

INSTITUTIONALIZATION OF GENDER MAINSTREAMING IN NIGERIA’S TERTIARY

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Gender and Development Studies

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Abstract

Women have been historically marginalized in all spheres of life including social, economic and political spheres. This anomaly has been recognized globally and it has become accepted that issues of women’s human rights are important for any meaningful development to take place. Apart from social justice, which demands equal opportunity for all citizens, it is smart economics to plan with both halves of one’s population because it benefits society as a whole. In consonance with this global standpoint, and coupled with Civil Society engagements, the Nigerian government has been overt in engaging in gender responsive policies and programmes, including the development of the National Gender Policy in 2006 which puts credence on strengthening institutions and systems for gender mainstreaming and building partnerships with male led institutions to deliver results for girls and women. The policy recognises gender education as a major pillar in the process of achieving gender equality and women empowerment through transformative development process. Although the process has been somewhat slow, the Nigerian tertiary institutions are now becoming responsive to the engendering process that is, ensuring that academic programmes and the learning environment are gender responsive. Although the gender profile in Nigerian tertiary institutions is still abysmally poor, a number of universities are now adopting gender mainstreaming strategies in knowledge production and in practice. Using Ekiti State University as a case study, the paper presents gender mainstreaming strategies and mechanisms adopted in Nigerian tertiary institutions, noting achievements, challenges and prospects. Basic gender profile of the university is presented, while intervention programmes and initiatives at bridging gender gaps and

institutionalising gender mainstreaming as an administrative tool are processed and analysed.

Keywords: Gender Equality, Women Empowerment, Gender Mainstreaming, Institutionalization, Education Sector

Introduction

Globally, education is fundamental to achieving sustainable social and economic development. No nation has ever recorded phenomena development without credence to educational advancement and inputs of its human population. The vast technological development and innovations recorded in the Western world has been chiefly the products of relentless research efforts and innovative discoveries of great female and male scholars in higher institutions of learning. Though, many-at-times, the great works of female scholars are unannounced compared to their male counterparts, women have made significant input to global developments in the field of education. Education at all levels promotes health, improves the quality of life, expands access to paid employment, increases productivity and facilitates social and political participation for men and women.

In spite of these advantages, comprehensive gender inequalities exist in education especially in most African countries. Even though tertiary education and jobs are currently opened to females and males, there still exists huge gender gaps in knowledge transmission, students' enrolment and staff recruitments, promotions and appointments in Nigeria. Although Nigeria has a total of 138 universities registered by NUC (Federal and State Governments own 40 and 39 respectively; while 59 universities are privately owned), the number of male in tertiary institutions as either students or staff exceeds that of female. Apart from the numerical strength favouring men, the 'tokenism' status of women in Nigeria tertiary institutions further expose women to various types of abuses, including sexual harassments, and poor institutional support for women-focused issues (since the management of these institutions is largely controlled by men who are often insensitive to gender issues). Notably, educational institutions are pivotal in seeing the female population engaging in every facet of sustainable human development. It is therefore important to ensure that these institutions respond positively to the engendering process.

Gender equity gaps in the nigerian tertiary education

Gender inequality pervades the Nigerian higher system in such areas as student enrolment, staff employment, and administrative policies and programmes. Obvious gender disparity is seen in students' enrolment, where the percentage of females in higher education in Nigeria is 39.9% (with most

of these women in the Humanities). The access of females to university education increased from ratio of 1 to 40 (F/M) in the 1950s, to 1 to 4 (F/M) in 2001. Notably, a wide disparity exists in traditionally male dominated disciplines such as the field of Engineering where the ratio is about 1:20 (F/M) (Situation Analysis Report, OAU Ife, 2002). A major theme which is also taken as a norm is the widespread of violence against women within the universities. This could be in form of sexual harassment, and/or violent outburst of cult groups against women, thus making campuses unsafe for girls.

The gender equity gaps in Nigerian tertiary Education system could be traced to pre-colonial patriarchal arrangement whereby predominant occupational skills within the family are transmitted mostly to boys (for example, farming, fishing, carpentry, masonry, black/gold-smithing among others), while skills relating to reproductive functions are transmitted to girls, including house-keeping, and child rearing. Thus, traditionally, skill training was gendered, as there were distinctive gender roles across traditional cultural groups.

Formal religious education in pre-colonial Nigeria was introduced to the Northern States through the spread of Islam and in the South, through the arrival of Wesleyan Christian Missionaries in 1842 in Badagry, in the present Lagos State. The Islamic education was mainly meant to propagate Islamic ideologies (Fafunwa, 1974). Though both men and women were taught to read the Quran, the Islamic teachers were mostly men.

The Christian Mission schools in Southern Nigeria between 1842 and 1914, focusing on 4 subjects - Reading, Writing, Arithmetic and Religion; prepared men for new roles of teachers, pastors, evangelists and interpreters. Most of the early secondary schools were in fact Boys' Secondary Schools (e.g. the CMS Grammar School was established in Lagos in 1859, the Methodist Boys High School also in Lagos in 1878 and Baptist Academy, Lagos in 1885). These schools produced the first set of elites who were restricted to particular locations, and mainly males. These were the people who took over the reins of governance from the British Colonial Government at independence in Nigeria. The entrenchment of Western style education was more difficult in Northern Nigeria as Christian Missionaries and Western Education were rejected by the people. By the time Western education was introduced to Northern Nigeria in 1914 and thereafter, there were already about 25,000 Quranic schools (Mkpa, 2013).

Though, patriarchy in traditional societies thus facilitated inequalities in prestige, power and access to resources (Ezumah, 2000); the colonial government not only laid the foundation of the educational system in Nigeria, but also heralded the distinct gender norms. Even when Girls Secondary School came into existence, the colonial administration

emphasized clerical skills for boys and domestic science for girls in the school curricula. In other words, the educational curricula for girls enabled them to become good housewives rather than to become income earners. This was in line with the Victorian Ideology of the colonial masters which permanently signified the position of women in the 'kitchen', while men dominated the public sphere and its governance beginning with the education sector. Thus, lack of proper education continues to be a strong barrier to female participation in leadership/governance, and employment in the formal sector.

The gender disparity in access to university education and jobs is a replica of the international scenario. As a global phenomenon, the results of a follow-up survey conducted in 2000 by Association of Commonwealth Universities has indicated that women remain disproportionately represented within instructors, lecturers and unranked positions (Singh, 2008). More so, women remain significantly under-represented in tertiary institutions which are in contrast to over representation at primary and secondary schools. Bush (2006) also stressed that women are greatly under-represented in senior positions in education as in many other occupations. He stated that men dominated numerically in senior positions in all phases of education with the exception of nursery and infant schools. In India, Singh (1993) cited by Dines (2008) observed that "women Deans are a minority group and women Vice-Chancellors are still a rarity". Earlier, Dines (1993) reported that men outnumber women at about five to one at middle management level and at about twenty to one ratio at Senior Management level. He also noted that women are more in academic positions than in management positions. The study further revealed that the poor representation of female Professors and female Chief Lecturers at Professorial level result to poor representation at the management cadre. Even at times when women are qualified and available, the institutions are unwilling to take the risk of appointing women to top management positions because of women's multiple roles or dual career conflict between their professional obligations and home/family responsibilities (ref?). Furthermore, Mensah, Biney and Ashang (2009) affirmed that employment pattern in Africa still favours men more than women. Ajayi, Goma and Johnson (1996) found that the percentage of women in tertiary institutions in Sub-Saharan Africa is only 25% of the total enrolment and this is much lower than the secondary level and the latter is much lower than the primary level. Duyilemi (2007) also noted that the percentage of females in the academic sector is still very low and that in tertiary institutions most females are in junior cadre of administration.

Global policy guidelines for bridging gender equity gaps in tertiary institution

The advancement of women's rights to education has been entrenched either directly or indirectly by a number of UN Declarations, Conventions, and Treaties on Gender Equality and Women Empowerment , including:

- The 1948 United Nations Charter and the Universal Declaration on Human Rights which sets the tune for gender equality and women empowerment around the world;
- In 1974, UN declared an International Year of Women, which was globally celebrated by women and ended in Mexico City, Mexico (1975).
- The First World Conference on Women (FWCW) held in Mexico City, Mexico (1975), followed by the Second World Conference on Women (SWCW) held in Copenhagen, Denmark (1980), then the Third World Conference on Women (TWCW) held in Nairobi, Kenya (1985) and lastly, the Fourth World Conference on Women held in Beijing, China in 1995 – all championed the course of gender equality and social justice principles around the world;
- The UN General Assembly landmark Convention for the Elimination of all forms of Discrimination Against Women (CEDAW) adopted in 1979, to which all African States are signatories.
- The creation of UNIFEM now called UN Women allowed institutional recognition to the need for a focused approach to women's empowerment at global and local levels.
- The United Nations (UN) World Conference on Human Rights in Vienna in 1993.
- The International Conference on Population and Development in Cairo – ICPD (1994).
- Through Agenda 21, Women's role was stressed in the Rio commitment which centrally placed women's contribution in environment management.
- UN Millennium Development Goals in particular MDG3 on Gender Equality and women empowerment; and currently by
- The Post-2015 Sustainable Development Goals (SDGs), which also flags 'Gender Equality and Women Empowerment' as a priority goal.

Specifically, in order to bridge gender disparities in higher educational institutions globally, the United Nations, British Council and the Swedish International Development Agency (SIDA) have presented specific gender mainstreaming mandates which affect higher education institutions globally. These include –

a. **The Beijing Platform for Action (BPfA) and the UN Economic and Social Council (ECOSOC):** These enjoin international development community, governments of nations and other actors in development to “promote an active and visible policy of mainstreaming a gender perspective in all policies and programmes so that, before decisions are taken, an analysis is made of the effects on women and men, respectively.”²⁶ The ECOSOC mandate affirmed that “mainstreaming a gender perspective is the process of assessing the implications for women and men of any planes action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral; dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”²⁷

b. **The 2013 British Council's Going Global Conference** in Dubai reiterated the following conditions for engaging tertiary institutions on the gender equity project -

- **Research Projects:** Part of the stipulations of the Manifesto for Change for Women in Academic Leadership and Research states that "gender implications and impact" of research projects must be included by grant-making bodies as a criteria against which funding applications are assessed.

- **Gender Mainstreaming:** Gender Mainstreaming should be fundamentally incorporated in all of a university's practices and procedures

- **Global Database:** All higher institutions should have a global database on women and leadership in tertiary institutions so that it's easier to see how slowly – or indeed how fast – the situation improves country by country.

c. **The Swedish International Development Agency (SIDA)**²⁸: An influential “think-piece” from Joanna, Thomas and Woroniuk (1996) maintained that

²⁶Platform for Action, Fourth World Conference on Women, Beijing, 1995. United Nations. <www.un.org/womenwatch/daw/beijing/platform/declar.htm>

²⁷ECOSOC. 1997. Agreed Conclusions on Mainstreaming the Gender Perspective into all Policies and Programs in the United Nations System. United Nations. <www.un.org/documents/ecosoc/docs/1997/e1997-66.htm>

²⁸Schalkwyk, Johanna, Helen Thomas and Beth Woroniuk. 1996. Mainstreaming: A Strategy for Achieving Equality Between Women and Men. A Thinkpiece. SIDA Secretariat for Policy and Corporate Development, Economic and Social Analysis Division.

an effective gender mainstreaming strategy should initiate and sustain change processes at the following multiple levels:

- **The organisation itself** – its policies, procedures, culture and people.
- The development interventions supported by the organisation, which lie within the intersection of its own work with the work of its partners.
- The larger national context, including the socio-economic, cultural and political environment in the country (*in this case, the University environment*); the policies and programmes of the development partners; and the perspectives and strategies of the women's movements and other civil society actors.

Nigeria, being signatory to most of the UN Declarations and Conventions on Gender Equality and Women Empowerment; while also involved in a lot of bi-lateral and multi-lateral relationships with a number of Development Partners has been positive in its policy response challenges of gender disparities and inequalities in the various sectors, in particular, the education sector.

Women Education and the Nigerian Policy Environment

Sequel to the adoption of the universal declaration on human rights by UN in 1948 education became a veritable implementation for promoting and achieving gender equity social justice, poverty reduction and the overall advancement of women .

This has opened the door of university education to a lot of women in Nigeria

But in spite of the global policy on education for all which began in 1948, and which gathered momentum in Nigeria since 1990, these efforts are yet to translate to equitable opportunity for the girl child in Nigeria.

Though the Nigeria national gender policy (2006) identified 'gender education' as one of its pillar, the policy is yet to be embraced fully by the state and local government machineries, while educational institutions present very low technical capacity for its implementation (FMWA,2014).

Table 1: Specific Gender Focused Policies and Programmes in the Education Sector in Nigeria

S/N	GENDER FOCUSED EDUCATION POLICIES	Year
Federal Level		
1	Blueprint on Women's Education	1986
2	Nomadic Education Programme	1986
3	National Commission for Mass Literacy and Non-Formal Education	1991
4	Family Support Basic Education Programme	1994
5	Universal Basic Education	1999
6	National Policy on Women	2000
7	Education for All-Fast Tract Initiative	2002
8	Strategy for Acceleration of Girls' Education in Nigeria	2003
9	Child Rights Act (2003) – 13 of the 36 Nigerian States are yet to accede to the Act	2003
9	National Economic Empowerment and Development Strategy (NEEDS)	2004
10	Universal Basic Education Act	2005
11	National Gender Policy	2006
12	National Policy on Gender in Basic Education	2007
13	National Child Policy and Its Strategic Plan of Action	2007/2008
14	The Girl Child Education Initiative in Northern States – FGN/UNICEF	2008
15	The 10-Year education Plan (2006 – 2015) – targets gender budgeting and ensures expenditure framework for closing gender gaps in the education sector	
STATE LEVEL		
1	Laws prohibiting the withdrawals of girls from school in the following Northern states: Gombe, Bauchi, Niger, Bornu and Kano	
2	Rivers State Schools Rights Law No.2	2005
3	Special Scholarship Schemes for females to study medicine in Gombe State, Northern Nigeria	2005

The Nigeria's response to gender gaps in the education sector has principally been at the lower levels of the educational system, that is, primary/secondary schools. Since 1986, there have been numerous educational policies to bridge the gender gaps at the lower levels of educational system, including the Blueprint on Women's education (1986); establishment of the National Commission for Mass literacy and non-formal education (1991); Strategy for Acceleration of Girls' Education in Nigeria

(2003); the Universal Basic Education Act (2004) and the National Gender Policy (2006) (see Table 1).

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Non- formal approach to gender education

Science and Technology being a vital tool for achieving sustainable national development ,an innovative, non formal approach is employed in catching children young for science tagged 'Children Science Clinic'. This is an out- of- school, activity –based and community- linked integrated, workshop approach that presents science as fun to children, aged 5 to 12 years (primary school level) through science playlets, exhibition, quizzes, competitions and excursions to science based industries within the immediate environment. Also children, aged 13-17 years (secondary school level) are exposed to programmes and conferences/talkshops to motivate them, this is tagged Children-in-Science & Technology (CIST). Educators, educationists , scientists, policy makers are gathered annually to brainstorm and formulate policies on various themes to popularize science and technology for self reliance, In all these programmes, girl child is made a focal point.

The skills acquired during these activities enable the children initial ideas to be linked to new experience as discussion of scientific ideas, principles and concepts are handled by professionals as role models, using activity- based and child –to- child approaches. (Ogunlade, 1999, 2003).

Gender assessment of the workshop as regards to the performance of girls and boys when subjected to statistical analysis showed that there was no significant difference on the basis of gender. (Ogunlade, 2012, 2015)

The finding shows that a gender-responsive environment will boost interest in science and technology as a career among school pupils irrespective of their gender group.

This in turn will address gender issues in the Nigerian higher education institutions which have been at a very low pace. Predominantly, these institutions are managed and governed based on androcentric principles, and thereby remain largely gender unresponsive.

Though the number of Universities and Colleges of Education now running courses in Gender Studies are growing, only very few higher education institutions embrace gender mainstreaming as a management tool, and for gender transformative development with implications for structuring/restructuring academic curricula.

Logical framework and mechanisms for instituting gender equity in tertiary institutions: the eksu example

Understanding Building a Gender Equitable Institution

The logic of building a gender equitable organization as a major step to creating greater efficiency and effectiveness in organizations, including institutions of higher learning is gender mainstreaming. Mainstreaming gender into organizations and institutions relies on a number of strategies which could be at both the systemic and the individual (personal) levels.

Four frameworks were proposed for the promotion of gender equity in organizations (kolb *et al* cited in Aina, 2005).

- i. ***Equipping the woman*** – a framework which assumed that the biological difference between men and women in organizations is responsible for women’s lack of requisite training and skills to compete in the workplace;
- ii. ***Creating equal opportunity*** – a framework which assumed structural barriers between men and women in the workplace due to their biological difference, including sex segregation of occupation, and the workplace, perpetuated through methods of hiring, evaluation, promotion processes etc. which tend to create glass ceiling against women. Intervention in this regard is often based on improving the situation of the individual worker (females) through access to opportunities and training;
- iii. ***Value difference*** – this framework focused on socialized differences between men and women, exacerbated in masculine and feminine roles and functions. Unlike frames 1 and 2, these gender differences are to be celebrated rather than deplored; and
- iv. ***Re-vision work culture*** – a framework, which focused on, the underlying systemic factors in organizations that reinforce workplace inequity. In this respect, gender difference is not seen so much in terms of biological differences, but rather, as a social construct which rules the life of the organization. The frame is premised on the fact that organizational systems – work practices, structures, norms, and values etc – tend to reflect masculine experiences, which tend to undermine non-work roles and other responsibilities in the private sphere of life that may compete with work roles and responsibilities. For men and women to be relevant in modern organizations, there is the need to revise social frameworks, which, for long, treated women as ‘outsiders’ within organizations.

The strategic drive of the Ekiti State University to be competitive and enduring amongst its peers locally/internationally, led to a number of innovative programmes which will help meet the development agenda of the university. Part of these, is the creation of the Centre for Gender and Development Studies which aims not only at establishing Gender Studies

academic programmes, but importantly to engender academic and administrative processes of the university. The initiative targets both institutional frameworks and individual interests within the organizational complex. Importantly, the above identified organizational logics informed a number of the organizational processes within the EKSU Gender Equity Initiative.

Gender Equity Initiative in Ekiti State University (EKSU)

Since Nigeria responded to the global clarion call for a gender equality responsive society to fast track sustainable development by adopting the 2006 National Gender Policy, the need to bridge the gender gaps in the knowledge industry has become a necessity. In response to this need, EKSU took a bold step in developing EKSU's Strategic Plan (2014 – 2018) which now drives the process of gender mainstreaming in EKSU. The document is a guide and a re-evaluation tool for the attainment of the University's Vision of becoming a world class institution through services, higher operational and administrative efficiency in the discharge of teaching and research responsibilities.

The University established the Centre for Gender and Development Studies for institutionalizing gender education; and gender equity/justice principles within the EKSU system and the larger society through the establishment of Gender and Development Academic Programmes; engendering of academic disciplines across the university using gender as an analytical tool, and treating gender as a cross-cutting issue in both academic and administrative engagements of the university. Consequently, since its inception in 2013, the Centre for Gender and Development Studies has embarked on the following bold steps towards bridging the existing gender gaps in knowledge production and building a crop of gender experts:

- a. **Collaboration:** Initiated collaboration with the University of Eastern Finland towards improving the quality of teaching and learning as well as the overall development of the Centre is in progress.
- b. **Capacity Building Workshop:**
 - Instructors' Workshop on Gender Pedagogies to flag off the commencement of the Centre's academic programmes at EKSU (January, 2015)
- c. **Academic Programmes:** Commencement of Post-Graduate Academic Programmes for the 2013/2014 pioneer set of students in Gender and Development Studies and Social Work Education. The academic programmes of the Centre include:
 - i. Postgraduate Diploma in Gender and Development Studies
 - ii. Postgraduate Diploma in Social Work

- iii. Master of Science (M.Sc.) in Gender and Development Studies
- iv. Master of Science (M.Sc.) in Social Work
- v. Doctor of Philosophy (Ph.D.) in Gender and Development Studies
- vi. Doctor of Philosophy (Ph.D.) in Social Work
- d. **Research:** The Centre for Gender and Development Studies (CGDS) secured the 2015 TETFund Research grants for the following major research works:
 - i. Gender Mainstreaming of Academic Programmes in Ekiti State University: An Action Oriented Study
 - ii. Building Skills in Gender Responsive Pedagogy Among Primary and Secondary School Teachers in Ekiti State: An Action Oriented Study
 - e. Up-graded facilities for the ‘Centre for Gender and Development Studies’, including an expansive 3-Storey Building and IT facilities presently under construction.

Goals and Objectives of the Gender Equity Initiative in EKSU

The primary goal of the gender equity initiative is to institutionalize gender equity and gender justice principles within the university system, thereby ensuring organizational effectiveness and efficiency. The university is therefore poised to create a more egalitarian university environment with deep concern for meeting both the practical and the strategic gender needs of its members – staff and students; and contribute to knowledge production in the Gender Sector. To achieve these goals, the following strategic objectives drive the operations of the Centre -

- a. Mainstreaming gender into the academic and the administrative structures, and the living environment;
- b. Reducing gender disparity in student enrolment, and staff employment through affirmative actions;
- c. Sensitizing staff, students, and the public on gender issues
- d. Building skills and competence in gender mainstreaming across the university
- e. Establishing networks among implementers of the gender equity policy
- f. Strengthening the Centre for Gender and Development Studies (CGDS) to coordinate the implementation, monitoring and evaluation of the gender equity initiative in the university.
- g. Disaggregating by gender all data generated on staff and students across the various units in the university.

Entrenched in the university gender equity principle are the following elements – accountability (a framework which creates gender sentinel sites, and thereby making specific officers accountable for the implementation of the gender agenda); networking (creating a strong internal framework for implementing the gender equity agenda); and cultural values (this necessitates a change of orientation towards equity standpoint in all the organization’s policies and procedures).

Key Strategies and Structure of EKSU Gender Equity Model (EKSU-GEM)

A key component of EKSU-GEM is the institutionalisation of the gender equity principle through organizational transformation. The first step in this regard is defining the vision of the desired outcome, and aligning this to the core strategic goal of the university. The dual agenda of gender equity and organizational effectiveness became a core motivating factor in this process. A key strategy in the gender mainstreaming process is the creation of a ‘Gender Desk’ or a Gender Unit in the Vice Chancellor’s office which then coordinates the gender mainstreaming process within the administrative departments; while the Gender Centre continues to provide technical supports for the engendering process in the university.

It is important to put on record key strategic actions which led to the adoption of a gender mainstreaming mechanism in the university. Some of these are presented below.

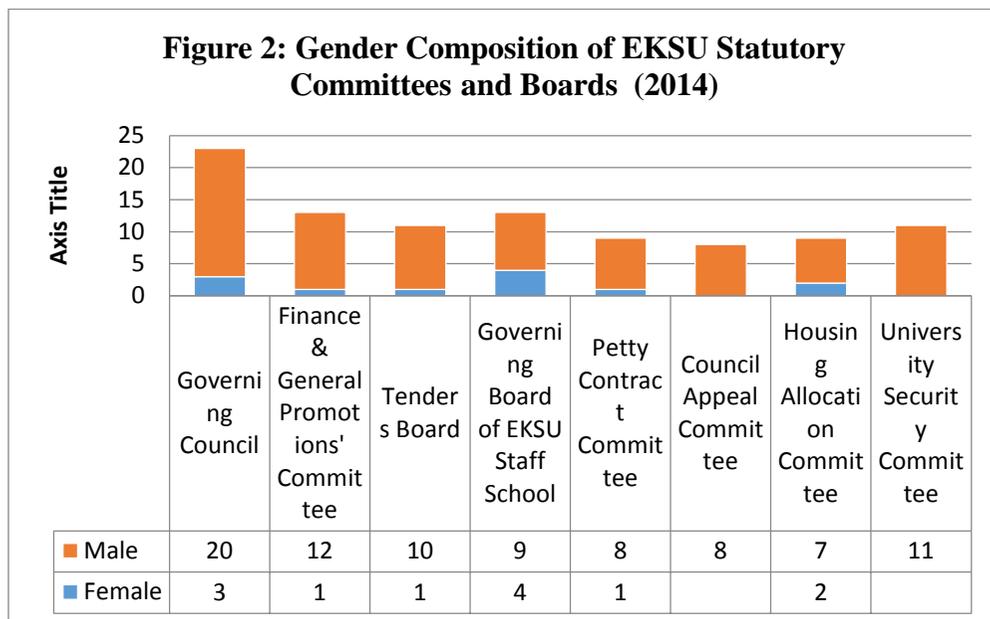
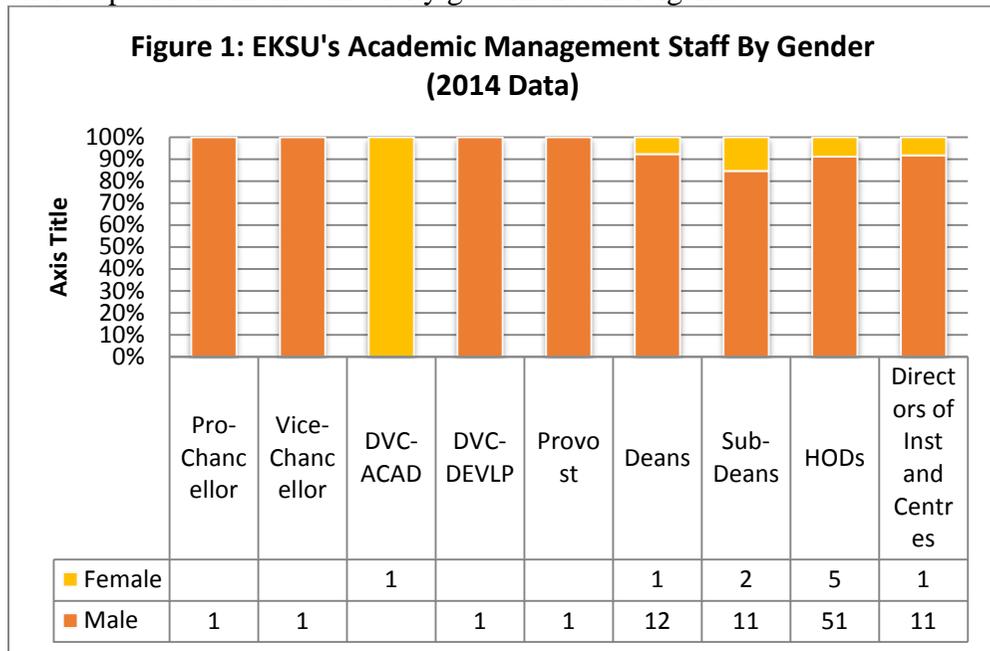
EKSU Gender Profile

The first strategic action in the gender mainstreaming process in the university was to conduct a situation analysis survey which helped to document gender gaps across the different units, and in particular, as relating to staffing; student enrolment; and leadership positions. The situation analysis survey helped to document gender disparities in the university’s institutional functioning - which then necessitates the need to bridge gender gaps.

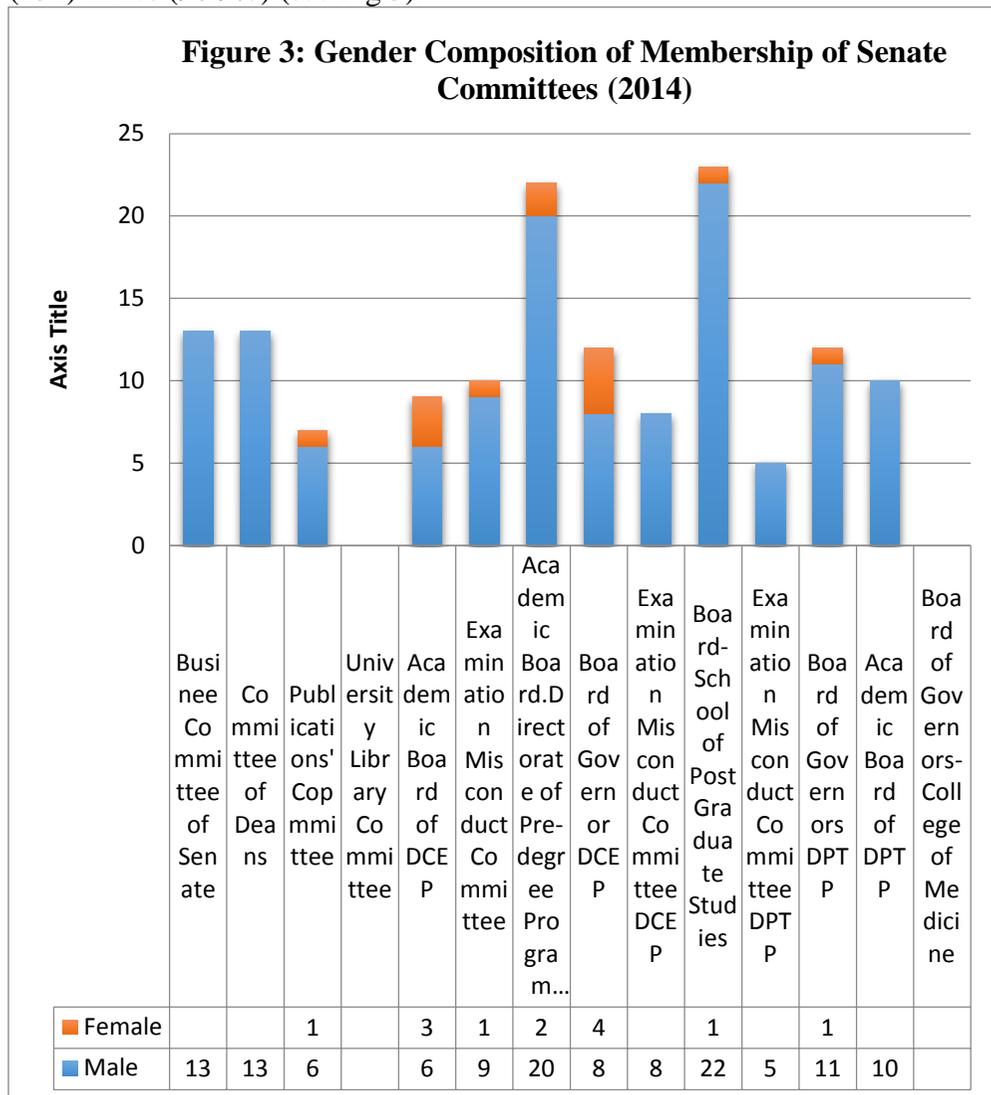
i. Management Positions and Committee Membership

Survey results show gender disparities in staff and students profiles. Most of the senior academics occupying management positions are men. For example, *Figure 1* shows that there are only 10 females out of 99 academic staff in the management positions in the institution. Notably, there is only one female out of the 5 Principal Officers of the University (that is, the Deputy Vice Chancellor – Academics). This trend is however attributed to the recent institutionalisation of gender equity principles in the University,

which makes it mandatory to select at least a woman in one of the 5 most exalted positions in the university governance in Nigeria.



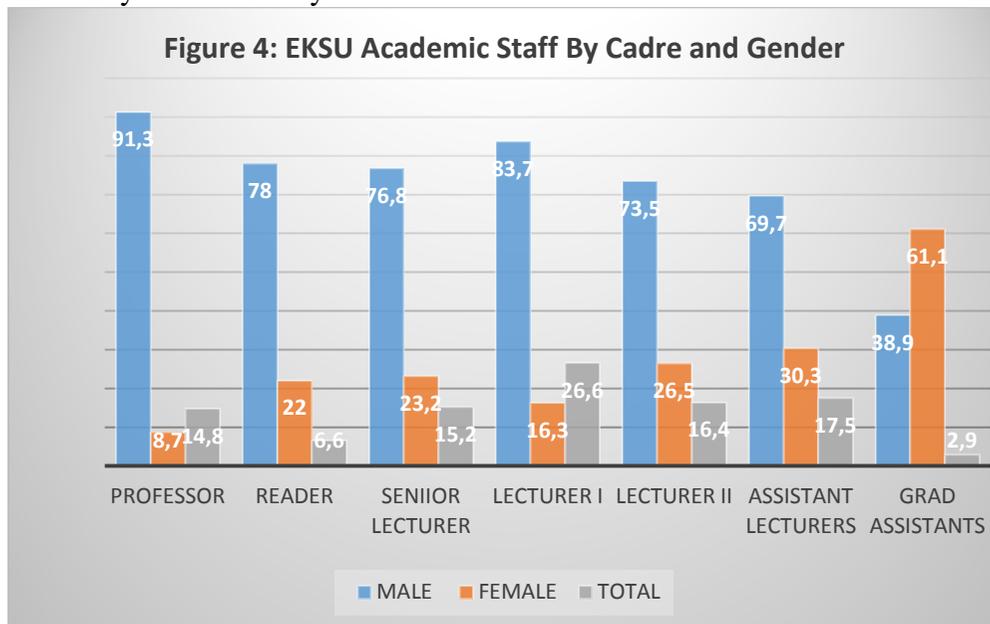
EKSU’s Statutory Committees and Boards are largely filled with males, for out of a total of ninety-seven (97) of such officers, only twelve (12 = 12.3%) are females (see Figure 2). Also, Figure 3 presents the gender profile of the current membership of EKSU’s Senate Committee, which also depicts a huge gender gap. The present Senate Committee has 13 female membership (13 = 9.03%), as against a majority of one hundred thirty-one (131) males (90.9%) (see Fig 3).



ii. Gender Profile of Academic Staff in EKSU

Figure 4 presents the gender profile of academic staff by cadre, which is skewed in favour of males (also see Appendix 1). Out of a total of 623 academic staff, only one hundred and thirty seven (137) are females (22%).

Gender gap is most pronounced at the highest academic cadre, whereby male professors are 91.3% compared to 8.7% for females. Readers are 78% males, compared to 22% females. It is however impressive that female share of academic staff is gradually increasing at the lower cadres, and in particular, as the least cadre (Graduate Assistants) now records 61.1 females and 38.9 males (although this cadre represents a small proportion of the total academic staff (2.9%). The recent recruitment of female academic staff at this entry level is not unconnected with the gender equity drive within the university and nationally.



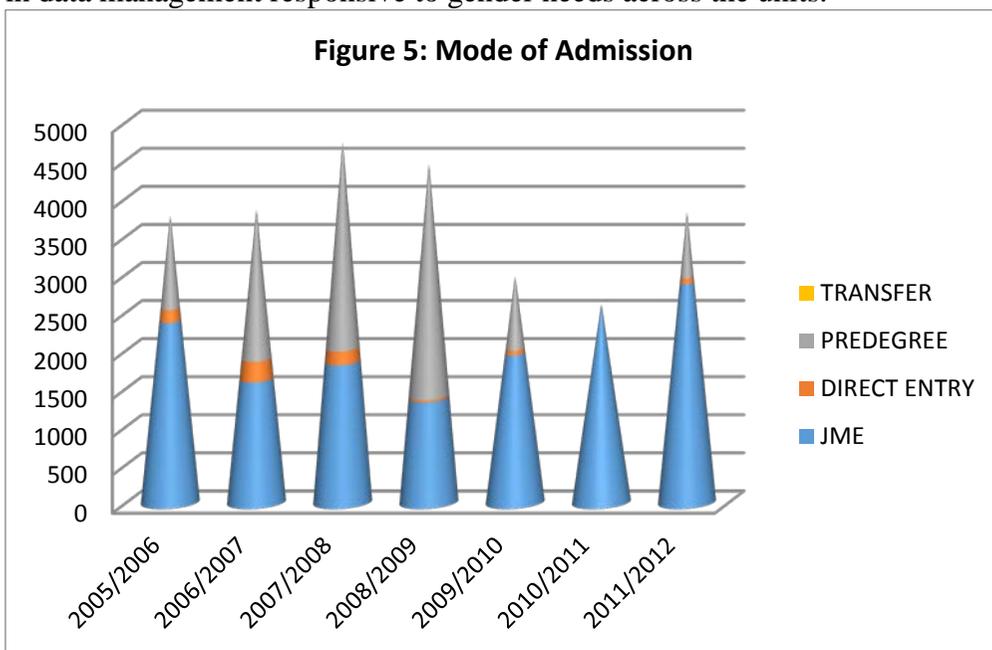
The various data presented above show huge gender gaps in appointments, recruitments, and promotions, while responsibilities for the organisational functioning are largely in the hands of men who occupy most of the senior positions in the university. The policy implications of these gender disparities in staff profiles are many, and therefore deserve policy attention if the gaps are to be bridged in the nearest future. Some of the documented gender gaps have therefore led to actions in the following directions –

- Special support for female academics in the area of research outputs and productivity;
- Ensuring that there is at least a female among the 5 University Principal Officers as a matter of policy;
- Exposing female academics to international conferences and specialised trainings in their respective fields of specialisation in order to enhance their career progression;

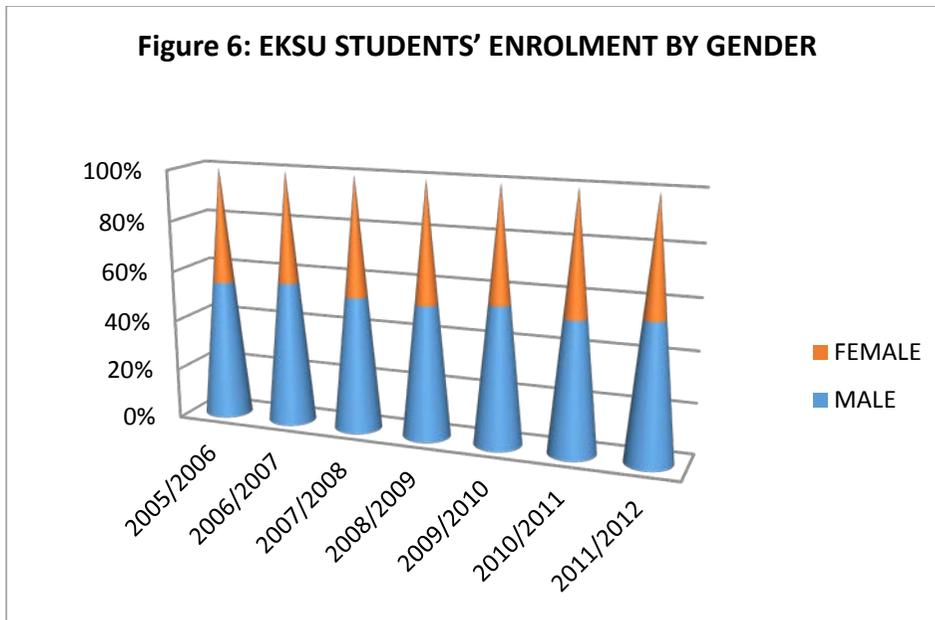
- Instituting a gender sensitive recruitment and promotion policies;
- Creating a gender friendly work environment and
- Mainstreaming gender in pedagogies and the learning environment

iii. Gender Disparities in Mode of Entry and Enrolment Figures:

Figure 5 presents a non –gender disaggregated data on students’ mode of entry into Ekiti state University. This means that generally data on staff and students are not routinely disaggregated by gender. Hence, it is often difficult to measure gender gaps. However, with the activities of the new Gender Centre, the university now imbibes the principle of gender disaggregated data. It is part of the activities of the Centre to build capacity in data management responsive to gender needs across the units.



However, Figure 6 presents a gender sensitive enrolment figures, with clear gender disparities in students’ enrolment at the undergraduate levels for seven consecutive academic sessions (i.e. 2005/2006 – 2011/2012 sessions). Overall, the seven year enrolment data indicated that male students had higher admission rate compared to their female counterparts. The 2007/2008 academic session had a slight increase in the number of female students (Females = 2220 & Males = 2512) as against others sessions (e.g. Males = 1356 & Females = 1244 for the 2010/2011 session). This implies that the University management needs to be gender sensitive and responsive towards female enrolment and retention.

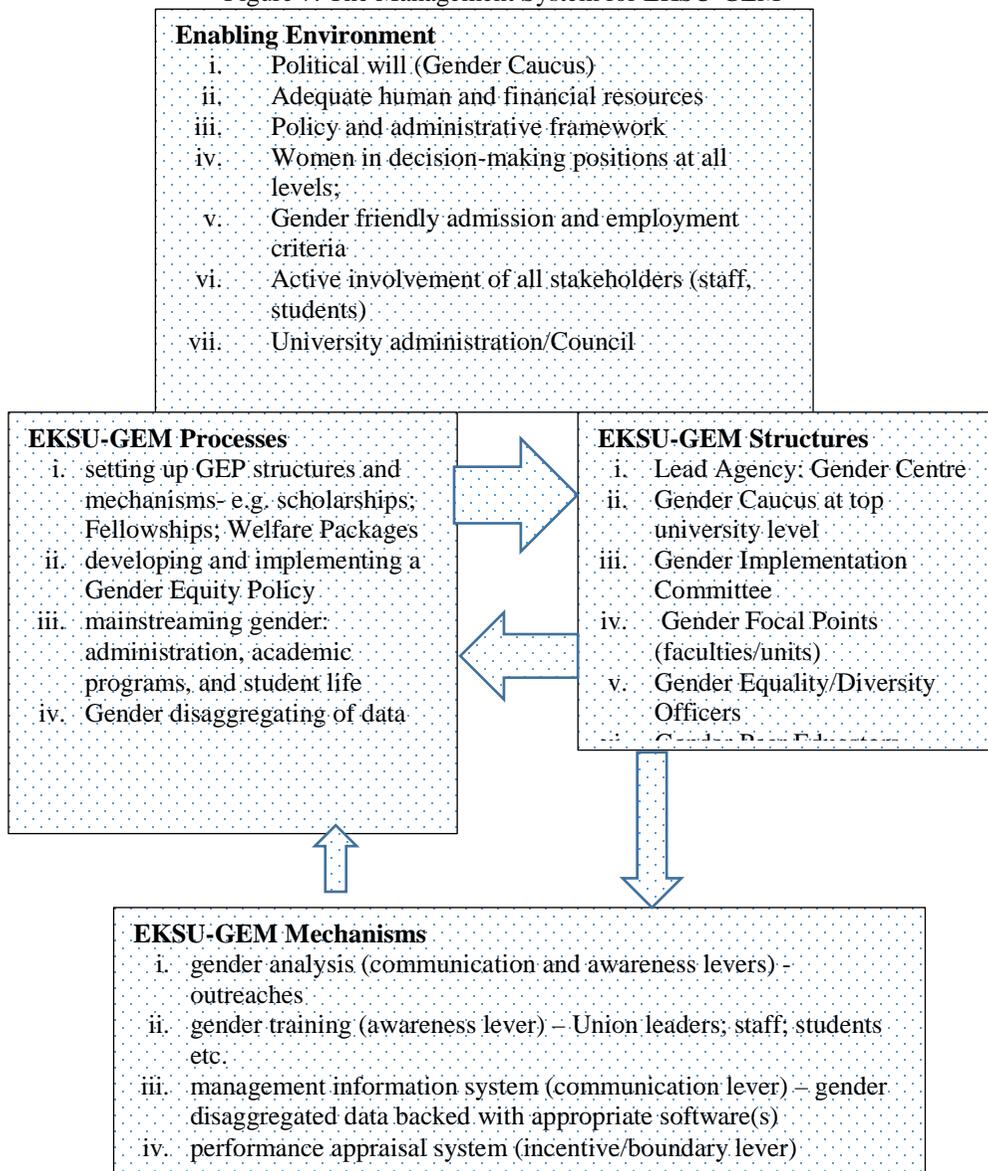


b. Operationalization of EKSU Gender Equity Model

The gender transformation process at EKSU started with a review of the gender situational analysis of the institution. This was closely followed with a gender action plan for mainstreaming gender in EKSU. The staff and students' profiles were examined and used as indicators that could propel the need for change. The indicators are expressed in balanced gender ratios in staff employment, and students' enrolment figures. For example a minimum of 1:3 (F/M) has been suggested by promoters of Affirmative Actions for the attainment of equity; while the National Gender Policy states a 35% Affirmative Action for women/girls in the various sectors of national development. This means that the university must clearly state the gender ratio it intends to achieve within a specified time period. In cases where 50:50 shared ratios are not feasible, a minimum ratio of 1:3 (F/M) is proposed for the University.

The most important factor in creating an enabling environment for EKSU-GEM is the administrative support for the initiative (i.e. a process of legitimisation of gender equity initiative). With a clear support from the University Council (who has responsibilities for policies and laws guiding the operations of the university), a structure was created for the implementation of EKSU-GEM. Each element within this structure has clearly defined roles and responsibilities towards the implementation of the EKSU-GEM (see Figure 7).

Figure 7: The Management System for EKSU-GEM



c. Challenges of Operationalization of EKSU Gender Equity Model

As a new Establishment, the following are some of the challenges of the Centre for Gender and Development Studies:

- i. **Inadequate funding:** This has continued to be a major threat to institutionalization of gender mainstreaming in EKSU. Translating gender mainstreaming into all sectors of the University (academics, management, curriculum, employment, students’ enrolments, ICT, health, religious and security) has been inhibited by lack of funds.

ii. Low technical capacity in gender mainstreaming across units (to which the EKSU Gender Centre is currently responding).

d. Operationalization Prospects of EKSU Gender Equity Model

In order to successfully institutionalize the gender mainstreaming agenda in EKSU, CGDS is currently working on the following gender sensitive programmes:

- i. Development of a Gender Equity Policy for EKSU
- ii. Appointment of Equality Advisors and Gender Focal Persons across units
- iii. Establishment of Committee for Equality issues in EKSU
- iv. Scholarships for female indigents students, in particular in non-traditional gender disciplines;
- v. Mentoring of females in male dominated careers and fields
- vi. Continuous Mentoring Workshops and Career Counselling for young female academics.

Table 7 presents key activities in the Centre’s current Operational Plan of Action which are to drive the process of institutionalization of gender mainstreaming in EKSU.

Table 7: Institutionalization of Gender Mainstreaming in EKSU		
	Academic Programmes	Female Administrative and Academic Staff
Planning and Programming	<ul style="list-style-type: none"> • Gender Sensitisation/Awareness Workshops in faculties, Units and Centres; • Mainstream gender issues in academic curricula and administrative processes with the CGDS taking the lead • Linkages/collaborations with Development Partners and Universities abroad to help strengthen the academic programmes in the Gender Centre 	<ul style="list-style-type: none"> • Build the technical capacity of female academics and administrators in requisite areas, including leadership and governance; and on how to attain leadership in research, teaching and community services • Build the technical capacity of a crop of women and men gender champions to ensure sustainability of interest in gender equity issues in the university
Develop Technical Tools and Resources for Gender Mainstreaming in EKSU	<ul style="list-style-type: none"> • Develop Gender Equity Policy for the University with clear guidelines for Affirmative Actions and mainstreaming gender across units <ul style="list-style-type: none"> • Develop Training Manuals, • Conduct TOT on gender analysis/auditing, gender statistics, and gender budgeting among others • Appoint gender Focal Points in various the various faculties, Departments, and Units to support gender mainstreaming. 	<ul style="list-style-type: none"> • Increase female’s participation in decision-making processes, including university governance; union activities; and other national level political processes
Strengthen Monitoring and Evaluation (M & E) for Gender Mainstreaming	<ul style="list-style-type: none"> • Monitor/evaluate implementation of EKSU Gender Policy; Gender Mainstreaming of Pedagogies and the Learning Environment; and Students’ and Staff overall responses to gender issues and the mitigation efforts 	<ul style="list-style-type: none"> • Fact Sheets on gender transformative efforts at EKSU on a regular basis

Conclusion

Gender education is unique in its ability not only to produce academic knowledge, but a veritable tool for social transformation, and building a just and equitable society of humans (men and women, boys and girls) who together share a common responsibility of making the world a better place. It helps in retooling of theories and research methodologies. Since the advancement of women's rights to education, university education and jobs have been opened to both male and female students and staff although with gross gender imbalance. As part of the efforts to bridge the gender gaps in higher education and jobs, United Nations, British Council and the Swedish International Development Agency (SIDA) instituted a number of treaties and declarations to which Nigeria is signatory. Specifically, the EU Treaty of Amsterdam (1997) and the Beijing Platform of Action (1995) promoted gender mainstreaming as a policy strategy for bridging gender equity gaps. One of the six demands of the 2013 British Council's Going Global Conference in Dubai maintained that gender mainstreaming should be fundamentally incorporated in all of a university's practices and procedures. Consequently, the Centre for Gender and Development Studies (CGDS) conducted a qualitative survey which showed that there is a gross gender gap in the Ekiti State University's management, statutory committee and boards, Senate, Academic staff employment, promotions and leadership positions; as well as students' enrolments and academic attainments. The situation analysis survey present data which gave the Centre a push for its present mainstreaming activities in the university, and relevance.

The importance of the current gender mainstreaming efforts at the Ekiti State University cannot be over emphasised as it continues to build bridges across various divides – male and female staff; staff and students across gender groups and gender interests. Creating a gender sensitive/responsive academic environment is no doubt going to enhance not just institutional functioning, but the performance of staff and students, and more importantly, the females who traditionally were not only marginalised but almost excluded from the seats of power. Galvanising the talents of females for national development, in particular, within the education sector presents a bright horizon for Nigerian economic growth and development.

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Appendix 1: EKSU's Academic Staff Gender Profile By 2013/2014 Academic Session

Faculties	S/ N	Departments	Profess or		Reade r		Senior lecture rs		Lectur er 1		Lectur er 2		Assista nt lecture rs		Graduat e Assista nts	
			M	F	M	F	M	F	M	F	M	F	M	F	M	F
Management Sciences	1.	Banking and Finance (BKF	1				1		7			1	1		1	2
	2.	Business Administratio n	1								6		2	1	1	
	3.	Accounting			1		1		2	1			3		2	2
Engineer ing	4.	Computer eng.					1				2	1	2			
	5.	Civil Eng.	2				2		5		3	1				
	6.	Elect/Elect Eng.					1		9		2	1	1			
	7.	Mechanical Eng.	2		1		1	1	5		8	1				
Medicin e	8.	Medicine	1				2		4							
	9.	Surgery	3				3		5							
	10.	Med. Bch	1				1		1		1	1				
	11.	Anatomy pathology	1						3							
	12.	Chemical pathology	1						2							
	13.	Heamatology /blood transfusion	1					1		1						
	14.	Med. Mcb & parasiology	1													
	15.	epidemiology			1		1		3	1						
	16.	Community health & anatomy			1											
	17.	dentistry					1		1							
	18.	Obs & gynaecology					1		6							
	19.	radiology					1			1						
	20.	physiology					2									
	21.	pharmacolog y					1		1							
22.	optamology						1	2	1							
23.	anaesthesia							3								
24.	peadiatric							3								

	25.	psychiatry						3							
	26.	anatomy				1		1		3	1				
Arts	27.	Eng & literary studies	2		2		1	1	4	1			4		
	28.	french	1				3		4		2		1		
	29.	History & int. studies	2				1	1	4		1	1	4		
	30.	Linguistics & Nig. languages	1		1		1		2	1		1		2	2
	31.	philosophy	3		1				2	1	1		2		
	32.	Religious studies	3				3	1	4	1	1		3		
	33.	Theatre & media arts	2												
Agriculture	34.	Agric economics & extension						3	3		4		2		1
	35.	Animal production & health sciences	1		1		1		5		2	1		1	
	36.	Crop soil & environmental science	4		4		4		3	2	1		1		
	37.	Forestry, wildlife & fishery management					1	1	4	1		2	2		
Social sciences	38.	Economics.	1		1				3		2		5	1	
	39.	Geography & planning sciences	3		1		4		2		1	1	1		
	40.	Political sciences.	3		1		4		3		1		1	1	
	41.	Psychology.	1		1		2		1	1			2	1	
	42.	Sociology	2		1	1	1		2	2	1			1	
	43.	Institute of peace, security & governance	1												
	44.	Centre for gender & development studies.		1				1				1			
Education	45.	Curriculum studies	3		3	1	1	1	6		3		7	5	1

	46.	Educational foundation & management	8		1	1	1	4	3	1	3	2	4	4		2
	47.	Institute of education	3			1	2	1		3	1		2	1		2
	48.	Human kinetics health education	2		1		2	1	1		2	2		1		
	49.	Guidance & counselling	4	3	1	1	2	1	3		1	2		2	1	1
Law	50.	private	2				1		3	1		1		1		
	51.	public					3		5	2	1					
Sciences	52.	Biochemistry	2	1		3				1	1	2	2	2		
	53.	Chemistry	5	1	1		3		1	1	3	1	3	1		
	54.	Geology	1		2		2		1		3		7	2		
	55.	Mathematics	3		1		1	1			7	2	8	1		
	56.	Micro biology	2	1	2	1	1	1	1		1		1	3		
	57.	Physics	1	1	1		3		2		3		3			
	58.	Plant science	1		1		2		1	1	4	1				
	59.	Zoology	2				3	1	1	2			2	2		
<ul style="list-style-type: none"> • M = MALE • F = FEMALE 			M	F	M	F	M	F	M	F	M	F	M	F	M	F
			Profess or	Reade r	Senior lecture rs	Lectur er 1	Lectur er 2	Assista nt lecture rs	Graduat e Assista nts							