

**OBAFEMI AWOLOWO UNIVERSITY,
ILE-IFE, NIGERIA**



UNIVERSITY GENDER POLICY

2009

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 to be 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 directly or indirectly lead to disadvantages.

GENDER ISSUE

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

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; equality; 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, He 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 - CT.DAW) 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/mothers 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 2005 Strategic Plan, proposed (lender 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 (lender 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 two decades witnessed major global summits, which developed relevant guidelines for engendering the development process. These include the 1990 World Conference on Women; the 1995 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 2011/2022 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 years, 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 2022, 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 account for only 13.6% of the total academic staff strength.

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 know ledge base, while the attitudes and the performance of the staff directly affect inequality 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' ENROLEMTN 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. However, the gender disparity is more marked in the Faculties of Technology, and Environmental Design and Management, where the percentages for female students were 13.7% and 26.67% 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) show that 11% of 1,500 study sample (students and staff) reported personal experiences of sexual harassment within the university. The reported personal experiences of sexual harassment within the university. The 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, counseling services are still very limited. the Division of Students Affairs provides limited counseling 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 counseling 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 Special Objectives

- i. Reduce gender gaps in both Undergraduate and Postgraduate student enrolment and achieve a 60:40 ratio (male and female) in science-based disciplines by 2010;
- 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 ration (male and female) in enrolment by directed entry.
- ii. Ensure a 60:40 ratio (male and female) in enrolment into the University for all faculties through the discretion list, beginning from 2006/2007 academic session.
- iii. Use a ratio of 60:40 (male/female) in the University Pre-Entry Programme (i.e. the Pre-Degree Programme), targeting in particular the science-based Faculties.
- iv. Create a Creche for nursing mothers
- v. Provide conducive accommodation for pregnant/ nursing mothers who are students.
- vi. Reserve 30% of elective positions for females in the various students' unions at the University, Faculty and Departmental levels; and encourage women to participate in students' unionism.
- vii. Provide scholarships and fellowships for undergraduate and postgraduate female students especially those in the Science and technology disciplines,
- viii. Initiate career counseling outreach programs for secondary schools students
- ix. Provide policy guidelines on sexual harassment.
- x. Encourage dialogue on male and female sexuality by the introduction of compulsory gender elective courses, gender training workshops and research on gender issues
- xi. Initiate special counseling programmes for female students and create
 - a. Gender Help Clinic' for victims of gender based violence (the Clinic is to be used by both staff and 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.

In 2001-2003, female academic staff constituted 14.2%, 15%, and 11.5% of the total population of academic staff. 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, there had been no female academic in the History Department 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 conducive accommodation for unmarried female staff
- iii. Provide creches and day-care facilities for staff,
- iv. Establish a mentoring programme for females in the academia.
- v. Build capacity of female staff through sponsored conferences, workshops and training.
- vi. Encourage the employment of the spouses of members of staff
- vii. Currently, female foreigners who are married to male Nigerians are on regular appointment, while male foreigners married to female Nigerians are on contracts. It is therefore proposed that all foreign spouses (M/F) of Nigerians (M/F) should be allowed normal appointments like their Nigerian spouses, if they so desire.
- viii. Provide the same health care delivery services for both male and female staff e.g. spouses of female staff to be accepted by dependants for University Health Care services;
- ix. University to be responsible for maternity care for female staff e.g. delivery involving surgical operations and post natal care.

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 male 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 (12002) 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 aware. Other 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 complaint 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. Ensure the use of gender sensitive language (politically correct language PCL) in all university documentation and communication;
- vii. Appoint a Gender Officer/Diversity Officer in major administrative units in the university to monitor gender equality principles in the university
- viii. Strengthen the GCSPS and Create appropriate committee 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. Mainstream gender into appropriate academic curricula
- iv. The University Research Committee (URC) should encourage research projects with explicit and measurable gender components
- v. 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 the majority of staff the mere mention of the word '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.
- iv. Provide increased relevant training through conferences and workshops on gender issues for undergraduate and postgraduate students;

9. GENDER SENSITIVE 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 equality.

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 Garden; 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, (collaborating units on this will include PBMU Unit, INTECU, Computer Centre, Registry, Bursary and STDU Unit). Heads of Departments, Faculty and departmental Secretaries, selected Registry and Bursary staff (e.g. the Diversity Officers) are to be targeted for training and re training on gender disaggregation of data and maintaining a gender database for 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.

11.1 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 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 monitoring & evaluation activities.
- iv. Network with experts in other units to carry out the analysis of monitoring and evaluation results.
- v. Employ 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 in the appointment of 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 to 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 the 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. They will also have a responsibility

to oversee and assist with regard to achieving the Gender policy objectives. They are therefore to ensure that their respective units prepare their Annual/Bi-annual Gender Equity Action Plan, and facilitate their implementation.

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. They are to work with their Divisional Heads e.g.

Provosts./Deans./Directors.

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 restricted 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. On the advise/or recommendation from the appropriate committee. Following the original mandates of the Centre (CGSPS), it remains more open and flexible to issue 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. Work with the Planning, Budgeting and Monitoring Unit (PBMU), INTKCU, Computer

Centre, Registry, Bursary and Staff Training Division Unit (STDU), 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 Equity Implementation Committee (GEIC).
 - iii. Anti-sexual harassment committee

These two committees will be set up to monitor and ensure the implementation of the Gender Equity Policy

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 Equity Implementation Committee (GEIC)

Deputy Vice-Chancellor (Academic) - Chairperson

Director - CGSPS

All Provosts

All Deans

All Directors of Centres/Institutes

Director, Division of Works and Maintenance

Two Representatives from Registry (Male/Female)

One Representative of the Bursary Unit

1 Hall Mistress/1 Hall Master

One Representative from the Library

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

Two Student Union executive members (Male/Female)

Each College./Faculty/Unit in the University will be expected to prepare an annual Gender

Equity Action Plan, which will help to have gender focused activities, and programs in the respective units. Such plans will be drawn taking into consideration peculiar needs of each unit, as these relate to the overall Gender Equity Policy.

GPC G EIC ASH will advise the University on Gender-related matters from time to time, and will oversee and enforce the University's Gender Policy

For example, at the level of the Faculty, the Dean is expected to constitute a Faculty Gender Equity Committee, which consists the Vice Dean, all Heads of Departments, and other individuals in the Faculty that are strategic to the success of the Gender Equity Policy implementation. The existing Gender Focal Groups in the respective Collages./Facilities/Units should serve as resource in implementation gender equity policies in these respective units.

Faculty and Unit/Division-based Local Gender Equity committee 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 1

STRATEGIES AND RESPONSIBILITIES FOR IMPLEMENTING THE GENDER EQUITY POLICY

SECTORAL IMPLEMENTATION STRATEGIES	RESPONSIBILITY	MAJOR OBJECTIVE/OUTCOME	RESOURCES	REMARKS
A. STUDENT'S ENROLLMENT AND WELFARE				
i. Achieve at least a 60:40 ratio (male and female) in undergraduate and postgraduate admissions	VC Deans/Provosts	Reduce gender gaps in enrolment	No additional resources required	
ii. Provide conducive accommodation and crèches for pregnant and nursing mothers (staff and students)	CGSPS	Gender friendly learning and working environment	creche facilities (staff, building, and equipment)	it is expected that the crèches will be self-sustaining;
iii. Provide conducive accommodation for pregnant/nursing mothers	Counsel /VC Dean Division Student Affairs	support for students with conflicting family responsibilities	a building designated to nursing/pregnant female students	cost of a block of 50 self contained rooms
iv. Provide increased relevant training through conference and workshops on gender issues for undergraduate and post graduate students in the University	Director CGSPS	increased awareness and sensitivity to gender issues	Regular Funding is required for training	Fund Raising donor agencies and the URC funds
v. Reserve 30% of elective positions for females in the various Unions	Students' Union NASU, NAAT, SSANU,	increased female participation in decision making	Special training for union stalwarts	Fund Raising Donor Funds councils

	CONUASS			
vi. Provide scholarship and fellowships for undergraduate and postgraduate female students	Council VC linkages Office CGSPS	Reduce dropout rate among female students	Resource required	-A Bus is needed (N3.5million), - N1.5millin for programmes
vii. Initiate career counseling outreach programs in secondary schools	CGSPS	Encourage females to enroll for Higher Education	Additional Resources are required	-Servicing of meetings; - Stationeries
viii. provide policy guidelines on sexual harassment	VC DSA CGSPS	Reduce sexual harassment	Additional resources required	Publication./Distribution - Equipping of Gender - Help Clinic and staffing
ix. Introduction of compulsory gender elective courses and encourage research on gender issues.	Senate Provost/Deans HOD	mainstream gender into Academic curricula and create a gender sensitive research culture	CGSPS is to facilitate Gender Mainstreaming Training	This is to involve all departments. - Office space; -Staffing faculties/equipment -Office furniture -Payment of resource persons
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.	HOD's Deans/Provosts Registrar	To reduce gender gaps in employment	No Addition Resources required	URC funds; Donor Agencies (The training is to be done across depts.. and units)
ii. Build capacity of female workers through sponsored conferences, workshops and training.	DVC (Academic) CGSPS STDU	Dissemination of information on relevant funding conference	Funds required	-
iii. Encourage the employment of the spouses of staff	VC Provost/Deans HODs	Increase retention of female staff	No additional funds	-

iv. Actively seek qualified women applicants for senior positions				
v. Review policies and practices related to employment, i.e. integrating work/family life using gender perspectives	Provosts/Deans Registrar Registrar CGSPS	Reduce gender gaps in Top Administrative position. Creation of a gender friendly working environment and a work/family life balance	No additional funds required	Application of gender perspectives in the university administration
vi. Implement schemes to provide female academic staff with short-term releases to write and publish research results.	VC Deans/provost HOD	Enhance the promotion of female staff.	No additional funds required	Incentives may be given in form of access to special funds
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	Increased gender participation in decision making and increased female academic role models	No additional funds required	Funds needed to organize training workshops
ii. Encourage better participation of women in elective positions with special incentives to faculties and Units	VC	Increased participation of women in deanship positions	No additional funds required	To service meetings and
iii. Ensure that all data emanating from departments and units are gender disaggregated	Registrar HOD Deans./provost Budgeting & planning Bursary	Gender sensitive administration and information system	No additional funds required	
iv. Ensure at least 70:30 ratio (male and female) of the membership of all University	VC Registrar	Gender balance in decision making and consultative meetings	No additional funds required	- Network programmes

Committee; and Gender/Diversity Officers for all major administrative units; and the use of gender sensitive language (PCL) in all university documentation and communication				- Servicing of meetings - Stationeries
v. Build the gender sensitivity of men and women currently occupying leadership positions in the University	CGSPS	Gender sensitive university leadership	Support CGSPS	-
vi. Establish a gender equity network-made up of focal points across faculties/divisions in the university	VC	All units/departments/divisions will have an informed initial point of contact for gender issues	Funds required	Government funds
vii. Establish a Gender Equity and Implementation Committee	VC 2DVCs	Gender equity in staff welfare	Funds required	
viii. Incorporate reference to gender equity policy in the University objectives				-
ix. Make staff welfare conditions gender sensitive e.g. health care, and housing	VC	Gender issues will be effectively mainstreamed Gender equity policy will be given a high standing	No additional funds required Funds Required	All academic units are to be involved.
D. TEACHING AND RESEARCH CULTURE IN THE UNIVERSITY				
i. Organize regular gender talks, seminars and conferences for all categories of staff of the University	CGSPs	A gender sensitive & conscious population (staff and students)	Funds Required	URC Funds
ii. Training on mainstreaming gender into academic curricula.	CGSPs	Building capacity on gender sensitive academic programmes	Funds required	Donor Agencies

iii. Review curricula in all departments in the University in order to be gender sensitive	Senate HODs Deans/Provosts	Gender sensitive academic programs	Support for all departments for paper work	-
iv. Allocate at least 25% of the URC funds to gender based research and female researchers	DVC	A gender research culture in encouraged	No Additional Funds Required	Fund Raising/Donor Funds
E. AWARENESS AND SENSITIZATION i. Organize gender sensitization and awareness, seminars, training programmes and courses for students and schoolteachers in primary and secondary schools.	CGSPS	Increased gender awareness in the community		Donor Funds - Production and distribution of the Gender policy - Material & facilities e.g. computer and accessories
i. Disseminate information on gender issues through IEC messages and newsletters	INTECU CGSPS	Staff will be informed of gender equity progress and initiatives. A forum for discussion is also provided	Funds required	-
ii. Establishment of effective communication mechanism on the web on gender awareness and issues.	VC GIC CGSPS	A forum for discussing gender issues is created and also getting information on gender issues	Funds required	Materials and facilities e.g. computers and accessories
iii. Publish and publicize the Gender Policy Documents (i.e. Distribute to all staff and students	VC GIC CGSPS	All staff would be well informed	Funds required	-
F. GENDER SENSITIVE INFORMATION AND COMMUNICATION SYSTEM i. CGSPS will network with: - PMBU; - INTECU - Computer Centre and	Direct or PBMU Director- CGSPS	All information will be gender sensitive	Funds required	-

- The Registry to produce the University gender statistics				
ii. All units will provide appropriate statistical data for reporting proposes for budgeting and planning	Deans Directors HODs	All information will be gender sensitive	Support for all Departments/Faculties	-Office space - Equipment and materials - Payment of professionals, if needed
iii. The gender statistics for the University will be reviewed and published annually	GIC PBMU CGSPS	All information will be gender sensitive	Support for CGSPS	-
G. NETWORKING AND MENTORING i. Organization of formal mentorship program for staff of different levels, faculties and departments	Provosts/Deans Head of Units/Departments	Effective staff advisory service and planned career development	No additional funds required	-Servicing meetings -Materials & Stationeries Computers & Computers accessories
ii. Create a unit in the Centre for Gender and social policy studies to provide therapeutic counseling for victims of gender specific problems	CGSPS	Gender sensitive counseling	Support required for CGSPS	- Servicing meetings - Materials - Computer accessories
iii. Center should network with other units already in existence on counseling. E.g. WARSHE	CGSPS	Networking	No additional funds required	
11.3 Implementation strategies i. The Gender Centre will work hand in hand with the Planning, Budgeting, Monitoring/Managing Information System Unit to carry out monitoring and evaluation of issues relating to the Gender Policy.	Planning Budgeting, Monitoring/ MISU G.I.C CGSPS	Progress is evaluated	Support for collaborating units	
ii. Submission of annual	CGSPS	Progress in evaluated	Support for	

progress report on gender	G.I.Cs Provosts/Dea ns H.O.Ds		CGSPS/PBUMIS Unit	
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