REPORT OF WORKSHOP ON MAINSTREAMING GENDER IN HIGHER EDUCATION HELD ON MONDAY AND TUESDAY, 25-26 SEPTEMBER, 2006 AT THE UNIVERSITY OF IBADAN, NIGERIA

THE WORKING GROUP ON HIGHER EDUCATION (WGHE) OF THE ASSOCIATION FOR DEVELOPMENT OF EDUCATION IN AFRICA (ADEA) AND THE UNIVERSITY OF IBADAN IBADAN NIGERIA
Executive summary

A Workshop on Gender Mainstreaming in Higher Education was held at the University of Ibadan by the Working Group on Higher Education / Association for the Development of Education in Africa, Association of African Universities and the University of Ibadan on September 25-26, 2006. Eighteen Nigerian Universities affiliated to the Association of African Universities and the National Universities Commission sent representatives to the two day workshop.

Using the WGHE/AAU Toolkit, the participants were taken through definitions of basic concepts in gender, forming policies and strategies, the role of human resources, mainstreaming gender in the curriculum, research and gender-sensitive research methods, faculty and support programmes, sexual harassment, disaggregated data and resource mobilization.

Each institution developed an Action Plan which would be followed up by the two local resources persons. The participants’ evaluation of the workshop was very positive and they emphasised the need for a separate workshop on Gender mainstreaming the curriculum which they regarded as the most challenging task in gender mainstreaming in Nigerian Universities. The required skills were not locally available and there was need to convince a generally sceptical university community about the feasibility of gender mainstreaming in African institutions of Higher Learning.
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OPENING CEREMONY

The workshop on mainstreaming gender in higher education, jointly organized by the Working Group on Higher Education (WGHE) of the Association for the Development of Education in Africa (ADEA) and the University of Ibadan (UI), commenced with an opening ceremony held at the University of Ibadan Conference Centre on Monday the 25th of September, 2006. The workshop was formally declared open by the Vice Chancellor of the University of Ibadan, Prof. Olufemi Bamiro in a high profile ceremony attended by principal officers of the host institution and the WGHE team led by the Coordinator, Mrs Alice Lamptey. Senior academic and administrative staff members of eighteen Nigerian universities which are members of the Association of African Universities (AAU) and representatives of some civil society and media organizations participated in the workshop.

The Vice Chancellor, Prof. Olufemi Bamiro, in his welcome address, stated that gender mainstreaming in higher education is a very topical issue that requires institutionalization within higher education institutions, given its crucial role in development, globally. He noted that little attention had been paid to gender issues in higher education, especially in respect of access, staff recruitment, student welfare, development of curriculum and general institutional culture. He noted that even though every Nigerian University has in its Act a general clause prohibiting discrimination on grounds of ethnicity, religion, class or sex, very few Universities had a Gender Policy or an Equal Opportunities Policy. He was therefore hopeful that the workshop would bring about a positive change and close the existing gaps noticed in every university. The Deputy Vice Chancellor (Academic), Prof. Abiola Odejide, and the UI coordinator of the workshop, also expressed similar optimism about the expected transformations the gender mainstreaming workshop would bring about in Nigerian universities. She noted the very positive response to the invitation by most of the universities and commended the initiative of the Working Group in Higher Education of ADEA and the Association of African Universities for sponsoring the workshop and providing the toolkit. She also appreciated the efforts of the management of the University of Ibadan in facilitating the workshop through its prompt attention to the logistics.

A total of 38 participants registered for the workshop. They consisted of professors, Senior Lecturers and top-level administrative staff from eighteen universities, chosen to represent 18 institutions and the National Universities Commission, the coordinating parastatal for all universities. The disciplines covered by the participants were Social Sciences, Arts, Science, Education and Medicine. Administrators attended from Student Affairs and Academic Planning. In attendance also were other dignitaries in the field of higher education, including Prof. Bolanle Awe, the pioneer Chairperson of the University of Ibadan’s Women’s Research and Documentation Centre (WORDOC), and current Pro-Chancellor of the University of Nigeria, Nsukka, a representative of an NGO, the Iyalode Wuraola Esan Foundation, and Prof Pai Obanya, an International Education Strategist.
A group photograph was taken at the end of the opening ceremony. Many journalists from national and state electronic and print media covered the event.
WORKSHOP SESSIONS
Day 1: September 25, 2006

Introduction of Participants:
A participatory session, ‘Meet my new friend’ was used for the introduction of participants at the beginning of the second phase of the workshop. Participants worked in pairs to share their interest and backgrounds and then introduced their partners to other participants. This served as an ice breaker. The session revealed that participants had varied experiences in gender work, ranging from years of previous training and research to no experience at all.

Workshop Expectations:
Individual participants expressed diverse expectations about the workshop as shown below:

• Introduction of Gender Policies in all institutions of higher learning in Nigeria
• The occupation of more managerial positions by women in Nigerian Universities
• A gender sensitive school curriculum at all levels
• Removal of cultural issues which impede gender equity in Nigeria
• Practical ways of mainstreaming gender issues in academic programmes in Nigerian Universities
• Knowledge of current trends in gender studies and politics

Overview of the Tool Kit
Dr. Fay Chung, who has over three decades of experience in education and development fields, introduced the tool-kit by providing the background on why and how the tool-kit was developed. She explained that due to increased prominence of gender issues in development in recent decades, there arose a need to develop such an instrument that would make it possible to mainstream gender into higher education. The trainer, as part of the overview, described the trends in gender work in Africa, giving examples of some success stories, such as the case of Makerere University, Uganda.

The tool-kit was developed by the WGHE/ ADEA and AAU, under the coordination of Ms. Alice Lamptey and with the help of Dr. Fay Chung, the Consultant for the project. Fay Chung in addition, acknowledged the contributions of other experienced gender scholars who edited the manuscript, especially Prof Abiola Odejide, who provided extensive critique of the draft document. Fay Chung highlighted the important role that the university education has to play in propagating intellectual skills, including current thinking about gender. She emphasized that participants at the workshop were going to be responsible for ensuring that the goal of mainstreaming gender in higher education in their various institutions was realised. The outcome of the training was more important than the activities at the workshop.
The ‘Adopt, Adapt, Reject’ Strategy
Abiola Odejide explained a procedure called ‘Adopt, Adapt, Reject’ as a training strategy for the modules in the toolkit. The major advantage was that it allowed the participants to respond to the content and activities of the modules, and so, “own” the toolkit, as they would have the opportunity to make inputs and decide how to use it.

*Adopt* – This implies that participants could adopt the content or strategies presented in the module without any modification if they considered them applicable or good enough for their situations.

*Adapt* – The Tool-Kit is not cast in stone, therefore the participants could modify contents and adapt strategies to suit their individual contexts.

*Reject* – In this case, participants do not think that the materials or activities presented would be relevant and therefore, reject them. This option was not expected to occur often. Participants discussed the specific criteria to use to adopt, adapt or reject and decided that this would be based on the situations in their particular institutions.

**MODULE 1: DEFINITION OF CONCEPTS**
Fay Chung facilitated this module.

Introductory Activity:
Participants brainstormed and gave a general assessment of the gender situations in their various institutions.

- University of Ibadan (UI) – It was estimated that women are fairly well represented in the University of Ibadan system especially in the administrative cadre. There were two females among the six Principal Officers.
- The University of Nigeria, Nsukka (UNN) - The university has the first female Pro-Chancellor in a Nigerian university; headship of departments is fairly evenly distributed between females and males, and there is increased enrolment of female students and employment of female staff.
- Bayero University, Kano (BUK) - In management positions, there are 3 female Deputy Registrars (DR), 1 female Prof, 3 Assoc Professors, etc. This is considered an improvement over the past situation. However, it was too early, in the participants’ opinion, to practise strategies such as gender budgeting.
- University of Jos – There is on-going gender research supported by the Carnegie Corporation. There is also a gender equity policy.
- University of Abuja – There are more female heads of department than in the past. There is also a first female Dean of Post Graduate School; a Centre for Gender Studies
- Obafemi Awolowo University has a centre for gender policy studies

Apart from the above examples, discussions showed that every university had some programme on gender, mostly in form of gender input in some courses.
Definition of Concepts
Fay Chung guided the participants to define key concepts related to gender namely, Sex and Gender, Gender Stereotypes, Reproductive Roles, Gender Division of Roles. Gender violence, Gender Awareness, Gender Sensitivity, Gender Blindness, Gender Gap, Practical Gender Needs, Gender Strategy, Gender equality, Gender Equity, Gender Audit/Budgeting, gender gap, Gender policy, Gender budgeting and gender mainstreaming. The session was fully participatory and members used examples from the Nigerian social and cultural scene and their institutions to explain the concepts. The University of Makerere in Uganda was used as an example of best practices in gender mainstreaming since there is a very conscious attempt there not to treat gender as only women’s issues. The institution looks at all aspects of its system through a gender perspective. A Gender Mainstreaming Department was established which looks into all aspects of University life to ensure that it incorporates a gender perspective.

Participants noted that this was not happening yet in any Nigerian University.

MODULE 2: FORMING POLICIES AND STRATEGIES
Fay Chung took the presentation while Abiola Odejide led the activity session. Participants discussed the definition of a policy and the rationale for having a gender policy. This includes the human rights perspective, development of human resources, institutionalizing of reforms, problem solving, quality and effectiveness of academic institution, vision, mission and core business of the university, integrating gender into research and development and into policy as a development strategy.

Examples were drawn from the situations in Nigeria which in spite of being the 6th in crude oil production globally has one of the lowest per capita incomes in the world. Seventy percent of agricultural producers in Africa are women and there is minimal research on women farmers. At the institutional level, in Lesotho University, there were 6 to 7 courses on gender yet, they were fragmented due to lack gender policy; these underscore the need for a gender policy that considers the needs of women as well as men.

The participants discussed the essential steps in Gender Policy Formulation namely, identifying challenges and opportunities such as international and national legal institutions, involving a number of champions in strategic positions, defining outcomes, international and national legal institutions, information gathering, consultation and research, system-wide institutionalization, resource allocation, communications and Monitoring using for example, CIDA’s ‘Good Practices to Promote Gender Equity.’

The next session was devoted to Activity 2 C which was conducted in five groups. The Gender Equity Policies in participants’ universities were identified; namely Obafemi Awolowo University and University of Jos both of which were supported by the Carnegie Foundation. Three universities had a Sexual Harassment Policy: the OAU, Jos and the University of Abuja. The Gender policies of a few other universities were at various levels of formulation.
MODULE 3 – THE ROLE OF HUMAN RESOURCES
This session was facilitated by Fay and Abiola. First, Fay made a 12 minute presentation on the topic, highlighting the main gender issues in human resources development and management. The key issues discussed included:

- Statistics of female staff, especially in decision-making positions in institutions
- Codes of ethics in the work-place
- Gender issues influencing women’s performance in the work-place
- Illustrations of gender-sensitive policies and practices
- Changes in human resources in respect of improved knowledge and skills and organizational climate as they relate to females and males
- Steps that can be taken to reduce gender imbalance in human resources

Group Activities:
Participants broke into five groups to carry out the following activities as guided by Abiola Odejide:

1. Prepare an organogram of the participants’ universities from University Council level to deanship and show the gender distribution
2. Discuss Activity 3 E, ‘Who should get the job?’

Report of Group work:

The report showed that there was only one female Pro Chancellor in the 18 Nigerian universities represented at the workshop, no female VC, one female DVC, one female Registrar, one female Bursar, one female University Librarian, 1 female Director of Health, no female Director of Works.

The discussions revealed that there was a skewed distribution of human resources at higher decision making levels of higher education against women in all the participating universities.

Activity 3E. ‘Who should get the Job?’
The activity generated a lot of discussion, but the groups finally decided that the young lady, Tanya, should get the job irrespective of her personal and family situation. Since she had performed best, the recruitment panel should not discriminate against her on grounds of her family situation. She had the right to make her own decisions, and should be given the opportunity to make arrangements both for child-care and job. The point was emphasized that such situations are not uncommon in Nigerian higher institutions and this underscores the need to have gender sensitive people on such recruitment panels.

MODULE 4: MAINSTREAMING GENDER IN THE CURRICULUM
Fay Chung and Ifeoma Isiugo-Abanihe facilitated this session. Ifeoma made a 30-minute presentation on the topic, followed by a period of group activities and plenary discussion led by Fay. The presenter drew the participants’ attention to the main outcomes expected from this module namely, to:

- increase understanding of the key role of curriculum as a transformation tool in terms of human rights and development
- increase participants’ ability to bring about curricular transformation
- explore processes for incorporating gender into productive disciplines
- achieve greater level of gender justice and human rights through the curriculum

Curriculum was defined as a wide range of content and processes of education which often includes a hidden curriculum. Higher education defines reality and charts the direction for African development. Gender mainstreaming of the curriculum facilitates the pursuit of human rights through highlighting gender images and language, and providing examples of methodologies and approaches for curricular transformation.

**Group Activity 4A**
Participants worked in 5 small groups according to their subject disciplines to discuss the factual and technical skills being imparted in the disciplines and the values and attitudes being inculcated.

**A. Basic Medical Sciences Group**
*Technical/factual knowledge*

The members identified the factual/technical skills as information on nutritional and food Biochemistry for example the loss of substantial food nutrients in a common Nigerian culinary practice of par boiling rice and throwing away the water, the danger in eating fatty foods with high cholesterol, hydrogenated fats, and the value of eating choice-parts (more nutritious parts) of meat.

*Values/Attitudes*
- Men, especially heads of households are perceived as more important since they get the choice portions of meat, and children and women who get less of it are not important.
- In some cultures, some fatty portions of foods are reserved for some people, the important people.

**B. Faculty of the Social Sciences – Economics**
*Technical/factual knowledge*

- Entrepreneurship skills
- Price determines demand and supply in economic transactions

*Values/Attitudes*
- Some people have businesslike attitudes
- People make money by employing their survival instincts
C. Faculty of Science/Technology - Mechanical Engineering

*Technical/factual knowledge*
- Knowledge and skills about: (a) Design, (b) Construction, (c) Maintenance and (d) Management

*Values/Attitudes*
(a) Design: Paying attention to details; being imaginative; showing creativity, translating concepts into reality
(b) Construction: Dexterity, imagination, physical endurance, paying attention to details, carefulness
© Maintenance: Carefulness, conservation, observation and organization
(d) Management: Organization, Leadership, interpersonal/human relationship

D. Faculty of Arts – Theatre Arts

*Technical/factual knowledge*
- Factual Skills of Directing Theories
- Principles of directing - Composition, movement, picturization, rhythm and pantomimic dramatization
- Technical skills of dancing, acting, drumming, singing and performance

*Values/Attitudes*
- Respect for elders
- Gender balancing
- Team Spirit
- Appropriate dressing
- Promotion of societal norms

The plenary session elaborated on the issues that emerged from the small group discussions especially the importance of distinguishing between factual/technical knowledge and values in teaching. The importance of role modeling of female and male teachers was stressed.

Participants stated they were not equipped to deal with skills for engendering the curriculum content of specific disciplines, especially the sciences. They emphasized the need for a specific workshop on gender mainstreaming which would last for three to four days in order to help them to impart the skills to their colleagues who are generally skeptical of the whole issue of gender.

This discussion was continued over lunch and afterwards. It was agreed that all disciplines have values and attitudes and gender mainstreaming was important despite the fact that it may be more difficult to carry out in some fields.

**MODULE 5: RESEARCH AND GENDER-SENSITIVE RESEARCH METHODS**
Abiola Odejide, in facilitating this session, presented her study on Gender and Institutional Culture in the University of Ibadan Hostels as an example of a gender-sensitive research. She highlighted some of the qualities that are paramount in the conduct of a gender-sensitive research:

- A gender-sensitive research must address gender issues
- It should go beyond the quantitative and employ gender-sensitive research techniques, e.g. observation, Focus Group Discussion and use of triangulation.
- The premise from which the researcher is starting and the outcome being expected must be gender-sensitive
- The products, especially the dissemination mode should be useful to the researched
- The location of the researcher in relation to the researched is very crucial and must be explained
- Gender-sensitive research is not about the researcher exploiting the researched and other people; it involves putting back something from where you collected the information so that there will be benefit to the participants

Questions were raised on the positionality of the researcher, the ethics of rewarding the researched and the dilemma of the researcher who realizes that research does not inform policy in Nigeria. The subsequent discussion highlighted the power dynamics involved in research, the importance of ensuring that the researched as well as research assistants also benefit from the product of the research. The issue of research not informing policy was regarded as a challenge which all scholars had to address through partnerships with policy makers and involving them in the process, possibly as members of the steering group.

The prevalent suspicion of gender research and practice had to be addressed through gender mainstreaming which demands a substantial amount of gender awareness creation and strategizing in order to increase political will in the institutions. The programme of the first day ended around 6.30 p.m. with an overnight assignment on individual and institutional Action Plans.

**DAY 2 PROGRAMME September 26, 2006**

**Reflections**

The first session opened at 9:20 am with reflections by the participants on the activities of the previous day. Fay Chung, the facilitator, guided participants to ask questions and made recommendations.

- There was further discussion on whether science is gender neutral for example Pharmacology. Clarifications from a professor of Pharmacology were informative - instances were given of gender issues in pharmacology, including the limited research on medicine administered to women.
- It was also felt that there was need to devote more workshops to practical ways for mainstreaming gender in curriculum especially in disciplines such as Science where work has not been done.
The issue of networking among colleagues for Curriculum Development was emphasised. Scholars in gender would have to work with scholars in the different disciplines to produce such curricula.

Women farmers: A lot of Agric students at some stage in their programme go for field work. The experience is that most of them work with women farmers.

Experiences of different universities: University of Jos reported having carried out activities that cover the first three modules – Basic facts about gender; Forming policies and strategies; and Human resource development. The 4th module – mainstreaming gender into the curriculum was yet to be addressed by the university; therefore curriculum is still a gap. Obafemi Awolowo University has also addressed the issue of policies.

9:50 – 11:10 a.m.: MODULE 6 – FACULTY AND SUPPORT PROGRAMMES

Presentation:
Ifeoma and Fay were co-facilitators for this session. First, a 30-minute presentation on the topic was made by Ifeoma followed by group activities led by Fay. During the presentation, the following expected outcomes were highlighted:

- Support for faculty and students to develop and use gender-related programmes
- Faculty and students equipped to teach and learn about gender
- Strengthen gender relevant activities to generate teaching materials
- Improve gender climate in HE institutions

The following related topics were addressed in detail:
- The challenge of a generally hostile institutional context to gender issues
- The problem of providing faculty and student support programmes in African higher education institutions, especially Nigeria.
- Strategies for responding to the problem
  - Creating awareness of gender in teaching and learning
  - Commitment to improving faculty and students’ understanding of gender issues in higher education
  - Providing support programmes and policies to fund, sustain and legitimize gender concerns

Mediating strategies to achieve faculty and institutional programmes on gender include
- Formulation and institutional adoption of a Gender policy
- Conducting a Gender audit of the institution to inform policy; this would be in areas like teaching, research and community outreach.

Group Activities:
Fay Chung facilitated group work on Activity 6A “Science has no gender” Are there some disciplines in the sciences and Technology which have no gender issues? Discuss how they can be gendered.

In the plenary session, the view was discussed in relation to the preparation of both boys and girls at home and in pre tertiary education for a career in science. In-school awareness should start at the first and second levels of schooling. Teachers should be gender sensitive and encourage all students in all subjects. At the university level, relevant gender causes must be taught to all students in the General Studies Programme and mainstreamed in other disciplines.

Faculty and Support Programmes.
1. Voluntary Gender Activism Programmes on Campuses
   Advocacy on Gender and HIV/AIDS
   A number of universities, such as Igbinedion, University of Nigeria, Nsukka, Ibadan and University of Benin reported having established vibrant sensitization programmes in and outside their campuses. They had established students’ leadership and development programmes, as well as standing committees to carry out advocacy on gender and HIV/AIDS issues. Some of the programmes address gender issues in HIV/AIDS such as lack of information and the cultural problems that lead to stigma.

   The participants identified the following as the gender perspectives of HIV/AIDS programmes:
   (a) getting men to know that HIV/AIDS is not a women’s problem. Men have gender-biased attitude toward HIV/AIDS as is evident in their stigmatising women as the carriers of HIV and not victims. Men refuse to be tested, and more women are tested due to pregnancy and child birth.
   (b) Powerlessness of women – Socio-cultural norms increases women’s vulnerability. As a result, they cannot negotiate safer sex due to unequal power relations between men and women.

2. Kinds of Support for engendering Research -
   The premise for this is the recognition that all research can have a gender component
   Kinds of Support:
   ➢ Safe Environment, e.g. to protect female archaeologists from sexual violence.
   ➢ Conducting awareness programmes on the need for gender research
   ➢ Funding – local funding and identification of funding partners
   ➢ Moral support
   ➢ Institutional structures/resources – library, etc.
   ➢ Networking among researchers to build synergy
   ➢ Interdisciplinary network/collaboration
   ➢ Mentoring among faculty and students

3. Programmes to engender the Community
• The physical environment should be made conducive for both males and females
• Emphasis on use of language that is gender sensitive
• Scholarship for female and indigent students
• Vacation jobs, especially for female students
• Fellowships for academic and administrative staff, especially on gender
• Gender forum for sharing of ideas on sensitive issues on gender
• Need for more gender sensitization and advocacy – e.g. against female genital mutilation, especially in the northern part of the country

Programmes to engender Teaching

(a) Personnel
✓ Female lecturers should be employed in all disciplines to close existing gender gaps
✓ Gender balancing should be implemented in employment of both temporary and permanent staff.
✓ Training in teaching skills to be carried out for all academic staff.

(b) Process of Teaching
✓ Use of illustrations involving females and males
✓ Gender education for students
✓ Discouragement of negative cultural values against women and use of real life practical situations to change negative cultural beliefs
✓ Reproductive education for females and males

(c) Language Use
Emphasise appropriate use of gender-sensitive language in lectures and meetings

(c) Use of Audio-Visuals/ICT
Both female and male students and staff should be encouraged to use IT facilities, audio/visual materials, computers, Power point presentations for teaching and research.

Final Reflections
1. Final reflections on the topic focussed on the issue of a “less belligerent” strategy to address gender issues since this would be counter-productive.
2. Participants gave illustrations of individual efforts of lecturers (including male lecturers) and standing committees that act as students’ advocates in the attempts of universities to curb sexual harassment.
Both points underscored the issue of identifying allies among female and male members of the community to promote the work on gender mainstreaming.

11:50 am – 12:50 pm: Session 7 – Student Access and Retention
Fay Chung was the presenter for this session. She described the context of H E in Africa where most institutions are designed as residential which favours the elite. Problems and demands of increased students’ population, emergence of private universities and their gender implications were discussed e.g. problems of poor students who are mostly women. There is the need to identify strategies that are more responsive to the needs of poor students and that can reduce cost. Various indicators of poverty were highlighted.

Activities
Abiola Odejide facilitated small group activities on situation reports on student access and retention which participants could obtain from the Academic Planning Units of their universities. – Participants in 5 groups discussed the following:

1. What is the profile of students’ achievement in the various participating institutions?
2. Is it gendered?
3. What are the factors that facilitate or inhibit students’ access?
4. Which of these are gender issues?
5. What are the interventions to ensure that students perform well?

Reports from Groups:
All Nigerian universities are required by the National Universities Commission to provide information on student access and staff profile by gender. However, other data are not disaggregated. Participants should begin to require their Academic Planning Units to disaggregate data by gender.

In most of the universities except Ibadan, the statistics on class of degree is not disaggregated by gender. There are negative attitudes within the university community that influence achievement of females and males such as the querying of female students’ high performance.

Facilitators of gender equity in higher education:
These were identified as Access Programmes (e.g. Diploma programmes that assist students to proceed to full-fledged university degree programmes); Scholarships; parental influence; peer influence; positive role models; economic status of parents/guardians of a student; Government Policies/ Affirmative Action; Guidance and Counselling; University environment; Staff Mentoring including financial support and Work study programme.

Inhibitors:
Culture, Religion, Poverty; Poverty/ Lack of Entrepreneurial skills; Peer group influence; family; early marriage/pregnancy; poor health status; lack of role models; gender blindness; prospects of graduate unemployment; lack of government and institutional policies.
Interventions
Scholarships, Bursaries, Guidance and Counselling, Work Study schemes, Bursaries for indigent students, Better campus Security, Gender Sensitivity, Advocacy, better funding for Higher Education and better provisions for accommodation.

12: 50 - 1.50 PM MODULE 8 – SEXUAL HARRASSMENT

Alice Lamptey and Fay Chung co-facilitated this session. The main facilitator, Alice, made a brief presentation by asking the participants to look through the expectations listed for this session and reflect on which ones had been accomplished by their individual universities.

Preventive Programmes against gender Violence & Sexual Harassment were discussed. It was noted that the issue of males being victims of sexual harassment was rarely raised, whereas it was quite common. Participants acknowledged that while this occasionally happened, the greater vulnerability of women was the reason for the emphasis on women. It was also noted there was sexual harassment going on within the family, especially against females. People working on advocacy should be on the lookout for it.

This session incorporated a discussion on HIV/AIDS which, as Alice stated, was a missing component of the WGHE / AAU Tool-Kit. She drew participants’ attention to a training manual on HIV/AIDS developed by the AAU as well as a supplementary material which she distributed to participants to complement the materials provided in the Tool-Kit for this module.

The impact of HIV/AIDS was discussed. Forty million people are infected and two-thirds of them are from Africa. Therefore we need to address the issue of HIV/AIDS, especially in respect of women who are mostly impacted.

1. **HIV impact on men**
Causes were men’s greater mobility; double standards of morality within communities which condoned men’s sexual activity but frowned at it among women. Problems of polygyny and non-circumcision of men increases the risk of infection.

2. **Impact on Women:**
Women’s anatomy make them more exposed and receptive to HIV infection; their reproductive roles of child birth, breast feeding, socioeconomic dependence on men expose them more to infection.
Polygamy – also makes women more vulnerable; female genital mutilation, commercial sex work, women’s powerlessness to control their sexual activities and negotiate condom use increase the impact on women.

A plenary discussion on Sexual Harassment generated several illustrations from institutions and forms of redress:
‘Sex for grades’: That is a form of transactional sex. Sometimes staff are dismissed where the case is proven or they could be warned where the case could not be proved.

Isolated cases of doctors conducting ‘inappropriate” physical examinations on females.

Protests on sexual harassment were reported to higher authority through an existing system of intervention (e.g. University of Lagos).

The difficulty of establishing proof of evidence of sexual harassment as well as a tendency to cover up was identified. Attention was drawn to a Handbook prepared by the University of Cape Town for addressing sexual harassment. The participants concluded that support systems for reporting sexual harassment and providing interventions need to be established in every university.

3:10 – 4:00 PM: SESSION 9 - DISAGGREGATED DATA
This session was facilitated by Ifeoma who made a brief 15-minute presentation on the topic. After the presentation, Dr. Fay Chung led the discussion. Participants were asked to indicate if their universities had gender disaggregated data. A number of universities indicated that they had such data though they did not bring them to the workshop. They shared the information they had.

Prof. Odejide reminded participants of the data they were asked to submit, and she provided the following list to enable them to send in the information electronically.

- Staff profile by Gender
- Student enrolment by gender
- Achievement – Academic Performance (by faculty and by gender)
- Accommodation of students (and staff if available) by gender
- Decision-making organs – the distribution of members of Senate, Council, Committee of Deans by gender
- Policies, guidelines, etc existing in each university, e.g. Guidelines for awarding scholarships, accommodation etc.
- Scholarships, bursaries and staff development by gender

The participants promised to provide these within two weeks to the resource persons at the University of Ibadan and also to the Coordinator, WGHE at the AAU.

4:10 pm – 5:00 PM: SESSION 10 – RESOURCE MOBILIZATION
Alice Lamptey took this session: She guided the participants to identify various resources available for funding projects on gender, particularly those provided on page 5 of Module 10 of the Tool Kit.

She also emphasised the point that funds are not the only resources needed for interventions. Materials such as the AAU Tool Kit, Web-sites, books, CD-ROMs, posters are invaluable resources.

Documentation of successful use of resources is very important.

Alice made a presentation on Proposal Writing and Facilitation Skills which was in response to participants’ request for it.
How to Write a Winning Proposal.

Proposal Writing
The essential skills are conceptualizing the proposed project, researching previous work in the field, research on people who are already working in the area, search for any guidelines or format, brevity and precision, good budget preparation and persistence.

Hints on Facilitation Skills for a Good Trainer
After a brainstorming session the following were identified as necessary in developing good facilitation skills:
- Be knowledgeable about the subject matter; Attend seminars and workshops, to update your knowledge
- Be good at imparting knowledge
- Make use of the knowledge you have acquired
- Good Communication Skills
- Partnering/ Networking
- Reflection - Be a reflective trainer – reflect on things you have learned
- Know your target group, respect them and use appropriate techniques and language
- Use a mix of resources, visual aids, power point etc.
- Adopt a friendly approach towards the participants
- Use interactive methods e.g. short presentations, group activities, discussions
- Build in incentives
- Exhibit transparency and /integrity

Illustrations of the foregoing were drawn from the skills and strategies utilized in facilitating the workshop.

Reflections / Recommendations
Participants made the following observations and recommendations. While noting that the training had been very beneficial, they emphasised the need to:
- promote skills on gender mainstreaming in various universities.
- sustain networking among participants in this workshop and other gender experts
- ensure sustainability of the training obtained in their various universities through adequate funding of programmes.
- ensure further technical assistance on gender mainstreaming, specifically on curriculum development by AAU and other organisations.
5 p.m. – SUBMISSION OF EVALUATION FORMS AND ACTION PLANS
Participants filled and submitted workshop evaluation forms and action plans. Other interactions, e.g. exchange of contact addresses continued. Other logistics such as payment of transport allowances were completed.

5:30 p.m. AWARD OF CERTIFICATES/ CLOSING
Alice Lamptey, the AAU Coordinator thanked Professor Odejide for her contributions in carefully editing the Tool-Kit manuscript and for agreeing to coordinate the workshop at short notice. She thanked Fay Chung for a marvellous job done in producing the Tool-Kit, and Ifeoma Isiugo-Abanihe for her diligence as both Resource Person and Rapporteur for the workshop. She acknowledged the great assistance of Annick, Suleiman Oyewunmi and Yinka Egbokhare who worked tirelessly to provide logistic support to the team. She appreciated Prof. Odejide’s effort in ensuring that the workshop was well coordinated. Finally, she thanked the participants and reminded them that this is an African initiative; as such, they should make use of the resources developed within Africa. They were encouraged to ensure that their universities remained registered with AAU so that the networking could continue.

Prof. Bolanle Awe, the Pro-Chancellor of the University of Nigeria, Nsukka (UNN) commended the organizers of the workshop for the milestone achievement in moving forward gender and development issues in Nigeria.

Certificates of participation were awarded to the 38 participants. The workshop was formally closed at 5:55 pm.

Workshop Evaluation
The workshop was evaluated by thirty two participants to assess the following:
- pre workshop communication,
- logistics i.e. travel arrangements, accommodation, feeding,
- Quality and adequacy of training materials
- Workshop content
- Quality and performance of resource persons
- Relevance of the toolkit contents to their work and institution
- Workshop duration
- Overall assessment of the workshop.

The responses to the questionnaire showed that most of them rated the different aspects of the workshop as very good or excellent. The quality and adequacy of the training materials were rated as by 65.6% as excellent and 43.8% as very good. The lowest rating was good, a pattern similar to that for workshop content. Most of the participants 77.6% rated the content as being highly relevant or relevant to their institutional contexts and rated the resource persons as being very good (53.1%) or excellent((45.9%).
There similar agreement on the logistics such as travel arrangements (29.6%) excellent, 37% very good and 9% as good. Accommodation in the University Hotels was also rated highly 73% as very good or excellent; the feeding was adjudged very good or excellent.

The pre workshop communication was highly problematic and it was rated poorly by many of the participants. This could be attributed to the poor communication facilities in many of the universities and the initial poor responses by many of the University management to the call for nominations. A combination of e mails; courier, cell phone calls and interpersonal networks resulted in the high attendance. However, it meant that many of the people nominated by their universities for the workshop did not get the notices until very late. Post workshop communication will be facilitated by the records obtained from the participants.

A considerable number of the participants thought the duration of the workshop i.e. two days was adequate, but 66.7% of them suggested duration of three days. The crowded workshop programme makes the suggestion of a three day programme a better option since such senior level administrative and academic staff cannot afford to be absent from their workplaces for a longer period.

In conclusion, the overall rating of the workshop was as follows. 43.3% excellent, 52.3% very good and 1% as good. The workshop was assessed as very good in terms of content, delivery, relevance and arrangements and there was widespread request for a follow up workshop especially for gender mainstreaming the curriculum. This will be required in order to consolidate the gains of such a highly rated introductory the workshop.

**Action Plans**
Each participant prepared an individual action plan and worked with the colleague from their university to design an institutional action plan. The trends discernible in the plans are highlighted below.

**Individual action plans.**

Most of the participants felt that the workshop had impacted greatly on their perception of gender relations and formulated actions based on this. These focused mainly on translating into action what they had internalized about the concepts they had internalized at the workshop. They decided as follows:

- create awareness of gender within their immediate and extended families
- begin to practise gender equity in dealing with colleagues, students
- persuade key people in their institutions such as the Dean of Students to incorporate gender sensitization into the Orientation programme for new students
- Liaise with local women’s organisations to start advocacy in secondary schools especially to encourage female students to excel academically and achieve self actualisation
- Talk to colleagues about their experience at the workshop and begin to foreground gender issues in the community.

**Institutional action plans**

The institutional action plans were premised on the different levels at which the institutions were in terms of gender awareness and policy formulation. These ranged from those institutions which had minimal structures to deal with gender issues and those who already had draft gender policies, sexual harassment policies and gender disaggregated data. The following activities featured in their plans:

- Briefing the university’s management on the major issues raised at the workshop
- Sensitizing Principal Officers to the need for gender mainstreaming all of the university’s policies and practices
- Briefing members of Senate, the highest body on academic issues about the gender issues and the rationale for gender mainstreaming
- Identifying local “champions” of gender issues and also allies whom they can work with
- Obtaining accurate gender disaggregated statistics on staff and students of the university
- Scrutinising any relevant university documents e.g. the Act, Strategic plans for gender sensitivity
- Organizing gender training workshops, seminars for staff, students using the modules in the WGHE Toolkit
- Highlighting gender issues in their existing the HIV/AIDS programmes
- Pushing for approval of their draft gender policies
- Ensuring effective implementation of gender policies
• Providing tools for monitoring and evaluating existing gender policies and practices
• Working towards attaining Affirmative Action

These plans were designed specific time frames and indications of the people to carry out each activity. However, all were aware of the possible hindrances which they might face in effecting such a major attitudinal change in institutions which have a predominantly masculinist culture.

Another constraint identified is that of funding for the various workshops because of the funding priorities of the institutions.
I am delighted to be in your midst this morning and to welcome you to this special Training of Trainers Workshop for high-level policy makers and implementers in our Nigerian Universities. I wish in particularly to thank the Association of African Universities Working Group on Higher Education (WGHE) and the Association for the Development of Education in Nigeria in choosing the University of Ibadan as the host and partner in facilitating this important programme. By that arrangement, the University of Ibadan, in collaboration with the AAU Working Group in Higher Education, has been given the opportunity to move the frontiers of gender mainstreaming process in our universities.

Nigeria, in recent years, has experienced significant social and economic transformation with increasing participation of women at various levels of governance. The ‘Ivory Tower’, represented by our institutions of higher learning, has not been an exception in this change as more and more women are assuming leadership roles in our nation’s higher institutions. Despite this, however, scholars in Nigeria have severally observed that gender issues have not been institutionalized within the nation’s academic institutions. For instance, very little attention has been paid to gender issues in relation to various aspects of the university system, such as curriculum, staff recruitment and development, student welfare and institutional culture. Other areas which universities in Nigeria have been criticized for lack of gender sensitivity include the fact that there are virtually no gender equity policies in any of its institutions; and, out of the ninety six universities, only ten of them have centres devoted to Women/gender issues, and there are minimal gender sensitization schemes available to staff and students in most Nigerian universities.

The University of Ibadan, as the oldest university in Nigeria, started the first research centre for women’s issues in a Nigerian Higher education institution with the establishment of the Women’s Research and Documentation Centre (WORDOC), in 1987, WORDOC has, since then, served as both a resource centre as well as a research and advocacy centre for women and gender issues. WORDOC coordinates multidisciplinary research on a broad range of gender and women’s issues and holds rich archival materials, 6000 books and 150 journals. With the activities of other women’s groups, especially the University of Ibadan Women’s Society which from time to time sensitizes the UI community to women’s welfare issues, it could be claimed that there is considerable gender activity going on in this university.
Permit me to observe at this juncture that we have in this university a rich repository of individual expertise in gender issues in many departments, such as Agriculture, Economics, Psychology, Sociology, Communication and English who are actively engaged in research. Many of the efforts unfortunately are largely uncoordinated. Only the Faculty of Agriculture has attempted to mainstream gender into its curriculum, and the Institute of African Studies is in the process of preparing a Master programme with emphasis in Gender Studies.

It is my hope that this workshop will sensitize and train our representatives and other distinguished participants from various Nigerian universities to go back and put their houses in order with respect to gender. Learning how to mainstream gender into university programming implies identifying appropriate approaches and strategies to integrate gender issues into all aspects of the university system. According to the expected outcomes of this workshop, I hope that this experience will equip you policy makers and implementers of your different universities to go beyond mere familiarization with the concepts related to gender. It is my wish that through this workshop, you all will become sensitized to the gender dynamics operating in your environment so that you can facilitate changes, incorporate gender issues in the business of your universities, and thereby enhance gender equity in the system.

I wish you all a very fruitful stay in Ibadan, and I hereby declare the workshop open.

Thank you for listening.
## Action Plans

**Bayero University Kano BUK Action Plan**

<table>
<thead>
<tr>
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<td>Two days</td>
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</tr>
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<td>Gender awareness workshop for female students in BUK</td>
<td>Two days</td>
<td>The University Management</td>
<td>Female students expected to be aware of and practice gender issues.</td>
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## University of Abuja Action Plan

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<tbody>
<tr>
<td>Individual</td>
<td>For us as individuals this workshop means greater awareness our responsibility to police gender mainstreaming in every aspect of our lives.</td>
<td>Immediately</td>
<td>My entire household</td>
<td>Change of values and attitudes of members of my household.</td>
</tr>
<tr>
<td></td>
<td>1. Practice/mudding equity in dealing with people living with us.</td>
<td>Immediately</td>
<td>The University community</td>
<td>Change of values and attitudes of members of the academic community.</td>
</tr>
<tr>
<td></td>
<td>2. Conscious effort at practicing equity in dealing with colleagues and student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional</td>
<td>For our institution, this workshop opens the door of gender equity, equality respect for human rights which leads to greater Institutional Development and better Resource Management</td>
<td>By October 4 2006</td>
<td>Okwudishu and Sylvester</td>
<td>Sensitization of the Management</td>
</tr>
<tr>
<td></td>
<td>1. Comprehensive report of the workshop</td>
<td>Nov. 28, 2006</td>
<td>A Working Group on Mainstreaming Gender in the curriculum</td>
<td>Mainstreaming Gender/Infusion of Gender into the Curricula of the various Departments/Units</td>
</tr>
<tr>
<td></td>
<td>3. Lobbying to influence decisions about policy formulation Development of Gender Policy frame work</td>
<td>Oct. 2007</td>
<td>Same as above</td>
<td>2) Sensitization of Senate and Council on the need for policy framework.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sustenance of Gender Mainstreaming.</td>
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## University of Calabar Action Plan

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<tr>
<td>Individual</td>
<td>1. Present report to departments and Faculties</td>
<td>Nov-Dec 2006</td>
<td>Prof. Nwanmuo Dr. Ikpeme</td>
<td>Create sufficient awareness for gender as regular seminar and research topics</td>
</tr>
<tr>
<td></td>
<td>2. Present seminars on the topic</td>
<td>March-May 2007</td>
<td>Prof. Nwanmuo Dr. Ikpeme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sensitize students on the issues.</td>
<td>Nov-Dec. 2006</td>
<td>Prof. Nwanmuo Dr. Ikpeme</td>
<td></td>
</tr>
<tr>
<td>Institutional</td>
<td>1. Present report to Senate on Gender Mainstreaming</td>
<td>Nov. 2006 – Feb. 2007</td>
<td>Vice-Chancellor through Prof. Nwamou &amp; Dr. Ikpeme</td>
<td>University would be sensitized as to adopt affirmative active in her official policies</td>
</tr>
<tr>
<td></td>
<td>2. Workshop for Deans, Heads of Departments, Directors to advocate for gender equity</td>
<td>June 2007</td>
<td>Prof. Nwamou Dr. Ikpeme</td>
<td></td>
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</tbody>
</table>
### Ahmadu Bello University ABU

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<tr>
<td>Individual</td>
<td>1. Make a report to the VC summarizing this workshop</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. To impression on the VC, Gender Policy and GPU on the need for immediate consideration and approval of ABUs Draft Gender Policy.</td>
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<tr>
<td></td>
<td>3. Organize a 1-day workshop on mainstreaming gender into ABU’s curriculum, which is currently under review. Proposed participants have recently undergone a workshop on curriculum review but with no gender component.</td>
<td>1-Day in Nov 2006</td>
<td>H.O. Kwanashie</td>
<td>Adapting module 5 on Research &amp; Gender-sensitive methods by developing training workshop materials complete with slides/oil, etc.</td>
</tr>
<tr>
<td></td>
<td>1) Study the tool Kit very well</td>
<td>1 Month</td>
<td>M.K. Aliyu</td>
<td>General understanding of Gender Policy formulation and how to implement it.</td>
</tr>
<tr>
<td></td>
<td>2) Summarize Key Points</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3) Make myself well acquainted with the idea of M.S.G. in H.E.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>An Engendered curriculum for ABU</td>
<td>October 2006</td>
<td>H.O. Kwanashie</td>
<td>Adapt workshop materials for training both women and men interested in gender research within our University.</td>
</tr>
<tr>
<td>1</td>
<td>1. Make a report to the Vice-Chancellor summarizing the training workshop.</td>
<td>1 Day</td>
<td>H.O. Kwanashie</td>
<td>Gendered Curriculum.</td>
</tr>
<tr>
<td></td>
<td>2. Organize a workshop on Mainstreaming Gender in ABU Curriculum</td>
<td></td>
<td>M.K. Aliyu</td>
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# Bayero University Kano BUK Action Plan

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</tr>
<tr>
<td>Individual</td>
<td>Brief the Establishment on Gender Mainstreaming in Higher Institution</td>
<td>2 Weeks</td>
<td>Dr. Odebode Dr. Grace Adejuwon Mr. J.O. Ajegbomogun</td>
<td>Sensitize the University of Ibadan on Gender issues e.g. content and steps/strategies to Institutionalizing the Gender issues.</td>
</tr>
<tr>
<td>Institutional</td>
<td>Brief the VC through a report to be submitted on the outcome of the workshop</td>
<td>4 Weeks</td>
<td>Dr. Stella Odebode Dr. Grace Adejuwon Mr. J.O. Ajegbomogun</td>
<td>Organization of University Workshop to involve both staff and students on Mainstreaming Gender.</td>
</tr>
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# University of Jos Action Plan

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<tr>
<td>Individual</td>
<td>Report to the University VC. Briefing on this Workshop.</td>
<td>1 day 29&lt;sup&gt;th&lt;/sup&gt; Sept. 2006 (Friday)</td>
<td>Dr. (Mrs.) Okoye</td>
<td>Confirmation that this workshop was attended.</td>
</tr>
<tr>
<td></td>
<td>Submission of Report to the VC on this workshop</td>
<td>1 day 4&lt;sup&gt;th&lt;/sup&gt; Oct. 2006 (Wednesday)</td>
<td>Dr. (Mrs.) Okoye</td>
<td>The VC to see the important of organizing training programme</td>
</tr>
<tr>
<td></td>
<td>Fixing of date for workshop on Gender mainstreaming.</td>
<td>1 Week</td>
<td>Dr. (Mrs.) Okoye</td>
<td>Participants to acquire skills on gender mainstreaming in the University of Jos.</td>
</tr>
<tr>
<td>Institutional</td>
<td>Briefing on the need for gender equity and Mainstreaming in Unijos</td>
<td>Two Days</td>
<td>Trained participants</td>
<td>The Principal Officers to become conscious of gender mainstreaming in all their decisions and actions.</td>
</tr>
<tr>
<td></td>
<td>Briefing the Senate members</td>
<td>1 day</td>
<td>Trained participants</td>
<td>Senate members to be conscious and gender sensitive in their decisions and actions.</td>
</tr>
<tr>
<td></td>
<td>Creation of Mainstreaming and evaluation team committee by gender mainstreaming in the Unijos</td>
<td>Six years</td>
<td>The University authority</td>
<td>Effective implementation of gender policy especially mainstreaming in all facets of the University activities.</td>
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University of Maiduguri Action Plan

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<tr>
<td>Individual</td>
<td>Consultation and Interaction with the Principal Officers of my University</td>
<td>October &amp; November 2006</td>
<td>Prof. D.M. Gwany</td>
<td>Cooperation and support from the Principal Officers of the University.</td>
</tr>
<tr>
<td>Institutional</td>
<td>1. Advocacy and sensitization activities</td>
<td>March-April 2007</td>
<td>Prof. D.M. Gwany, Committee and Association</td>
<td>Awareness and sensitized students and staff of the University</td>
</tr>
<tr>
<td></td>
<td>2. Gender Mainstreaming Workshop</td>
<td>June 2007</td>
<td>A Committee coordinated by Prof. D.M. Gwany</td>
<td>Training of University staff on Gender Mainstreaming</td>
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## University ofNsukka Action Plan

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<tbody>
<tr>
<td>Individual</td>
<td>1. Brief the VC in the outcome of the workshop</td>
<td>Between 1st and 2nd week of October 2006</td>
<td>The 2 participants</td>
<td>The VC will be well informed about the major issues raised in the Workshop, i.e. on the need for Gender Mainstreaming.</td>
</tr>
<tr>
<td></td>
<td>2. Take the statistics on Gender both staff and student</td>
<td>1st week of October 2006</td>
<td>The 2 participants</td>
<td>Accurate statistics obtained on staff strength disaggregated by gender.</td>
</tr>
<tr>
<td></td>
<td>3. Identified whether or not the University has Gender policy and actions.</td>
<td>End of October</td>
<td>The 2 participants</td>
<td>Accurate information on this obtained. Areas of need in gendering identified.</td>
</tr>
<tr>
<td></td>
<td>4. Identify likely ‘Champions’ about 10 in numbers.</td>
<td>Mid of November</td>
<td>The 2 participants</td>
<td>The ‘Champions’ are known and will be used as resource persons</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Institutional</td>
<td>1. Provide Disaggregated Data on Gender basis in the appropriate areas.</td>
<td>End of 1st week of October</td>
<td>The 2 participants</td>
<td>Appropriate information provided and sent to the appropriate quarters.</td>
</tr>
<tr>
<td></td>
<td>2. Organize Training Workshops to sensitize academic and Management staff on gender issue</td>
<td>Jan./Feb. 2007</td>
<td>The 2 participants and resource persons</td>
<td>A number of academic and management staff trained</td>
</tr>
<tr>
<td></td>
<td>3. Seminars for new students on gender issues.</td>
<td>Dec. 2006/Jan. 2007</td>
<td>The 2 participants and resource persons</td>
<td>A good number of our new students trained and sensitized to become aware of gender issues</td>
</tr>
<tr>
<td></td>
<td>4. Series of workshops for older students</td>
<td>March 2007</td>
<td>The 2 participants and resource persons</td>
<td>A good number of our older students trained and sensitized on gender issues and HIV/AIDS.</td>
</tr>
<tr>
<td></td>
<td>5. Organize Training and Workshop on HIV/AIDS for students and staff as part of the Gender Workshop.</td>
<td>End of 1st week of October</td>
<td>The 2 participants and resource persons</td>
<td></td>
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# University of Igbinedion Action Plan

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<tr>
<td>Individual</td>
<td>Initiating departmental and college support programme to bring gender relevant issues to the front brainier.</td>
<td>Within the first semester (Oct. – Dec.) 2006</td>
<td>Myself</td>
<td>Identify Vanguard to champion the gender issues.</td>
</tr>
<tr>
<td>Institutional</td>
<td>Arising from this training, my colleague and I, on arrival would have to submit a report to the VC. Starting from the next, departmental and college and meetings, I should begin gender plan and programme sensitization awareness strategy. Organize a 1 day workshop to put the gender issued outline institutions agenda.</td>
<td>Within the next 10 days</td>
<td>Institutions’ representatives at this workshop.</td>
<td>To popularize gender issues and make for better understanding among staff and students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within a month</td>
<td>Self (Trainer)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within the next 3 months</td>
<td>My colleague and I with the support of the VC (Hopefully)</td>
<td></td>
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**University of Lagos Action Plan**

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<tr>
<td>Individual</td>
<td>a) I will convince the Dean of Student Affairs to let us out into the orientation programme of the University messages of achievement, in all, especially females so as to contribute their quota to development of Nigeria for their children.</td>
<td>When the new students resume</td>
<td>I will do it as I was involved in the previous orientation programme regarding dress code as the University of Lagos. I will refer to Deborah in the Bible whom God appointed as a judge in Israel and led men to war and conquered for them.</td>
<td>This achievement-oriented message should uplift the spirit of females and should counter any subsequent message of inferiority complex and should instill in them a high level of aspiration to excel in their studies. I will prepare short questionnaire to measure their attitude before and after my message to measure the effect of my message on their attitude to themselves.</td>
</tr>
<tr>
<td>Institutional</td>
<td>This advocacy in secondary schools as well with members of women’s action society. I will offer to go with members of my Women Action Society to go into secondary schools with my members in the University of Lagos to advocate for women academic achievement self-actualization and high level of aspiration to prepare themselves to support their children to owe them the best in life</td>
<td>In about three months</td>
<td>I and members of women’s Action Society including a Muslim teacher who has a doctorate degree in Economics. .</td>
<td>Girls in secondary schools will want to achieve their best and have a high level of aspiration and be prepared to excel. I will administer the above questionnaire to the students to assess the impact of my messages.</td>
</tr>
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</table>
## University of Minna Action Plan

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ACTION</th>
<th>TIME-FRAME</th>
<th>BY WHOM</th>
<th>EXPECTED OUTCOMES/OUTPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>1. Report containing to Management</td>
<td>Oct. 2006 to Oct 2007</td>
<td>Dr. S.K. Tswana &amp; Mrs. M.S. Olatunji</td>
<td>At the expiration of the time frame it is expected that both the University community and Management would have been sensitized in terms of Gender mainstreaming.</td>
</tr>
<tr>
<td></td>
<td>2. Sensitization of the University community and Management on the need for gender mainstreaming</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Institutional</td>
<td>Submission of official report to the University Management</td>
<td>Oct. 2006 to 2007</td>
<td>Dr. S.K. Tswana &amp; Mrs. M.S. Olatunji</td>
<td>It is expected that all action plans would have received attention in one year – in terms of implementation.</td>
</tr>
<tr>
<td></td>
<td>Recommend to the University Management the need for gender mainstreaming in terms of appointments and students admission.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Gender studies should be incorporated into the General Studies curriculum</td>
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</table>
## NUC Action Plan

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ACTION</th>
<th>TIME-FRAME</th>
<th>BY WHOM</th>
<th>EXPECTED OUTCOMES/OUTPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual My household and friends</td>
<td>Create awareness on gender issues</td>
<td>Immediately</td>
<td></td>
<td>Everybody will be gender sensitive</td>
</tr>
<tr>
<td>Institutional Policy formation Research Curriculum review Gender friendly budget</td>
<td>To formulate gender friendly policies to ensure gender balance in student enrolment access etc. Integrate gender into University research. Review curriculum to include gender issues. Financial policies to address gender issues</td>
<td>Can’t be determined</td>
<td>NUC Board and Management</td>
<td>Gender mainstreaming and sensitivity to gender issues. Research will be carried out on gender issues. All aspects of gender issues will be addressed at all levels including resources.</td>
</tr>
</tbody>
</table>
AAU_PROGRAMME

Day 1: – Monday, September 25, 2006:

Official Opening Ceremony

8.30 – 9.00am  - Registration
9.00 – 9.10am  - Welcome Remarks, Professor Abiola Odejide
9.10 – 9.20am  - Official Opening by the Vice-Chancellor, Prof. O. A. Bamiro, FNSE
9.20 – 9.30  - Objectives for Gender Mainstreaming in HE in Africa
               Ms. Alice Lamptey
9.30 – 9.40am  - Group Photographs
9.40 – 10.40am - Introduction of participants
10.40 – 11.00am - Workshop Expectations & Ground Rules

11.00 – 11.30am - Tea Break

Session One
11.30 – 12.00pm - An Overview of the Gender Toolkit
12.00pm – 1.00pm - Module 1
1.00 – 2.00pm  - Module 2

2.00 – 3.00pm  - Lunch Break

3.00 – 4.00pm  - Module 3
4.00 – 5.00pm  - Module 4

5.00 – 5.15pm - Tea Break

5.15 – 6.15pm  - Module 5
6.15 – 7.00pm  - Action Planning

Day 2: - Tuesday, September 26, 2006

Session Two
9.00 – 9.20am  - Reflections
9.20 – 10.30am - Module 6
10.30 – 11.00am - Tea Break
11.00 – 12.00pm - Module 7
12.00pm – 1.00pm - Module 8
1.00pm – 2.00pm - Module 9

2.00 – 3.00pm  - Lunch Break
3.00 – 4.00pm  - Module 10
4.00 – 5.00pm  - Panel discussion and submission of Action Plan

5.00 – 5.30pm - Tea Break
5.30 – 6.00pm  - Workshop Evaluation & Closing
6.00pm         - End of Session
WGHE/ AAU Attendance List UNIVERSITY OF IBADAN, IBADAN, NIGERIA

UI/AAU Gender Mainstreaming Training of Trainers Workshop

**Date:**  Monday, 25 and Tuesday 26 September 2006

**Venue:**  Conference Centre, University of Ibadan

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name</th>
<th>Institution</th>
<th>Department/Unit</th>
<th>Designation</th>
<th>Sex</th>
<th>GSM No</th>
<th>E-Mail Address</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. M.K. Aliyu</td>
<td>ABU, Zaria</td>
<td>Archaeology</td>
<td>Snr.Lect.</td>
<td>M</td>
<td>08037024348</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Dr. Christine A. Ikpe</td>
<td>Unical</td>
<td>Biochemistry</td>
<td>Snr.Lect.</td>
<td>F</td>
<td>08030894870</td>
<td><a href="mailto:christineikpeme@yahoo.com">christineikpeme@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dr. F.M. Umar</td>
<td>BUK</td>
<td>Adult Educ.</td>
<td>Ass. Prof</td>
<td>F</td>
<td>08034066287</td>
<td><a href="mailto:finumar55@yahoo.com">finumar55@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Prof. O.O. Oduguwa</td>
<td>Unaab</td>
<td>Animal Nutrition</td>
<td>Professor</td>
<td>M</td>
<td>08033741112</td>
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</tr>
<tr>
<td>5</td>
<td>Dr. (Mrs.) Grace Sokoya</td>
<td>Unaab</td>
<td>Agric. Media Resources &amp; Extension Centre (AMREC)</td>
<td>Ass. Prof</td>
<td>F</td>
<td>08060156233</td>
<td><a href="mailto:gracesokoya@yahoo.com">gracesokoya@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dr. (Mrs.) M.O. Kadiri</td>
<td>UNIBEN</td>
<td>Botany</td>
<td>Ass. Prof.</td>
<td>F</td>
<td>08023404118</td>
<td><a href="mailto:mokadiri@hotmail.com">mokadiri@hotmail.com</a></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dr. (Mrs.) A.U. Okwudishu</td>
<td>UNIBUJA</td>
<td>Education</td>
<td>Ass. Prof.</td>
<td>F</td>
<td>08023500054</td>
<td><a href="mailto:appokwudishu@yahoo.com">appokwudishu@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mrs. C.U. Okoboh</td>
<td>Igbinedion</td>
<td>Law</td>
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<td>M</td>
<td>08051373642</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>Joseph Aihie</td>
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</tr>
<tr>
<td>10</td>
<td>Dr. Grace A. Adejuwon</td>
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<td>F</td>
<td>08033366026</td>
<td><a href="mailto:anuadejuwon@yahoo.com">anuadejuwon@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>Department/Title</td>
<td>Gender</td>
<td>Contact 1</td>
<td>Contact 2</td>
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<td>11</td>
<td>Dr. (Mrs.) C.O. Okoye</td>
<td>Unijos</td>
<td>Centre for Dev. Studies Snr. Research Fellow</td>
<td>F</td>
<td>08035984650</td>
<td><a href="mailto:christieokoye50@yahoo.com">christieokoye50@yahoo.com</a></td>
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<tr>
<td>12</td>
<td>Prof. (Mrs.) H.O. Kwanashie</td>
<td>ABU, Zaria</td>
<td>Pharmacology Professor</td>
<td>F</td>
<td>08037017264</td>
<td><a href="mailto:helenkwashie@yahoo.com">helenkwashie@yahoo.com</a></td>
<td></td>
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<tr>
<td>13</td>
<td>Austin O. Onu</td>
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<td>M</td>
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<td><a href="mailto:janeaus05@yahoo.com">janeaus05@yahoo.com</a></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Prof. T. Oyetunde</td>
<td>Unijos</td>
<td>Arts &amp; Social Science Educ. Professor</td>
<td>M</td>
<td>08037032393</td>
<td><a href="mailto:oyetundet@yahoo.com">oyetundet@yahoo.com</a></td>
<td></td>
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<tr>
<td>15</td>
<td>Hajiya Halima Hayat</td>
<td>B.U.K.</td>
<td>Information &amp; Doc PAR</td>
<td>F</td>
<td>08034708294</td>
<td>hajit <a href="mailto:hajLima@.com">hajLima@.com</a></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Mrs. M.S. Olatunji</td>
<td>F.U.T.Minna</td>
<td>Registry DR</td>
<td>F</td>
<td>08033771029</td>
<td><a href="mailto:mojisolate@yahoo.com">mojisolate@yahoo.com</a></td>
<td></td>
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<tr>
<td>17</td>
<td>Dr. S. Kolo Tswanya</td>
<td>F.U.T.Minna</td>
<td>GST Lecturer</td>
<td>M</td>
<td>08034521908</td>
<td><a href="mailto:santswanya@yahoo.com">santswanya@yahoo.com</a></td>
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<tr>
<td>18</td>
<td>Dr. V.M. Sylvester</td>
<td>Univ. of Abuja</td>
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<tr>
<td>19</td>
<td>Prof. O.E. Okorafor</td>
<td>FUTO</td>
<td>AP&amp;D Professor</td>
<td>M</td>
<td>08034051209</td>
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<tr>
<td>20</td>
<td>Mr. J.O. Ajegbomogun</td>
<td>UI</td>
<td>Students Affairs Office DR (S)</td>
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<tr>
<td>21</td>
<td>Dr. W.A. Iguodala</td>
<td>Uniben</td>
<td>Academic Planning Division Director</td>
<td>M</td>
<td>08023436888</td>
<td><a href="mailto:waiguodah@yahoo.co.uk">waiguodah@yahoo.co.uk</a></td>
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<td>22</td>
<td>Dr. Stella Odebode</td>
<td>U.I.</td>
<td>Agric. Lecturer</td>
<td>F</td>
<td>08034891880</td>
<td><a href="mailto:mrsetrubode@yahoo.com">mrsetrubode@yahoo.com</a></td>
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<td>23</td>
<td>Prof. Chris Nwamuo</td>
<td>Unical</td>
<td>Arts Professor</td>
<td>M</td>
<td>08037135255</td>
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<td>24</td>
<td>O. Osasona</td>
<td>U.I.</td>
<td>Planning Director</td>
<td>M</td>
<td>08034412460</td>
<td><a href="mailto:o.osasona@mail.ui.edu.ng">o.osasona@mail.ui.edu.ng</a></td>
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<tr>
<td>25</td>
<td>Prof. O. Ayodele-</td>
<td>U.I.</td>
<td>Teacher Education Professor</td>
<td>F</td>
<td>08022905520</td>
<td><a href="mailto:ayodelebamisaye@yahoo.com">ayodelebamisaye@yahoo.com</a></td>
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<tr>
<td>No.</td>
<td>Name</td>
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<tr>
<td>26</td>
<td>Dr. Olulola Oladapo</td>
<td>U.I.</td>
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<td>F</td>
<td>08023509732</td>
<td><a href="mailto:loladapo@yahoo.co.uk">loladapo@yahoo.co.uk</a></td>
<td></td>
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<tr>
<td>27</td>
<td>for: Prof. Jadesola Akande (Miss Alade)</td>
<td>Lagos</td>
<td>IWEF</td>
<td>F</td>
<td>08033766915</td>
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<tr>
<td>28</td>
<td>Prof. M.E.M. Kolawole</td>
<td>OAU, Ife</td>
<td>English Professor</td>
<td>F</td>
<td>0803402878</td>
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<tr>
<td>29</td>
<td>Mojirayo Afolabi</td>
<td>OAU, Ife</td>
<td>Centre for Gender &amp; Social Policy Studies Research Fellow I</td>
<td>F</td>
<td>08060050803</td>
<td><a href="mailto:mojirayoafolabi@yahoo.com">mojirayoafolabi@yahoo.com</a></td>
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<td>30</td>
<td>Ezumah</td>
<td>UNN, Usukka</td>
<td>Soc/Anth. Snr.Lect.</td>
<td>F</td>
<td>08033586817</td>
<td><a href="mailto:nkoli_ezumah@yahoo.com">nkoli_ezumah@yahoo.com</a></td>
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<tr>
<td>31</td>
<td>Mrs. E.O. Usendiah</td>
<td>NUC</td>
<td>Academic Planning and Research CAPO</td>
<td>F</td>
<td>08052677900</td>
<td><a href="mailto:eousendiah@yahoo.co.uk">eousendiah@yahoo.co.uk</a></td>
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<tr>
<td>32</td>
<td>Prof. D. Gwany</td>
<td>UNIMAID</td>
<td>Education Professor</td>
<td>M</td>
<td>08033120471</td>
<td><a href="mailto:dgwany@yahoo.com">dgwany@yahoo.com</a></td>
<td></td>
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<tr>
<td>33</td>
<td>Prof. (Mrs.) B.A. Folarin</td>
<td>Unilag</td>
<td>Psychology Professor</td>
<td>F</td>
<td>08055154224</td>
<td><a href="mailto:Bfolarin2006@yahoo.com">Bfolarin2006@yahoo.com</a></td>
<td></td>
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</tr>
</tbody>
</table>
**Resource Persons:**
1. Ms Alice Lamptey, the AAU Coordinator of the Working Group on Higher Education
2. Dr. Fay Chung – an international education consultant
3. Prof. Abiola Odejide – A Professor of Communication and Language Arts and Deputy Vice Chancellor (Academic), a gender researcher from the University of Ibadan.
4. Dr. Ifeoma Isiugo-Abanihe – A Senior Research Fellow in Educational Evaluation from the Institute of Education and Coordinator of the Women’s Research and Documentation Center (WORDOC), University of Ibadan.

**Workshop Assistants:**
1. Mr. Suleiman Oyewunmi – An Assistant Registrar from the University of Ibadan
2. Dr Yinka Eghokhare – A lecturer from the Department of Communication and Language Arts, University of Ibadan
3. Ms Annick Agbotame - Administrative Assistant from the WGHE of the AAU Office, Ghana

**Participants’ Workshop Expectations**
1. To understand, by the end of the workshop, what gender means
2. To become conversant with current trends in gender studies and politics
3. Have a thorough knowledge of issues on gender mainstreaming so as to train others
4. How cultural issues could be tackled on gender balancing in Nigeria
5. Practical ways of mainstreaming gender into academic programmes in Nigerian Universities.
6. Follow-up strategies to enforce gender mainstreaming at institutional level
7. Tool-kit to practically implement mentoring project
8. Skill to impact on the ‘gender security’
9. The workshop should address gender issues so far not addressed in university curriculum
10. To have a better understanding of ‘gender dynamics’ needed for staff policy
11. Gender policy should be formulated in all institutions of higher learning
12. There should be more women in managerial positions and a gender sensitive school curriculum at all levels
<table>
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<tr>
<th>S/N</th>
<th>ACTIVITY</th>
<th>BUDGET</th>
<th>ACTUAL EXP</th>
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<tr>
<td>1</td>
<td>Hiring &amp; Decoration of Venue (13, 800 +2, 500)</td>
<td>110</td>
<td>127,344</td>
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<tr>
<td>2</td>
<td>Hotel Accommodation of *39 participants (396, 000)</td>
<td>5,028</td>
<td>3,009.75</td>
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<td>3</td>
<td>Meals/drinks/snacks (breakfast and lunch) for 41 people</td>
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<td>2,101.75</td>
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<td>Workshop materials</td>
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<td>134,063</td>
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<td>5</td>
<td>Communication (courier/telephone)</td>
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<td>235.94</td>
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<tr>
<td>6</td>
<td>Per diem for 33 participants for three days</td>
<td>4,446</td>
<td>3,691.25</td>
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<tr>
<td>7</td>
<td>Honorarium for 2 local resource persons</td>
<td>1,200</td>
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<td>8</td>
<td>Transportation for 33 local participants</td>
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<td>3,847.96</td>
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<td>9</td>
<td>Workshop assistant for 3 days</td>
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<td>10</td>
<td>Preparation of certificates</td>
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<td>Preparation of report</td>
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<td>Logistics for the workshop</td>
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<td>(b) Airport pick up of consultant/Ms. Lamptey (2 trips)</td>
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<td>13</td>
<td>Local running (LOC)</td>
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<td>Video Coverage</td>
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October 31, 2006