand the concept and appreciate the need for gender equity.

There is a consensus that gender roles as constructed in African societies tend to enhance and foster female subordination. The gender gap in enrolment in higher education is often found to be a consequence of this subordination. However, culture is not static, but often amenable to change (where there is the ‘will’), and especially at the face of changing social realities. Presently, such change is desirable for the university to remain internationally competitive, a gender equity policy is one sure way of bringing about such a change.

The key resources in any University are the staff, who are the knowledge base, while the attitudes and the performance of the staff directly affect the quality of students being produced. The quality of staff directly affects the quality of academic teaching, research, consultancy and community services. The extent to which these resources are gender sensitive determines the level of equitable development that the university will manifest. A gender equitable higher education structure has both immediate and long-term benefits. These include:

- i. contributing to the wider global and national goals of providing equal opportunities to males and females;
- ii. enhancing the development of women’s capabilities, educational achievements, self-esteem and leadership skills, thereby facilitating a more effective and efficient utilization of human resources for sustainable development;
- iii. improving gender relations and providing a conducive environment for social change;
- iv. creating favorable attitudes and behavior. Men and women need to have positive attitudes towards each other for effective development, increased productivity and the utilization of their potentials.

The existing low level of gender awareness, and the overt gender disparities in students enrolment, and staff employment, coupled with the paternalistic values (which may sometimes be detrimental to the functioning of a university system) need rectification, and thereby justify the need for this policy. It is important to reduce gender gaps and effectively use human resources within the university system. Hence, the University desires to take up gender affirmative action in order to be gender compliant.

3. OVERALL GOAL

To promote gender equity within the Obafemi Awolowo University system in order to guarantee organizational effectiveness, fundamental human rights and equity.

EXPECTED OUTCOME

The expected outcome is to institutionalize gender equity in the Obafemi Awolowo University system

SECTORAL COMPONENTS OF THE GENDER POLICY.

4. STUDENTS' ENROLMENT AND WELFARE.

4.1. Situation Analysis

The Situation Analysis Report on Gender Issues at OAU Ife (2002) showed that there was a general lack of understanding of the concept of 'gender', while most university data relating to students' academic matters and welfare are largely aggregated.

The report revealed a huge gender disparity in the enrolment of students, as well as in attitudinal and behavioural matters that affect students' welfare. For example, out of the total students enrolment of 22,177 in 1999/2000 session, 16,658 (75.1%) were males while 5,519 (24.6%) were females giving a male to female ratio of 3:1. Similarly, in 2000/2001 academic session, 68% of the new entrants were males, while 32% were females (see Figures 1a to 1f in Appendix II). However, the gender disparity is more marked in the Faculties of Technology, and Environmental Design and Management, where the percentages of female students were 13.7% and 26.7% respectively in 2002/2003 academic session. Expectedly, there is also a wide disparity in graduate output. These are shown in Figures 2 to 4 in Appendix II).

The university system is facing some gender specific problems, such as sexual harassment and cultism. For example, the Situational Analysis Report on sexual harassment (2003) shows that 11% of 1,500 study sample (students and staff) reported personal experiences of sexual harassment within the university. The situational analysis report also showed that female students were often victims of rape, and other forms of sexual abuse, often perpetrated by cult members (who are usually male students).

Despite the mounting social problems (gender based problems inclusive) in the university, especially with growing students population, counselling services are still very limited. The Division of Students Affairs provides limited counselling services to students, in addition to the Counselling Unit in the Faculty of Education which is noted for its academic information for publications. Hence, the need for a revival and reformation of counselling services as part of a university-wide programme. The newly reformed programme would include issues of gender-based and social problems in general.

4.2 Specific Objectives

- (i) Reduce gender gaps in both Undergraduate and Postgraduate student enrolment and disciplines by 2010; achieve a 60:40 ratio (male and female) in science- based

- (ii) Ensure a gender friendly living and learning environment for male and female students;
- (iii) Encourage female undergraduates already in the science-based faculties to pursue higher degree programmes in their respective fields and continue in the academia.
- (iv) Eliminate gender specific problems from the system (e.g. sexual harassment).
Strengthen the Division of Students' Affairs with support services for counseling on gender specific problems.

4.3 Implementation Strategies

- (i) Ensure a 60:40 ratio (male and female) in enrolment by direct entry.
- (ii) Ensure a 60:40 ratio (male and female) in enrolment into the University for all faculties through the discretion list, beginning from 2005/2006 academic session.
- (iii) Create a crèche for nursing mothers
- (iv) Provide conducive accommodation for pregnant/ nursing mothers.
- (v) Reserve 30% of elective positions for females in the various students' unions at the University, Faculty and Departmental levels
- (vi) Provide scholarships and fellowships for undergraduate and postgraduate female students especially those in the Science and Technology disciplines.
- (vii) Initiate career counseling outreach programs for secondary schools students
- (viii) Provide policy guidelines on sexual harassment.
- (ix) Encourage dialogue on male and female sexuality by the introduction of compulsory gender elective courses, gender training workshops and research on gender issues
- (x) Initiate special counseling programmes for female students.

5. STAFF EMPLOYMENT AND WELFARE

5.1 Situation Analysis

The Situation Analysis Report (2002) shows that over the years, data on staff employment and welfare were largely aggregated. However recent sex disaggregated data showed a gender gap in employment figures in the university. The female composition of the university staff in the 2001/2002 session are 13.6%, 37.7%, 10%, and 15% among academic, administrative, senior technical and junior workers respectively. Figures 4a to 4e, and Figures 5a and 5b show these marked disparities.

In 2001-2003, female academic staff constituted 14.2%, 15%, and 11.5% of the total population of academic staff (see Figures 5 to 8 in Appendix II). The disparity is more pronounced in the Faculties of Law, Sciences and Technology where female academic staff account for less than 8%. Gender gap also exists in some Departments in the Faculty of Arts, for example History Department has never employed any female academic since its inception.

In a series of interactive sessions with members of the university community, it was projected that gender equity can only be achieved by taking a holistic approach that presents gender as a relational social category. This means that all factors, which impact on gender relations within the university system, must be considered in proposing a change. Some of these factors were identified as - religion, age, seniority (job ranks), ethnicity and marital status. Each of these factors tends to have different implications on how individuals deal with gender issues. However, despite cultural diversities, the university could still create its own gender normative order, especially that which gives credence to human rights standards.

Some of the consequences of the complex formation of the university as they relate to gender relations were identified as sexual harassment and victimization in different shades, which may include, denial of rights to employment, promotion and access to resources.

5.2 Specific Objectives

- (i) Reduce gender gaps in employment at all levels in the University.
- (ii) Encourage a gender friendly working environment for all staff
- (iii) Increase gender awareness among all staff especially those in leadership positions.

5.3 Implementation Strategies

- (i) Ensure a 70:30 ratio (male and female) in the employment of academic staff.
- (ii) Provide crèches and day-care facilities for staff.
- (iii) Establish a mentoring programme for females in the academia.
- (iv) Build capacity of female staff through sponsored conferences, workshops and training.
- (v) Encourage the employment of the spouses of members of staff.

6 UNIVERSITY ADMINISTRATION AT ALL LEVELS

6.1 Situation Analysis

At OAU Ife, men occupy strategic administrative and academic positions, and they tend to control most of the decision-making machineries in the university. Female participation in decision-making in the university is very limited. For instance the gender gap in decision making within the university is acute in the Senate (the highest academic decision making body), where males out-numbered females by the ratio 19:1. Interestingly, there are more females than males on the Junior Staff Committee. However, at the faculty level (2002 to date), out of 13 Faculties, there were no female Deans and only one or two female Vice-Deans existed. Similar disparities were recorded at departmental levels; most heads of departments were males (out of the 68 heads of academic departments, 12 (15%) are females, majority of whom are acting heads).

The Situation Analysis Report (2002) noted that gender inequalities in the university are as a result of gender inequalities in duty allocation. It was reported that men were usually allocated more work than women. Others added that women were usually given preferential treatment on account of family, domestic or health reasons. Ironically, these same reasons were later used to hinder women's access and promotion in the workplace.

6.2 Specific Objectives

- (i) Encourage women to participate fully in decision- making in the University.
- (ii) Strengthen the Planning Budgeting Monitoring Unit to a gender sensitive statistics and information system.
- (iii) Strengthen CGSPS and create appropriate gender mainstreaming in the University.

6.3 Implementation Strategies

- (i) Achieve a 70:30 ratio (male and female) in the appointment of headship positions in the Department/Unit/Centres.
- (ii) Encourage better participation of women in elective positions by giving incentives to gender compliant faculties.
- (iii) Ensure that all data emanating from departments and units are gender disaggregated.
- (iv) Ensure 70:30 ratio (male and female) of membership of all University Committees.
- (v) Build the gender sensitivity of men and women currently occupying leadership positions in the University.
- (vi) Strengthen the GCSPS and Create appropriate Committees to mainstream gender into the University system.

7. TEACHING AND RESEARCH CULTURE IN THE UNIVERSITY

7.1 Situation Analysis

Discussions and consultations with staff (Situation Report, 2002) showed that teaching and research culture of the university is not gender responsive. The sessions with staff revealed ignorance and misconception of 'gender' and gender issues in the university. Consequently, the application of gender analysis into teaching, research, and administrative activities is very inadequate. Teaching methodologies and classroom relations were predominantly gender neutral. The Situation Analysis report noted that the university curricula and classroom conduct were very gender insensitive, while gender exclusive language is still commonly used.

The Obafemi Awolowo University, which has been known for its excellence in research and development, requires managerial, research, and teaching methodologies to be gender sensitive and conform to the internationally acceptable standards.

7.2 Specific Objectives

- (i) Promote a gender sensitive teaching and research culture
- (ii) Make teaching curricula materials and research programmes gender responsive
- (iii) Encourage the use of gender inclusive language for all purposes.
- (iv) Mainstream gender into teaching and research.

7.3 Implementation Strategies

- (i) Organize regular gender talks, seminars and conferences for all categories of staff and students of the University.
- (ii) Review of the teaching curricula in all departments in the University in order to be gender sensitive.
- (iii) The University Research Committee (URC) should give preference to research projects with explicit and measurable gender components
- (iv) Encourage the publication of teaching materials into gender inclusive language

8. AWARENESS AND SENSITIZATION

8.1 Situation Analysis

There are currently very limited fora for discussions of gender and gender issues at OAU Ife. The seminar series organised by the Centre for Gender and Social Policy Studies between 1999 and 2003 merely succeeded in carrying along a handful of academics, thereby leaving a vast majority of the university community, especially men ignorant of gender issues. To majority of staff the mention of the work 'gender' is assumed to refer to 'women's' issues. This confused mis-interpretation of the use of the terminology is responsible for the lack of interest by most academics in participating in seminars on gender issues.

The high level of ignorance was evident in the discussions had with the different categories of groups in the university while collecting data for the Situation Analysis Report (2002). There is therefore an urgent need for intervention activities, which will allow for dialogues and dissemination of information on gender related matters in the university.

8.2 Specific Objectives

- (i) Increase awareness on gender issues at all levels of the University.

8.3 Implementation Strategies

- (i) Organize gender sensitization and awareness seminars, training programmes and courses.
- (ii) Establish effective web communication mechanism on gender awareness and issues.
- (iii) Produce regular Information, Education and Communication (IEC) materials and newsletters to sensitize and create awareness on gender related issues in the University.
- (xi) Provide increased relevant training through conferences and workshops on gender issues for undergraduate and postgraduate students;

9. GENDER SENSITIVE INFORMATION AND COMMUNICATION SYSTEM

9.1 Situational Analysis

The Situation Analysis Report (2002) clearly showed that the database system on staff and students at the Obafemi Awolowo University are neither gender sensitive nor disaggregated by sex. This presupposes that most of the data used by the institution for planning, implementation, monitoring and evaluation are not gender responsive and thus planning and implementation outcomes lack reference to gender equity.

There is therefore the urgent need to disaggregate the university database system by sex, age, ethnicity, disability, etc. to ensure equity in the university system, particularly the technical staff group, and other professional grouping (i.e. Division of Works and Maintenance (DWM); Parks and Gardens; and the Security Unit among others)

9.2 Specific Objectives

- (i) Facilitate a gender sensitive information statistics and information system for all sectors in the University.
- (ii) Build gender consciousness in both staff and students.
- (iii) Strengthen the capacity of those responsible for information communication and budgeting with respect to gender-disaggregated data in all units and departments in the University.

9.3 Implementation Strategies

- (i) All units will provide gender disaggregated data for reporting purposes
- (ii) Provide a line budget for implementing the Gender Policy.
- (iii) The Budgeting, Planning, Monitoring/Management Information System Unit will coordinate the production of the University's gender statistics.
- (iv) The gender statistics for the University will be reviewed and published annually
- (v) Organize training and workshop for those responsible for information, Communication and budgeting and in respect to gender disaggregated data in all units and departments in the University.

10. Networking and Mentoring

10.1 Situation Analysis

There is currently inadequate mentoring and networking among the staff and students population. Similarly, existing counselling and support facilities put in place by the university for victims of gender related problems (such as rape) are inefficient, while there is also poor dissemination of information about other existing support groups on campus.

10.2 Specific Objectives

- (i) Foster women's mentoring and networking at different levels in the University
- (ii) Strengthen the existing counseling and support for victims of gender problems
- (iii) Strengthen the existing formal system of mentoring among staff and students.

10.3 Implementation Strategies

- (i) Strengthen the formal mentorship programme among staff.
- (ii) Create a unit in the Center for Gender and Social Policy Studies to provide therapeutic counseling for victims of gender specific problems.
- (iii) Gender Center should network with other units already in existence on counseling.

- (iv) Establish women networks to enhance access to information and counseling.

11. MONITORING AND EVALUATION.

Situation Analysis

Currently, CGSPS has the mandate of monitoring and evaluating gender sensitive issues within the university system. However, its activities in this area are still very limited because of lack of funds, and support facilities (human and material). A major university resource in this respect is the Planning, Budgeting, and Monitoring Unit (PBMU), which could help to facilitate the production of gender disaggregated data for the university, and for CGSPS activities.

Approved activities under the mandate of the CGSPS can be implemented as a result of the research data and information emanating from the evaluation and monitoring of disaggregated annual reports. For example, Leadership and Lobbying trainings and seminars will be based on the collated data.

11.2 Specific Objective

Strengthen the Centre's capacity, to carry out monitoring and evaluation activities related to gender policy in the University.

11.3 Implementation Strategies

- (i) The CGSPS will collate and analyze data from PB M/MISU and from other Units in the University for monitoring and evaluation of issues relating to the Gender Policy.
- (ii) Production of annual report on gender related issues and programmes in the University.
- (iii) Develop capability of CGSPS to carry out the monitoring & evaluation activities.
- (iv) Network with experts in other units to carry out the analysis of monitoring and evaluation results.
- (v) Hire a management information system analyst for CGSPS in its monitoring and evaluation duties.
- (vi) The results of the monitoring and evaluation report will guide on decision for commendation for complying units and/or enforcement for non-complaints.

12. THE FRAMEWORK FOR THE GENDER POLICY

The following basic principles will guide the framework for the Gender Policy especially with respect to planning, implementation and monitoring.

- Gender equity is everybody's responsibility;
- The effectiveness of the policy hinges on the allocation of adequate resources to gender issues;
- Incentives are necessary to encourage attention to gender equity;
- Benchmarking with other Universities inside or outside the African Continent becomes valuable;
- The establishment of networks of gender focal persons across faculties/departments/units/centers/institutes within the university system is mandatory.

Four major concepts are central to the principles, which will guide the gender policy framework. These are - accountability, comparability, networking and cultural values.

To achieve effective mainstreaming of gender equity in the University, all units must be accountable for the gender policy. Thus a wider framework for gender equity responsibilities across the University will be established to promote stronger forms of accountability, particularly for staff with management responsibilities. It is essential that staff in management and supervisory roles accept responsibility for gender equity policies and practices.

While there are no gender equity absolutes, comparison is a strong mechanism that could allow for a comparative analysis of gender policies and best practices across institutions and countries. Thus, benchmarking with other Universities, particularly in terms of staffing profiles, will be a valuable tool in assessing progress at various levels in the University.

The absence of an effective internal gender equity network can result in two undesirable consequences. Firstly, gender inequities due to lack of knowledge about opportunities may continue to flourish, and secondly, the effectiveness of the system in drawing the University's attention to such inequities is diminished. Networking within the University should therefore be enhanced with the aim of furthering staff awareness, understanding of, and commitment to, gender equity policy, principles and practice. What this means is that at different levels, and across faculties/departments/units, gender focal points would be identified. These focal points serve to ensure that the University is aware of and responsive to the needs of its staff and students.

The cultural environment is probably the most important of these principles. By focusing on its cultural values, the University will have the opportunity to identify possible ways of ensuring the achievement of gender equity. An effective strategy in the action plan is to give inducements to units, and the individuals that are gender compliant. In addition, gender equity is to be included in the terms of reference of committees, and those occupying positions of authority.

13. RESPONSIBILITIES

The Vice-Chancellor

The Vice-Chancellor will have overall responsibility for the University's Gender Policy, including its development, implementation, evaluation and monitoring.

The Deputy Vice-Chancellor (Academic)

The Vice-Chancellor may delegate responsibility for Gender Equity to the Deputy Vice-Chancellor (Academic). The Deputy Vice-Chancellor (Academic) will have general oversee the development, implementation, evaluation and monitoring of the Gender Equity Policy. The Deputy Vice-Chancellor will recommend to the Vice-Chancellor strategies which will contribute to and help to achievement of the University's gender equity objectives.

Provosts, Deans and Directors

Provosts, Deans, Directors and Heads of Department will be expected to address gender equity issues in the context of the overall university strategic plan. Provost, Deans, Directors and Heads of Department/Units will also have a responsibility for overseeing and assist individual departments/units with regard to the Gender Policy objectives.

Heads of Departments and Units

Heads of departments and sections will undertake an educative role, particularly within their own areas, in relation to the Gender Policy. They will also be expected to implement aspects of the policy that concerns them.

14. THE CENTRE FOR GENDER AND SOCIAL POLICY STUDIES (CGSPS)

In order to mainstream gender equity within the university system, it is important to provide clear lines of communication, coordination, and responsibility. This is to ensure the effective implementation of the gender policy. It is proposed that the existing Centre for Gender and Social Policy Studies be empowered; equipped; and restructured to facilitate the intended structural changes being proposed by the Gender Policy. In doing this, the Centre will take directives from the Vice Chancellor's office. Following the original mandates of the Center (CGSPS), it remains more open and flexible to issues of gender mainstreaming and gender equity. The Unit (CGSPS) is therefore charged with the following functions and responsibilities

- a. Implementing, monitoring, and evaluating the objectives of the gender policy;
- b. Ensuring that a gender perspective is incorporated into all the activities of the university;
- c. Planning and coordinating all capacity building and gender sensitization activities;
- d. Liaising with the Planning, Budgeting and Monitoring Unit (PBMU), to ensure that other departments/units disaggregate their data; analyze, and report regularly on gender equity;
- e. Encourage fundraising activities to promote gender equity and reduce gender gaps. In addition, the unit will identify funding opportunities for scholarships and gender-related research.
- f. Advising and assisting faculties, departments, units/divisions, centers, institutes in the University to incorporate gender perspectives and other gender activities.

- g. Regularly reviewing the gender policy and proposing effective strategies and procedures for implementing the policy.
- h. Regularly reporting on progress made with respect to Gender Equity in the University

The CGSPS will primarily interact with the office of the Vice Chancellor and the Deputy Vice Chancellor (Academic). The Center will also work hand-in-hand with the University Gender Equity Committees which are:

- i. Gender Policy Committee (GPC); and
- ii. Gender Implementation Committee (GIC).

These two committees will be set up to monitor the activities of the CGSPS with respect to the Gender Policy and its implementation.

15. THE GENDER EQUITY COMMITTEES

i. Gender Policy Committee (GPC)

Vice-Chancellor - Chairperson

Deputy Vice-Chancellors (Academic and Administration)

Registrar

Bursar

Librarian

Director, CGSPS

Council Members (2) - Male/Female

Senate Members (2) - Male/Female

Chairman Committee of Deans

Congregation (2) - (1 Male, 1 Female)

Director, Planning, Budgeting, Monitoring /Management Information System Unit

ii. **Gender Implementation Committee (GIC)**

Deputy Vice-Chancellor (Academic) - Chairperson

Director - CGSPS

One Faculty Representative from each of the 13 Faculties

Two Student Union Executive members (male/female)

Two Representatives from Registry (Male/Female)

One Representative of the Bursary Unit

2 Representatives from Division of Works/Maintenance - (Male/Female)

1 Hall Mistress/ 1 Hall Master

One Representative from the Library

One Representative from the Health Centre

One Representative from the Post Graduate College

Two Representatives from Division of Works and Maintenance (M/F)

Two Representatives from the Hall Management Committee (M/F)

These committees will advise the University on Gender-related matters and it will oversee and enforce the University's Gender policy. These committees will comprise Gender focal points who are the Deans/Provosts/Directors of each of the Faculties and major divisions of the University (or their representatives). The Gender Implementation Committee (GIC) is chaired by the Deputy Vice-Chancellor (Academic).

Faculty and Division-based Local Gender Equity committees are encouraged to promote networking and a mechanism by which Gender inequities are easily identified and addressed. Incentives will be given to gender compliant units and individuals.

APPENDIX I
STRATEGIES, RESPONSIBILITIES FOR IMPLEMENTING THE GENDER POLICY

SECTORAL IMPLEMENTATION STRATEGIES	•Responsibility	Target Date	Major Objective/Outcome	Resources	Budget	Remarks
A. STUDENTS' ENROLEMENT AND WELFARE						
i. Achieve a 60:40 ratio (male and female) in undergraduate and postgraduate admissions starting 2004/2005 academic session.	<ul style="list-style-type: none"> • VC • Deans/Provosts 	2004/2005	Reduce gender gaps in enrolment.	No additional Resources required	Nil	-
ii. Provide crèches for nursing mothers (staff and students).	<ul style="list-style-type: none"> • Director Health Centre 	2005	Gender friendly learning and working environment.	Crèche facilities (staff, building, and equipment)	N10million	It is expected that the crèches will be self-sustaining;
iii. Provide conducive accommodation for pregnant/ nursing mothers.	<ul style="list-style-type: none"> • Council/VC • Dean Division Student Affairs 	2006	Support for students with family roles	A building designated to nursing/pregnant female students	N50million	Cost of a block of 50 self contained rooms
iv. Provide increased relevant training through conferences and workshops on gender issues for undergraduate and postgraduate students in the University	<ul style="list-style-type: none"> • Director CGSPS 	Annually – starting 2005	Increased awareness and sensitivity to gender issues.	Regular Funding is required for training	N2 million	Fund Raising – donor agencies and the URC funds
v. Reserve 30% of elective positions for females in the various Unions.	<ul style="list-style-type: none"> • Students' Union • ASSU 	2005	Increased female participation in decision making	Special training for union stalwarts	N500,000	Fund Raising

vi. Provide scholarships and fellowships for undergraduate and postgraduate female students	<ul style="list-style-type: none"> • NASU • SSANU • ASUTON 	2005	Reduce dropout rate among female students.	Resources required	N2.5 million	- Donor Funds
vii. Initiate career counseling outreach programs in secondary schools.	<ul style="list-style-type: none"> • Council • VC • Linkages Office • CGSPS 	2005	Encourage females to enroll for Higher Education	Additional Resources are required	N5 million	- A Bus is needed (N3.5millions); - N1.5million for programmes
viii. Provide policy guidelines on sexual harassment.	<ul style="list-style-type: none"> • VC • DSA • CGSPS 	2005	Reduce sexual harassment	Additional resources required	N250,000	- Servicing of meetings; - Stationeries; - Publication
ix. Introduction of compulsory gender elective courses and encourage research on gender issues.	<ul style="list-style-type: none"> • Senate • Provost/Deans • HOD 	2004/2005	Mainstream gender into Academic curricula and create a gender sensitive research culture.	CGSPS is to facilitate Gender Mainstreaming Training	N2 million	
x. Develop special counseling programs for female students.	<ul style="list-style-type: none"> • DSA • CGSPS 	2005	Gender friendly environment for female students.	Funds required	N2 million	- Office space; - staffing - facilities/equipment - Office furniture - payment of resource persons – if required

B. STAFF EMPLOYMENT AND WELFARE						
i. Ensure the implementation of at least a 70:30 ratio (male and female) in the employment of academic and technical staff.	<ul style="list-style-type: none"> •.HOD's •Deans/Provosts •Registrar 	2005	To reduce gender gaps in employment	No Addition Resources required	-	-
ii. Build capacity of female workers through sponsored conferences, workshops and training.	<ul style="list-style-type: none"> •.DVC (Academic) •.CGSPS •.STDU 	Annually	Dissemination of information on relevant funding conference.	Funds required	N5 million	URC Funds; Donor Agencies (The training is to be done across depts. and units)
iii. Encourage the employment of the spouses of staff.	<ul style="list-style-type: none"> •VC •Provost /Deans •HODs 	2005	Increase retention of female staff	No additional funds required	Nil	-
iv. Actively seek qualified women applicants for senior positions	<ul style="list-style-type: none"> •Provost/Deans •Registrar 	2005	Reduced gender gaps in Top Administrative position.	No additional funds required	Nil	-
v. Review policies and practices related to employment, i.e integrating work/family life using gender perspectives.	<ul style="list-style-type: none"> •Registrar •CGSPS 	2005	Creation of a gender –friendly working environment and a work/family life balance.	No additional funds required	Nil	-
vi. Implement schemes to provide female academic staff with short term releases to write and publish research results.	<ul style="list-style-type: none"> •VC •Deans/Provost •HOD 	2005	Enhance the promotion of female staff.	No additional funds required	Nil	-

C. UNIVERSITY ADMINISTRATION AT ALL LEVELS						
i. Achieve at least a 70:30 ratio (male and female) in the appointment of headship positions in the Departments, Units and Centers	• VC	2005	Increased gender participation in decision making and increased female academic role models	No additional funds required	Nil	-
ii. Encourage better participation of women in elective positions with special incentives to faculties and Units	• VC	2005	Increased participation of women in deanship positions	No additional funds required	Nil	Incentives may be given in form of access to special funds
iii. Ensure that all data emanating from departments and units are gender disaggregated.	• Registrar • HOD • Deans/Provost • Budgeting & Planning • Bursary	2005	Gender sensitive information	No additional funds required	Nil	-
iv. Ensure at least 70:30 ratio (male and female) of the membership of all University Committees.	• VC • Registrar	2005	Gender balance in decision making and consultative meetings	No additional funds required	Nil	-
v. Build the gender sensitivity of men and women currently occupying leadership positions in the University.	• CGSPS	Annually	Gender sensitive University leadership	Support CGSPS	N500,000	funds needed to organize training workshops
vi. Establish a gender equity network - made up of focal points across faculties/divisions in the university	• VC	2005	All units/departments/divisions will have an informed initial	No additional funds required	Nil	-

vii. Establish a Gender Equity and Implementation Committee	<ul style="list-style-type: none"> •VC •2DVCs 	2005	point of contact for gender issues. Gender issues will be effectively mainstreamed	No additional funds required	Nil	-
viii. Incorporate reference to gender equity policy in the University objectives	<ul style="list-style-type: none"> •VC 	2005	Gender equity policy will be given a high standing	No additional funds required	Nil	-
D. TEACHING AND RESEARCH CULTURE IN THE UNIVERSITY						
i. Organize regular gender talks, seminars and conferences for all categories of staff of the University	<ul style="list-style-type: none"> •CGSPS 	Annually	A gender sensitive & conscious population (staff and students)	Funds Required-	N2 million	-
ii. Training on mainstreaming gender into academic curricula.	CGSPS	Bi-annually	Building capacity on gender sensitive academic programmes	Funds required	N500,000	-
iii. Review curricula in all departments in the University in order to be gender sensitive	<ul style="list-style-type: none"> •Senate •.HODs •.Deans/Provosts 	2005	Gender sensitive academic programs	Support for all departments for paper work	N500,000	-
iv. Allocate at least 25% of the URC funds to gender based research and female researchers.	<ul style="list-style-type: none"> •.DVC 	2005	A gender research culture is encouraged	No Additional Funds Required	To be decided by URC	URC Funds

<p>D. AWARENESS AND SENSITIZATION</p> <p>i. Organize gender sensitization and awareness, seminars, training programmes and courses.</p> <p>ii. Disseminate information on gender activities through IEC messages and newsletters.</p> <p>iii. Establishment of effective web communication mechanism on gender awareness and issues.</p> <p>iv. Publish and publicize the gender policy to all staff</p> <p>v. Incorporate gender equity information and principles into all training conducted in the University</p>	<ul style="list-style-type: none"> •.CGSPS 	Annually	Increased gender awareness	-	N500,000	URC funds
	<ul style="list-style-type: none"> •. CGSPS •Corporate Affairs 	2005	Staff will be informed of gender equity progress and initiatives. A forum for discussion is also provided.	-	-	-
	<ul style="list-style-type: none"> •.INTECU •.CGSPS 	2005	A forum for discussing gender issues is created and also getting information on gender issues	No additional funds required	-	-
	<ul style="list-style-type: none"> •VC •GIC 	2005	All staff would be well informed.	Support for CGSPS	-	funds may be needed for Faculties
	<ul style="list-style-type: none"> •VC •DVC •Provost/ Deans •HODs 	2005	Gender equity is given a high standing.	No additional funds required	-	-
<p>E. GENDER SENSITIVE INFORMATION AND COMMUNICATION SYSTEM</p> <p>i. The Budgeting, Planning, Monitoring/Management Information System Unit will coordinate the production of the University's gender statistics.</p> <p>ii. All units will provide appropriate statistical data for reporting purposes for budgeting and planning,</p>	<ul style="list-style-type: none"> •Director •Planning, Budgeting, Monitoring/MISU 	2005	All information will be gender sensitive	No additional funds required	N1,000,000	funds may be needed for materials

iii. The gender statistics for the University will be reviewed and published annually.	<ul style="list-style-type: none"> •.Deans •.Directors •.HODs 	2005	All information will be gender sensitive	Support for all Departments/Faculties	N250,000	
F. NETWORKING AND MENTORING	<ul style="list-style-type: none"> • Gender Committee • PBM/MISU 	Annually	All information will be gender sensitive	Support for CGSPS	N500,000	
i. Organization of formal mentorship program for staff of different levels, faculties and departments.	<ul style="list-style-type: none"> • Provosts/Deans • Heads of Units/Departments 	2005	Effective staff advisory service and planned career development	No additional funds required		
ii. Create a unit in the Center for Gender and Social Policy Studies for provide therapeutic counseling for victims of gender specific problems.	<ul style="list-style-type: none"> • CGSPS 	2005	Gender sensitive staff counseling	Support required for CGSPS		
iii. Center should network with other units already in existence on counseling.		2005	Networking		N100,000	
11.3 Implementation Strategies						
i. The Gender Centre will work hand in hand with the Planning, Budgeting, Monitoring/Management Information System Unit to carry out monitoring and evaluation of issues relating to the Gender Policy.	<ul style="list-style-type: none"> • CGSPS 	2005	Progress is evaluated	No additional funds required	N1,000,000	
ii. Submission of annual progress report on gender.	<ul style="list-style-type: none"> • Planning, Budgeting, Monitoring/MISU • G.I.C • CGSPS 	Annually			-	
	<ul style="list-style-type: none"> • CGSPS 	Annually	Progress is evaluated	Support for CGSPS/PBM/MIS Unit	N500,000	
				Support for		

	<ul style="list-style-type: none"> • G.Cs • Provosts/Deans • H. O.Ds 			CGSPS/PBM/M IS Unit	₱200,000	
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An Affirmative Action Initiative

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