FUNAAB GENDER NEEDS ASSESSMENT REPORT

Gender Integration for Improved Institutional Outcomes

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ACKNOWLEDGEMENT

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ABBREVIATIONS

ADMIN   – Administration

AWARD   -- African Women in Agricultural Research and Development

COLAMRUD   – College of Agricultural Management and Rural Development

COLANIM   – College of Animal Science and Livestock Production

COLBIOS   – College of Biological Sciences

COLENG   – College of Engineering

COLERM   – College of Environmental Resources Management

COLFHEC   – College of Food Sciences and Human Ecology

COLMAS   – College of Management Sciences

COLPHYS   – College of Physical Sciences

COLVET   – College of Veterinary Medicine

COPLANT   – College of Plant Science and Crop Production

FUNAAB   – Federal University of Agriculture Abeokuta

INA   – Institutional Needs Assessment

OECD   – Organization for Economic Co-operation and Development

1. INTRODUCTION, OBJECTIVES AND METHODOLOGY

The gender responsiveness of an institution can be gauged from a number of angles, but one that speaks to this report is the consistence of responses of participants because the outcomes reveal the critical elements of uniformity of knowledge and understanding acceptance and commitment to the situation of gender responsiveness in agricultural research and development institutions.

Under the AWARD and FUNAAB Collaboration, an Institutional assessment using a gender perspective was commissioned, as part of the support under Gender Responsive Agricultural Research and Development (GRARD) for the institutional transformational process at FUNAAB.

Objectives of the assessment
1. Identifying gains and gaps of the current institutional mechanisms towards gender responsiveness in agricultural research and development
2. Assessing capacity needs and innovative mechanisms to spearhead the GRARD implementation in the Institution
3. Assessing institutional processes and how they could translate into effective outcomes internally to FUNAAB's policy and practice and externally, to FUNAAB Partners and largely, to the policy makers.

This Institutional Needs Assessment (NIA) report is based on the perspectives of both the teaching and non-teaching staff of the Federal University of Agriculture, Abeokuta (FUNAAB) consisting of 60 men and 55 women making 115 Participants in total, who responded to the survey questionnaire. Participants' perspectives help shed more light on the gender situation and intents of FUNAAB.

The analysis, reporting of the survey and focus group discussion were adapted from and guided by the institutional mechanisms for gender equality and mainstreaming of the Organisation for Economic Co-operation and Development (OECD)[1]. Why OECD gender mechanisms? This framework is broad, covers the generics and detailed essentials of gender responsiveness, providing the flexibility that both emerging and advanced gender integration initiatives require to navigate the course, with the hope of eventually addressing all integral gender requirements. The four broad areas are presented in the under listed with aspects relevant to this report underlined:

1. Establishing clear roles, responsibilities**,** mandates and lines of accountability of key oversight bodies in implementing gender equality and mainstreaming initiatives.

2. Strengthening the capacities and resources of gender equality offices to facilitate a consistent response at appropriate levels of decision-making and to develop, implement and monitor gender-sensitive programmes and policies throughout the university, based on gender-disaggregated statistics and indicators.

   Effectiveness of gender equality institutions could also be strengthened by placing them (the formally excluded) at the highest possible level of decision-making and management.

3. Ensuring the capacity and resources to integrate gender equality perspectives in their activities (training, research, extension, administration), by identifying gender equality focal points across University departments and units, by investing resources in training and promoting collaborative approaches with knowledge centres to produce gender-sensitive knowledge, leadership and

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[1] https://www.oecd.org/gender/governance/toolkit/government/institutionalmechanisms/

communication, by ensuring the collection of gender and gender-disaggregated statistics in their areas of responsibility and by providing clear guidelines, tools, communication and expectations to public institutions in this area.

4. <u>Strengthening vertical and horizontal co-ordination mechanisms</u> for policy coherence across university departments, units and levels that <u>involve relevant and other stakeholders to ensure synergies and effective implementation of gender equality initiatives</u>.

This NIA report recognises that the survey did not cover the full spectrum of the priorities listed by OECD. As such, only the underlined elements addressed by the questionnaire and focus group discussions are presented and discussed. However, recommendations provided by respondents cover almost all the elements.

Five different gender identities were used in the survey (sex, age, qualifications, positions, and profession), three strategically selected identities have also been used to analyse the data to respond to the critical question of, "Which men, which women" provided perspectives used in the report?. The three identities are:

i. **Sex** - male or female: While there are biological gender roles such as having and breast feeding babies for women, there are other roles and responsibilities society assigns people based on their sex. It is often these other roles, which influence the needs, priorities and provisions men and women require even in the same offices. These same roles make or compel people to relate to similar situations differently. To this end, all data are disaggregated by sex to gauge if this has any major influence on responses to the survey questions shown in Table 1.

ii. **Units/Colleges**: The survey used these terms interchangeably. It is assumed that the specific needs and provisions for staff are linked to their departments. The following Colleges are used to further segregate the sex -based data.
    a. Administrative Staff
    b. College of Agricultural Management and Rural Development
    c. College of Food Sciences and Human Ecology
    d. College of Animal Science and Livestock Production
    e. College of Plant Science and Crop Production
    f. College of Environmental Resources Management
    g. College of Biological Sciences
    h. College of Engineering
    i. College of Veterinary Medicine
    j. College of Physical Sciences
    k. College of Management Sciences
    l. Other: those departments with one respondent

Table 1: Overall responses by Sex and Profession

Professional Areas	Male	Female	Total	%
Administrative Staff	9	12	21	18.26%
Agricultural Management and Rural Development	11	5	16	13.91%
Food Sciences and Human Ecology	6	6	12	10.43%
Animal Sciences	7	2	9	7.83%
Biosciences	4	5	9	7.83%
Plant Science	6	1	7	6.09%
Environmental Management	4	3	7	6.96%
Physical Sciences	1	4	5	4.35%
Management Sciences	2	2	4	3.48%
Veterinary Medicine	1	3	4	3.48%
Engineering	2	1	3	2.61%
Other	6	11	17	14.78%
Total	60	55	115	100%

iii. **Position:** The report is cognisant of the strong link between position, roles and responsibilities. Disaggregating data further by positions, the report provides a third level of details to the data already segregated by sex and department. This level narrows the scope and can be used in targeting interventions, monitoring, evaluation and assessing levels of learning. Positions identified from the survey are listed in Table 2. In the report, only positions of those who responded are included in the narrative.

- Senior management level
- Administrative staff
- Teaching staff
- Research/Technical staff

Table 2: Overall responses by Position (role)

Position	Numbers	Percentage
Senior management level:	10	8.70%
Administrative staff	17	14.78%
Teaching staff	63	54.78%
Research/ Technical staff	19	16.52%
Other	6	5.22%

There were several questions that respondents skipped, some by more than 50%. For example, question 10 "**If Yes, how has this unit/gender focal person supported actions towards gender equality and integration (be specific)?" Answered: 33 Skipped: 82".** Since there is no data that provides reasons for skipping, the report uses the responses of those who provided answers but takes note of those who skipped. It is also noted that Lecturers, who were the majority overall, also constituted the highest number of respondents for most questions answered. This means most perceptions in this report represent predominantly views of the teaching staff, the senior management and, under administration, the administrative staff. It should be noted that Tables and Figures are used extensively as part of the narrative for true representation of Participants' responses by sex, position under each College. They are, therefore, not included in the Table of contents.

The report has four (4) main sections:

Section A: Survey Results

Section B: Focus Group Discussions and Analysis

Section C: Objective-Based Analyses and;

Section D: Conclusions and Recommendations

SECTION A

2.0. SURVEY RESULTS

This section of the report presents the detailed results from the survey. It explores the overall institutional mechanisms around gender issues in FUNAAB as an institution, by examining the presence and knowledge about the gender policy and gender unit/focal persons; clarity and consistence of expressions as regards roles and mandates to integrate gender. The report also looks at the status and process of achieving gender balanced staffing; resources and capacity building for gender integration; gender integration into programmes; and FUNAAB's success in supporting gender integration practices. Based on these, the report scrutinises the gains and gaps of the current institutional mechanisms. Results under these topics are presented in turn, further.

2.1. AWARENESS OF THE GENDER POLICY AND UNIT

This section explores the extent to which men and women in FUNAAB community know about the gender policy and unit with concrete examples of roles and activities required from the offices and personnel.

2.1.1 AWARENESS OF GENDER POLICY

The distribution of staff's awareness of FUNAAB gender policy by College/Department presented in Figure 1 shows that all (100%) of the staff interviewed in the College of Environmental Resources Management, 81% in Administration Unit, and 75% of Staff in Colleges of Physical Sciences and Management Science, respectively, were aware of FUNAAB Gender Policy. In addition, Table 3 shows that a great majority (92.3%) of women in the Administration Section of the institution were aware of FUNAAB Gender Policy compared to their male (62.5%) counterparts.
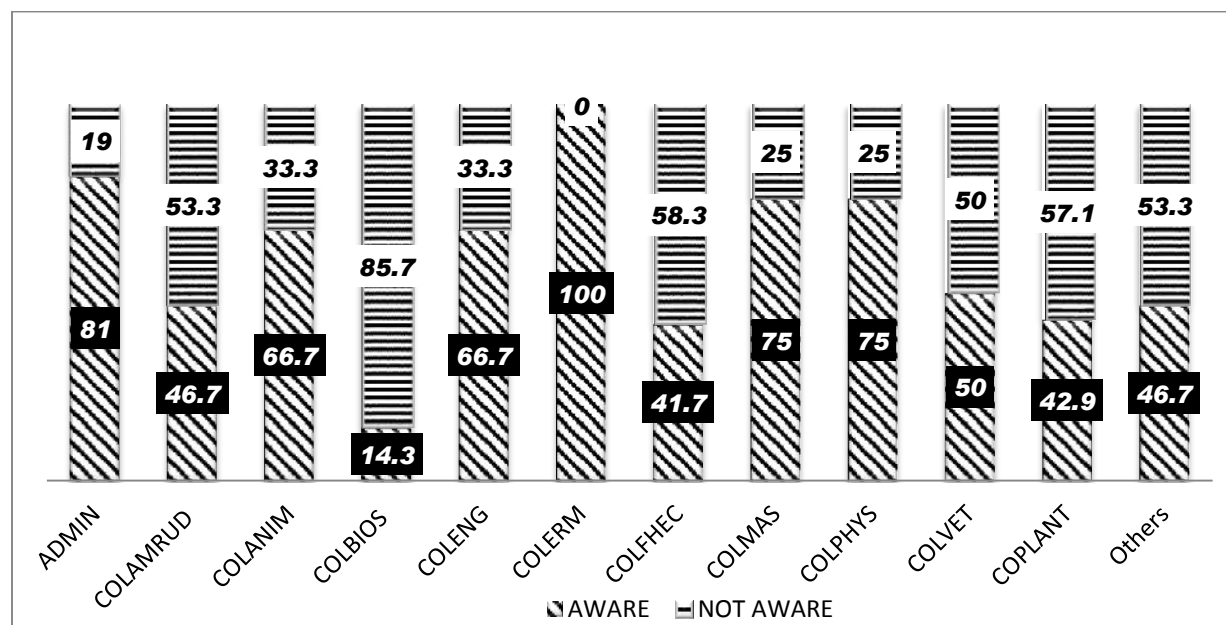
Figure 1: Distribution of Staff's Awareness of FUNAAB Gender Policy by College/Unit

Most of the examples given by Respondents established FUNAAB's commitments towards gender equality. Specifically, the deliberate and affirmative appointment of female Deputy Vice-Chancellor, which

was mentioned by all categories of Respondents. Other examples cited include promotion of gender equality in representation to all governance bodies, committees and research teams; in appointments, promotions, recruitment of staff and admission of students and equitable access to conferences among others. Gender equality is not only a fundamental human right, but also a necessary foundation for a peaceful, prosperous and sustainable community (UN). Some given evidences of FUNAAB Gender Policy existence are stated in Box 1

Box 1: Examples of FUNAAB Gender Policy Implementation

Given Examples of FUNAAB Gender Policy Implementation

i. ***A senior administrative member of staff*** *explained: "for 6 years running, the two positions of Deputy Vice-Chancellor Academic and Deputy Vice-Chancellor Development had been occupied by one male and the other a woman".*

ii. ***Six administrative staff*** *see the implementation of FUNAAB's gender Policy in terms of the appointment of females into top management positions, training and appointments of staff, early closing time for nursing mothers, employing the same number of males and females, and sending the same number for conferences. The appointment of the Dean, of Student Affairs as the first female to occupy that position; appointment of females as Heads of Units/ Departments and allowing women's voices to be heard.*

iii. ***Two teaching staff from the College of Agricultural Management and Rural Development cited the*** *gender **c**ourses offered in the college as serving as a form of gender mainstreaming, and FUNAAB Gender Policy implementation.*

iv. ***A female teaching staff member from the College of Physical Sciences*** *insisted: "Now more women are in management positions in the university and on committees. There is gender equity in management"*

v. ***An administrative member of staff in the School Library*** *noted that in the management of FUNAAB, there is a mixture of males and females; even among Deans and Heads of Departments.*

In the overall distribution, 58% of FUNAAB staff (Men 32% and Women 26%) were aware of the existence of the institution's gender policy, while 42% out of which 21% men and 21% women were not aware of the policy as shown in Figures 2 and Table 3. This implies that FUNAAB male staff were more aware of the institution's gender policy than their female counterparts.
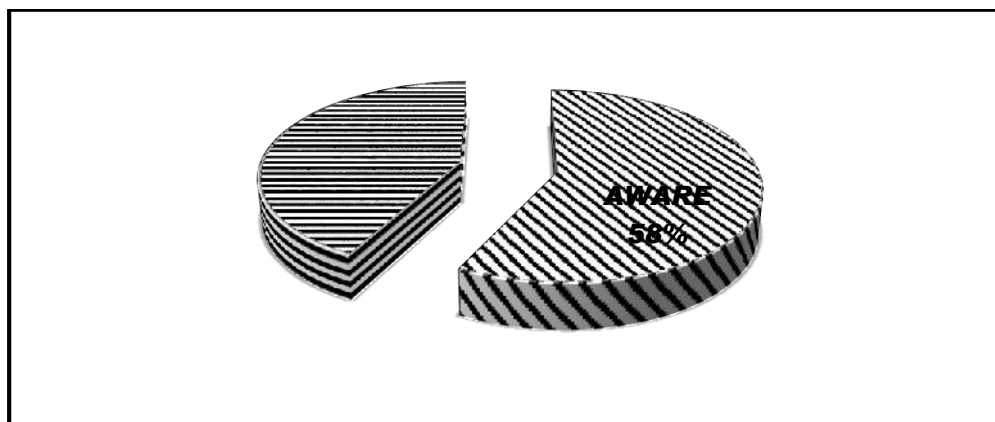
AWARE
58%

Figure 2: Staffs' Awareness of FUNAAB Gender Policy

Table 3: Distribution of Staffs' Awareness of FUNAAB Gender Policy

College	Awareness of Gender Policy	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes	2(25)	1(7.7)	3(37.5)	9(69.2)	-	1(7.7)	-	1(7.7)	5 (62.5)	12 (92.3)	17(81)
	No	-	-	2(25)	1(7.7)	1(12.5)	-	-	-	3(37.5)	1(7.7)	4(19)
Agricultural Management and Rural Development	Yes	-	-	1 (10)	-	2 (20)	2 (40)	1 (10)	1 (20)	4 (40)	3 (60)	7 (46.7)
	No	2 (20)	-	-	-	3 (30)	1 (20)	1 (10)	1 (20)	6 (60)	2 (40)	8 (53.3)
Food Sciences and Human Ecology	Yes	1 (16.7)	-	-	-	1 (16.7)	3 (50)	-	-	2 (33.3)	3 (50)	5 (41.7)
	No	-	-	-	-	1 (16.7)	3 (50)	3 (50)	-	4 (66.7)	3 (50)	7 (58.3)
Animal Science and Livestock Production	Yes	-	-	-	-	5 (71.40)	0	1 (14.3)	-	6 (85.7)	-	6 (66.7)
	No	-	-	-	-	1 (14.3)	2 (100)	-	-	1 (14.3)	2 (100)	3 (33.3)
Plant Science and Crop Production	Yes	1 (16.7)	-	-	-	2(33.3)	-	-	-	3 (50)	-	3 (42.9)
	No	-	-	-	-	2(33.3)	1(100)	1 (16.7)	-	3 (50)	1 (100)	4 (57.1)
Environmental Resources Management	Yes	2 (50)	-	-	-	1 (25)	1(100)	1 (25)	-	4 (100)	1(100)	5(100)
	No	-	-	-	-	-	-	-	-	-	-	-
Biosciences	Yes					1 (25)	-			1 (25)	-	1 (14.3)
	No					3 (75)	3 (100)			3 (75)	3 (100)	6 (85.7)
Engineering	Yes	-	-	-	-	1 (50)	1 (100)	-	-	1 (50)	1 (100)	2 (66.7)
	No	-	-	-	-	1 (50)	-	-	-	1 (50)	-	1 (33.3)
Veterinary Medicine	Yes	1 (100)	-	-	-	-	1 (33.3)	-	-	1 (100)	1 (33.3)	2 (50)
	No	-	-	-	-	-	2 (66.7)	-	-	-	2 (66.7)	2 (50)
Physical Sciences	Yes	-	-	-	-	1 (100)	2 (66.7)	-	-	1 (100)	2 (66.7)	3 (75)
	No	-	-	-	-	-	-	-	1 (33.3)	-	1 (33.3)	1 (25)
Management Sciences	Yes	-	1 (50)	-	-	2 (100)	-	-	-	2 (100)	1 (50)	3 (75)
	No	-	-	-	1 (50)	-	-	-	-	-	1 (50)	1 (25)
Others	Yes	-	-	1 (16.7)		1 (16.7)	2 (22.2)	2 (33.3)	1 (11.1)	4 (66.7)	3 (33.7)	7 (46.7)
	No	-	-		1 (11.1)	1 (16.7)	5 (55.6)	1 (16.7)	-	2 (33.3)	6 (66.7)	8 (53.3)

There are several special interventions put in place by FUNAAB Management to address gender-based needs mentioned by Respondents. These include the Byelaw curtailing harassment of students; establishment of crèche for staff babies; early closing time for nursing mothers; a gender-focused course at both graduate/ undergraduate levels and FUNAAB Mentoring Programme promoting knowledge sharing between senior and junior staff, were affirmed by 58% of respondents that the policy is in operation. **The implication of these findings is that there are needs to create more awareness on FUNAAB's gender policy among staff for wider understanding, acceptability, and conformity especially in the fields of Sciences (85.7%), Food Science and Ecology (58.3%), Plant Science and Crop Production (57.1), where the rates of unawareness are high (*See Figure 1*).**
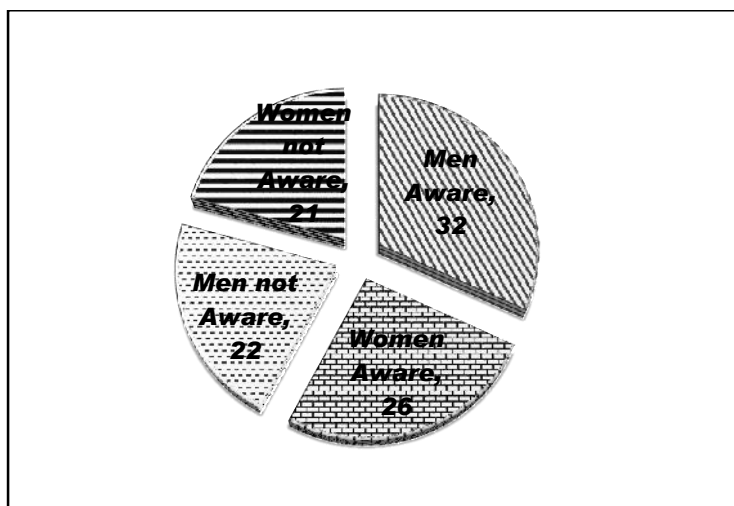
Figure 3: Overall Distribution of Staffs' Awareness of FUNAAB Gender Policy by Sex

2.1.2. GENDER UNIT/FOCAL PERSON

The establishment of Gender Unit in FUNAAB solidifies her commitment towards building a community that is fair to all irrespective of sex and supports human development without prejudice to any gender. However, this unit seemed not to be widely known among FUNAAB staff. For instance, the Colleges of: Engineering (100%), Physical Sciences (100%), Food Sciences and Human Ecology (91.7%), Biosciences (75%), Veterinary Medicine (75%), Management Sciences (75%), and Plant Science and Crop Production (71.4%) had more staff that were not aware of the FUNAAB Gender Unit/Focal person as shown in Figure 4.

These colleges represent more than half of the colleges (Men = 32%; Women = 32%) surveyed and this explain for the 65% of FUNAAB staffs that are not aware of the FUNAAB Gender Unit/Focal Person (Figure 5). This implies that there were more FUNAAB staffs that did not know the appropriate unit to channel gender issues/grievances through for a resolution implying that they may rather bottle up their grievances. Consequently, having more staffs that are not aware of the Gender Unit/Focal Person in the Institution could undermine efforts committed to the establishment of the unit and its deliverables.

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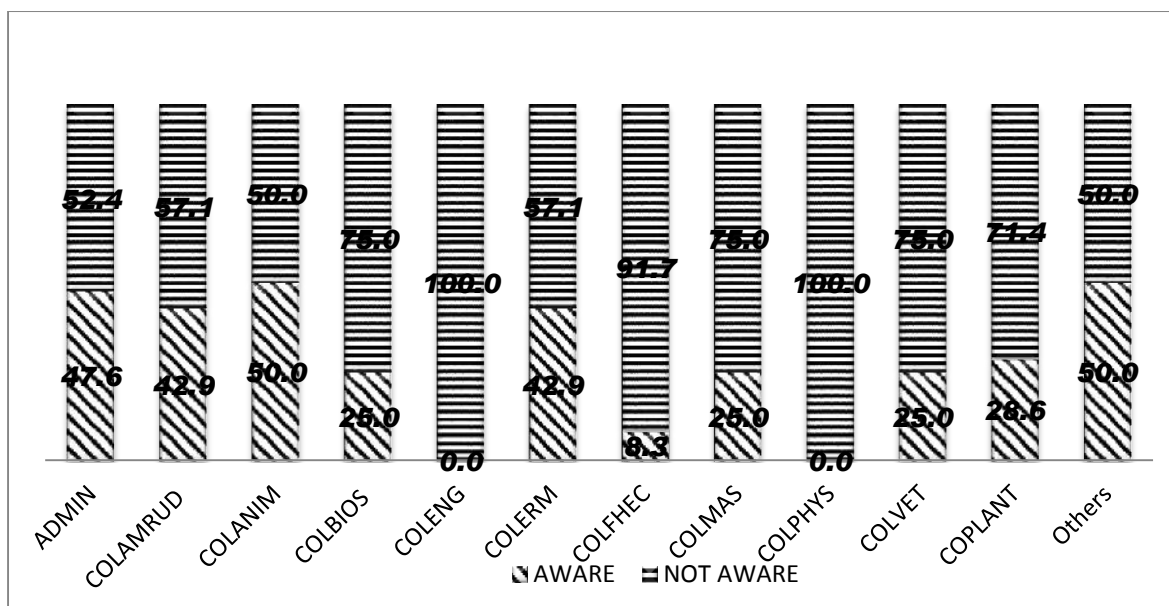
Figure 4: Distribution of Staffs' Awareness of FUNAAB Gender Unit/Focal Person by College

Figure 5: Staffs' Awareness of FUNAAB Gender Unit/Focal Person

Nevertheless, Table 4 shows that in the Administrative Unit (53.8% Females; 37.5% Males); College of Agricultural Management and Rural Development (Male = 45.5%; Female = 33.3%) and 50% of males and females in other Units of the University were aware of the FUNAAB Gender Unit/Focal Person. In the overall distribution, 35% of FUNAAB staff (Men = 19%; Female =17%) were aware of the University Gender Unit/Focal Person and the activities/opportunities embedded in the Unit (*See Figures 5 & 6*).

Table 4: Awareness of the Gender Unit/Focal Point

College/Unit	Awareness of Gender Policy	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes	1 (12.5)		2(25.0)	6 (46.2)				1(7.7)	3 (37.5)	7(53.8)	10 (47.6)
	No		1(7.7)	4 (50.0)	4 (30.8)	1 (12.5)	1 (7.7)		-	5 (62.5)	6(46.2)	11 (52.4)
Agricultural Management and Rural Development	Yes	1 (9.1)	-	-	-	3 (27.3)	1 (33.3)	1(9.1)	-	5 (45.5)	1 (33.3)	6 (42.9)
	No	1 (9.1)	-	-	-	3 (27.3)	2 (66.7)	2 (18.2)	-	6(54.5)	2(66.7)	8(57.1)
Food Sciences and Human Ecology	Yes		-	-	-		1 (16.7)		-	-	1(16.7)	1(8.3)
	No	1 (16.7)	-	-	-	2 (33.3)	5(83.3)	3(50.0)	-	6 (100.0)	5 (83.3)	11(91.7)
Animal Science and Livestock Production	Yes		-	-	-	3 (50.0)		1(16.7)	-	4 (66.7)	-	4(50.0)
	No		-	-	-	2 (33.3)	2 (100.0)	-	-	2 (33.3)	2(100)	4 (50.0)
Plant Science and Crop Production	Yes	1 (16.7)	-	-	-	1 (16.7)		-	-	2 (33.3)	-	2 (28.6)
	No		-	-	-	3 (50.0)	1 (100)	1 (16.7)	-	4 (66.7)	1 (100)	5 (71.4)
Environmental Resources Management	Yes	1 (33.3)	-	-	-	1 (33.3)	1 (25.0)	-	-	2 (66.7)	1(25.0)	3 (42.9)
	No	1 (33.3)	-	-	-		1 (25.0)	-	2 (50)	1 (33.3)	3 (75.0)	4 (57.1)
Biosciences	Yes		-	-	-	1 (25.0)	1 (25.0)	-		1 (25.0)	1 (25.0)	2 (25.0)
	No		-	-	-	3 (75.0)	3 (75.0)	-		3 (75.0)	3 (75.0)	6 (75.0)
Engineering	Yes		-	-	-			-	-	-	-	-
	No		-	-	-	2 (100)	1(100)	-		2 (100)	1(100)	3(100)
Veterinary Medicine	Yes		-	-	-		1 (33.3)	-		-	1 (33.3)	1 (25.0)
	No	1 (100.0)	-	-	-		2 (66.7)	-	-	1 (100)	2 (66.7)	3 (75.0)
Physical Sciences	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	1 (100)	3 (100)	-	-	1 (100)	3 (100)	4(100)
Management Sciences	Yes	-	-	-	-		-	1 (33.3)	-	1 (33.3)	-	1 (25.0)
	No	-	1 (100.0)	-	-	2(66.7)	-	-	-	2(66.7)	1 (100)	3 (75.0)
Others	Yes	-	-	-	-	2(50.0)	3 (25.0)	-	3 (25.0)	2 (50.0)	6(50.0)	8 (50.0)
	No	-	-	-	-		4 (33.3)	2(50.0)	2(16.7)	2 (50.0)	6 (50.0)	8(50.0)

The few (35%) staff that were aware of the unit gave the following examples of activities carried out in the unit and or by the gender focal person.

Box 2: *Given Examples of FUNAAB Gender Unit Activities*

> *Given Examples of FUNAAB Gender Unit Activities*
>
> i.   *There is a Gender Issues and Youth Development unit in AMREC, which sees to Gender issues for training purposes*
> ii. *Convening workshops and seminars like AWARD workshops and training. Through sensitization programs and implementations*
> iii. *Nomination of female members of staff for training, both within and outside the country*
> iv. *Ensuring that the female folks are well represented and have a voice in the administration of FUNAAB. Senior management level: This has been reflected in employment and admissions of female employees and students*
> v.   *Administration and knowledge sharing, advocacy for female representation and awareness creation, (ii) Creating awareness of gender issues*
> vi. *Pushing for a centre on gender mainstreaming in FUNAAB*
> vii. *In appointments to management positions in the institution and making the female gender more visible in decision-making process and positions.*
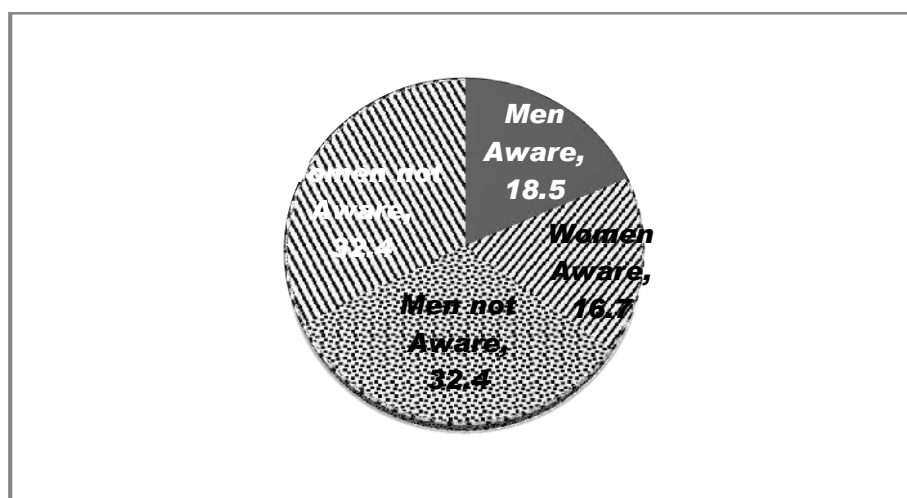
Figure 6: Overall Distribution of Staffs' Awareness of FUNAAB Gender Unit/Focal Person by Sex

2.2.0 ROLES AND MANDATE TO INTEGRATE GENDER IN THE WORK PLACE

Clarity about roles and mandates is an essential requirement in the gender integration processes. It equips all implementers with the necessary information about what is required of them as individuals and units. Clarity also helps in accountability and resources allocation and is an important pillar in monitoring and evaluation. The consciousness, "My college/unit has a responsibility in the implementation of gender equality initiatives at FUNAAB", assumes the existence of communicated roles and expectations of each college/department/unit.

2.2.1 AWARENESS OF THE MANDATE TO IMPLEMENT GENDER EQUALITY INITIATIVES

This sub-section focused on the levels of awareness of FUNAAB Mandate to implement gender inequalities initiatives in the institution. The distribution of FUNAAB staff awareness of the mandate to implement gender equality initiatives are presented in Table 5 and Figure 7. The survey reveals that 33.3% of Staff (Men = 33.3%; Women = 33.3%) in the Administrative section were aware of the Mandate, and same applies to 41.7% in COLAMRUD (Men (44.4%); Women (33.3%), 60% in COPLANT (Men = 60%; Women = 0.0%) and 75% in Other units of the institution (Men = 100%; Women = 71.4%). However, all the staff (100%) surveyed in the colleges of Veterinary Medicine and Physical Sciences, 83.3% of staff in COLANIM (Men = 75%; Women = 100%), and 75% of staff in COLMAS (Men (50%) Women (100%), COLBIOS (Men = 100%; Women = 60%), and COLFEC (Men = 66.7%; Women = 83.3%) respectively were not aware of FUNAAB mandate to implement gender equality in the institution (See Table 5 & Figure 7) explains for the 67% level of unawareness among staff as shown in Figure 8.
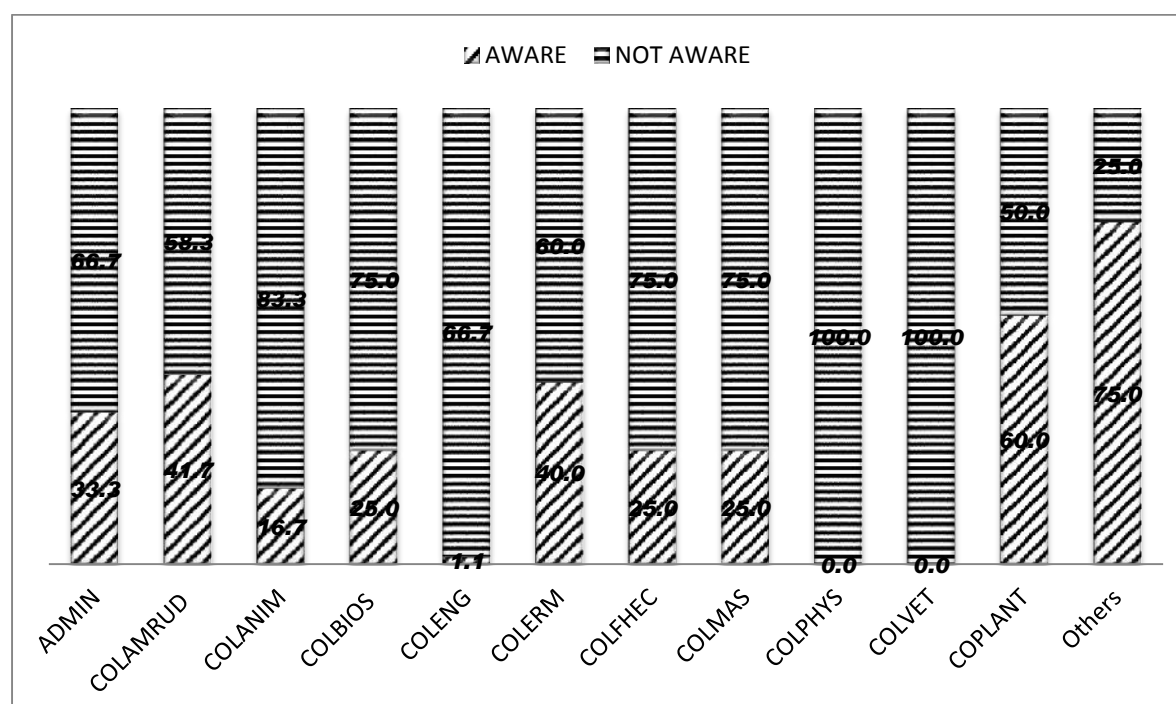
Figure 7: Distribution of Staff's Awareness of FUNAAB's Mandate to Implement Gender equalities Initiatives by College/Unit

Table 5: Awareness of the Mandate to Implement Gender Equality Initiatives

Colleges/Units	Mandate To Implement Gender Equality Initiatives	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes			3 (33.3)	2 (22.2)				1 (11.1)	3(33.3)	3 (33.3)	6 (33.3)
	No	2 (22.2)	1 (11.1)	3 (33.3)	4 (44.4)	1 (11.1)	1 (11.1)			6 (66.7)	6 (66.7)	12(66.7)
Agricultural Management and Rural Development	Yes					4 (44.4)	1 (33.3)			4 (44.4)	1(33.3)	5(41.7)
	No	2(22.2)				1(11.1)	2 (66.7)	2 (22.2)		5 (55.6)	2 (66.7)	7(58.3)
Food Sciences and Human Ecology	Yes	-	-	-	-	2(33.3)	1(16.7)	-	-	2(33.3)	1(16.7)	3(25)
	No	1(16.7)	-	-	-	-	5(83.3)	3(50)	-	4(66.7)	5(83.3)	9(75)
Animal Science and Livestock Production	Yes	-	-	-	-	1(25)	-	-	-	1(25)		1 (16.7)
	No	-	-	-	-	2(50)	2(100)	1(25)	-	3(75)	2(100)	5(83.3)
Plant Science and Crop Production	Yes	1(20)	-	-	-	2(40)	-	-	-	3(60)	0.0	3(50)
	No	-	-	-	-	1(20)	1(100)	1(20)	-	2(40)	1(100)	3(50)
Environmental Resources Management	Yes	2(66.7)	-	-	-	-	-	-	-	2(66.7)	-	2(40)
	No	-	-	-	-	1(33.3)	2(100)	-	-	1(33.3)	2(100)	3(60)
Biosciences	Yes	-	-	-	-	-	-	-	2(40)	-	2(40)	2(25)
	No	-	-	-	-	3(100)	3(60)	-	.	3(100)	3(60)	6(75)
Engineering	Yes	-	-	-	-	1(50)	-	-	-	1(50)	-	1(33.3)
	No	-	-	-	-	1(50)	1(100)	-	-	1(50)	1(100)	2(66.7)
Veterinary Medicine	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	1(100)	-	-	-	-	3(100)	-	-	1(100)	3(100)	4(100)
Physical Sciences	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	-	-	-	-	1(100)	3(100)	-	-	1(100)	3(100)	4(100)
Management Sciences	Yes	-	-	-	-	1(50)	-	-	-	1(50)	-	1(25)
	No	-	1(50)	-	1(50)	1(50)	-	-	-	1(50)	2(100)	3(75)
Others	Yes	-	-	-	1(14.3)	1(100)	3(42.9)	-	1(14.3)	1(100)	5(71.4)	6(75)
	No	-	-	-	-	-	-	-	2(28.6)	-	2(28.6)	2(25)

Figure 8: Staffs' Awareness of FUNAAB's Mandate to Implement Gender Inequalities Initiatives

Furthermore, Figure 8 shows that 33% of the Staff were aware of FUNAAB's mandate to implement gender equality in the institution. Moreover, the result of the survey presented in Figure 9 indicates that there are 20% male staff that were aware of the implementation compared to women (13%).

These results, therefore, indicate that while leadership is advancing in their pursuit to integrate gender, **there are some departments lying outside their communication radar, and as such do not relate the leadership achievements narrated in the subsequent section by others to gender integration efforts.**
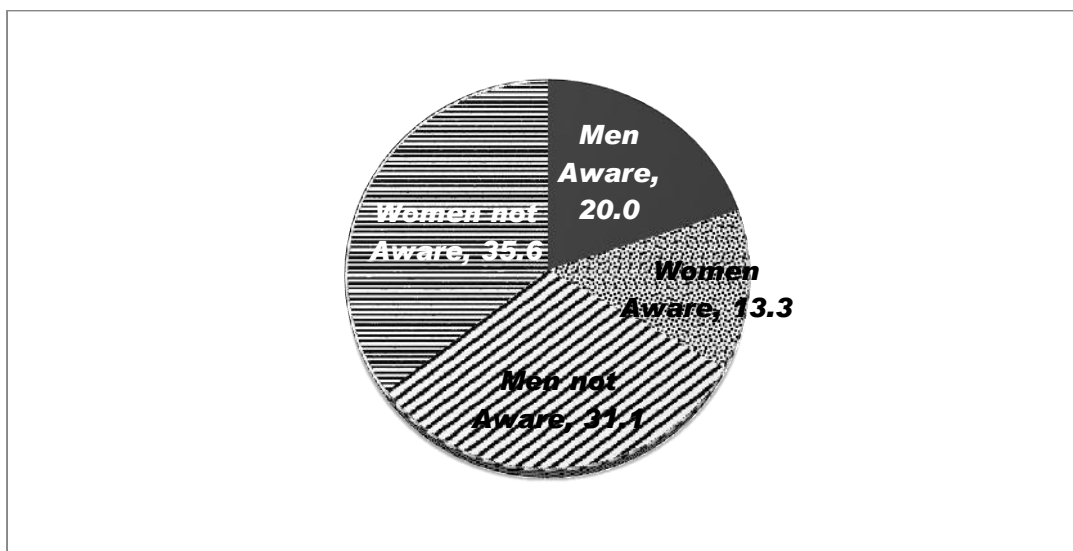
Figure 9: Overall Distribution of Staff's Awareness of FUNAAB's Mandate to Implement Gender Equalities Initiatives by Sex

From the stated examples of FUNAAB initiatives on gender equality, **there is no reference made to any official verbal or written mandate against which activities were or should be initiated.** Nonetheless, there is a noticeable level of awareness about the need to have both sexes equally represented. Colleges have implemented the mandate in recruitment, promotions, constitution of research teams, projects and committees. The other noticeable aspect is capacity building on gender integration for which courses and a gender laboratory that specifically addresses capacity to integrate gender in research projects have been initiated in the Department of Agricultural Extension and Rural Development.

Box 3: *Given Examples of Initiatives Carried out to Integrate Gender Equality in FUNAAB*

Given Examples of Initiatives Carried out to Integrate Gender Equality in FUNAAB

i. **Administrative Unit -** *Grants given to a female researcher to study in Brazil; mainstreaming gender in the Student Union Executives' election processes; and nominations of people to attend conferences; key offices were at the time headed by both males and females, both sexes being assigned to cover assessments for the University.*

ii. **Agricultural Management and Rural Development** *- Establishment of gender laboratory in the department (although still at forming stage, was sure evidence); Gender courses tailored towards addressing social gender sensitive issues;*

iii. **Food Sciences and Human Ecology** *– Equal task allocation to both men and women staff members; gender equality efforts in collaborations for research projects grants.*

iv. **Animal Science and Livestock Production** *– Gender balanced admission process*

v. **Plant Science and Crop Production** *- Establishment of crèche; Inclusion of more females in the administration of the unit; sharing key positions with women- inclusion.*

vi. **Environmental Resources Management** *- Gender sensitivity in the allocation of students to lecturers for project supervision; having a gender balanced membership on committees in the college; and the program on Gender Issues and Youth Development*

vii. **Biosciences** *– Gender sensitivity when distributing students in projects.*

viii. **Engineering** *– Provision support for both "genders"*

ix. **Management Sciences** *- Out of 25 Auditors in the Directorate, 13 were female Auditors.*

x. **Other Units** *– Gender balanced recruitment process.*

2.2.1.1 SUPPORT PROVIDED TO OTHER DEPARTMENTS TOWARD ACTUALISING GENDER EQUALITY

On if there are any support provided to other Departments towards actualizing gender equality, this question assumed that respondents knew about the mandate to support other departments in their efforts towards gender equality. Examples given by respondents shed some light on the perceptions on this mandate. Again, no reference is made to any official communication as regards expectations in this area. It also seems respondents were not sure they were supposed to support other departments besides implementing gender initiatives in their own departments. Most of the examples revolve around collaboration; courses open to students from other departments, supervision and recruitment process.

Box 4: *Support Provided by Departments towards Achieving Gender Equality in FUNAAB*

Examples of Support Provided by Departments towards Achieving Gender Equality in FUNAAB

Administration - *encouraging gender equality, and not limiting any assignment to a particular gender; setting the example for other departments to follow and engaging in advocacy as part of the effort; support staff appointment and through seminars.*

Agricultural Management and Rural Development - *Equal male and female on lists for supervision of under graduate students as support to other departments; partnership with other departments; students from other departments "could" borrow course on gender from their department.*

Food Sciences and Human Ecology – *Initiation to others (departments) for collaborations*

Animal Science and Livestock Production - *Advocacy for engagement of female students as support to other departments*

Plant Science and Crop Production - *Collaborative research and fairness practiced in posting based on competence as support to other departments.*

Environmental Resources Management - *Support for project implementation*

Management Sciences - *Female Auditors are saddled with equal responsibility like their male counterparts; inclusion of gender course in the student's curriculum as support to other departments.*

Others - *Education of students as helping other departments; talks, conferences and seminars as providing support to other departments*

2.2.2. ROLES AND MANDATE OF FUNAAB LEADERSHIP

This section focuses on the measures put in place by FUNAAB Leadership to address gender inequality in the workplace. Leaders often commission changes for adoption, when not all employees fully understand the motives and the desired results of the changes. This section uses the available data to assess the extent to which men and women from different positions and Colleges who responded to the survey are aware, and appreciate the measures put in place by leadership towards gender equality in FUNAAB. The survey specifically requested for examples and these are presented as the second part of this section.

2.2.3 AWARENESS OF GENDER EQUALITY EFFORTS BY LEADERSHIP

This sub-section specifically explores the levels of awareness of the efforts put in place by FUNAAB leadership to address gender inequalities. The survey found out that staff in the Administrative unit (77.8% of men and 55.6% Women), COLAMRUD (37.5% Men and 100% Women), COLFHEC (33.3% Men and 60% Women) and other units of the institution (100% Men and 41.7% Women) were aware of efforts put in place by the leadership of FUNAAB towards gender equality as shown in Table 6.

Table 6: Awareness of Gender Equality Efforts by Leadership

Colleges/Units	Awareness of Gender Equality Efforts by Leadership	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes	2 (22.2)	1 (11.1)	5 (55.6)	3 (33.3)	-	-	-	1 (11.1)	7 (77.8)	5 (55.6)	12 (66.7)
	No	1 (11.1)	-	-	3 (33.3)	1 (11.1)	1 (11.1)	-	-	2 (22.2)	4 (44.4)	6 (33.3)
Agricultural Management and Rural Development	Yes	-	-	-	-	3 (37.5)	2 (100.0)	-	-	3 (37.5)	2 (100.0)	5 (50.0)
	No	1 (12.5)	-	-	-	3 (37.5)		1 (12.5)	-	5 (62.5)	0	5 (50.0)
Food Sciences and Human Ecology	Yes	-	-	1 (16.7)		1 (16.7)	3 (60.0)		-	2(33.3)	3 (60.0)	5 (45.5)
	No	-	-	-	-	2 (33.3)	2 (40.0)	2 (33.3)	-	4 (66.7)	2 (40.0)	6 (54.5)
Animal Science and Livestock Production	Yes	-	-	-	-	3 (60.0)	-	1 (20.0)	-	4 (80)	0	4 (57.1)
	No	-	-	-	-	1 (20.0)	2 (100.0)	-	-	1 (20)	2 (100)	3 (42.9)
Plant Science and Crop Production	Yes	1 (20)	-	-	-	2 (40)	-	-	-	3 (60)	-	3 (60)
	No		-	-	-	1 (20)	-	1 (20)	-	2 (40)	-	2 (40)
Environmental Resources Management	Yes	2 (50)	-	-	-	2 (50)	-	-	-	4 (100)	-	4 (80)
	No	-	-	-	-		-	-	1 (100)		1 (100)	1 (20)
Biosciences	Yes	-	-	-	-	1 (33.3)	2 (67.3)	-	-	1 (33.3)	2 (67.3)	3 (50)
	No	-	-	-	-	2 (67.3)	1(33.3)	-	-	2 (67.3)	1(33.3)	3 (50)
Engineering	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	-	-	-	-	2 (100)	1 (100)	-	-	2 (100)	1 (100)	3 (100)
Veterinary Medicine	Yes	1 (100)	-	-	-	-	-	-	-	1 (100)	0	1 (100)
	No		-	-	-	-	-	-	-	0	0	0
Physical Sciences	Yes	1 (100)	3 (75)	-	-	-	-	-	-	1 (100)	3 (75)	4 (80)
	No	-	1 (25)	-	-	-	-	-	-	0	1 (25)	1 (20)
Management Sciences	Yes	-	-	-	-	1 (100)		-	-	1 (100)	0	1 (25)
	No	-	1 (33.3)	-	1 (33.3)	-	1 (33.3)	-	-	0	3 (100)	3 (75)
Others	Yes	-	-	-	1 (8.3)	1 (100)	3 (25)	-	1 (8.3)	1 (100)	5 (41.7)	5 (46.2)
	No	-	-	-	-	-	5 (41.7)	-	2 (16.7)	-	7 (58.3)	7 (53.8)

Figure 10 shows the distribution of FUNAAB staff awareness by college/unit. Staff in COLVET (100%), COLERM (80%), COLPHYS (80%), the Administrative Unit (66.7%), COPLANT (60%), COLANIM (57.1%), COLBIOS (50%), and COLAMRUD (50%) were aware of the efforts taken by FUNAAB leadership towards achieving gender equality. However, none of the staff in COLENG, 75% COLMAS, and 53.8% in other sections of the institution were not aware of FUNAAB leaders' efforts towards gender equality. It can be observed from Figure 10 that there were more colleges in FUNAAB whose staff had the knowledge of the institution's efforts towards having gender balanced community.
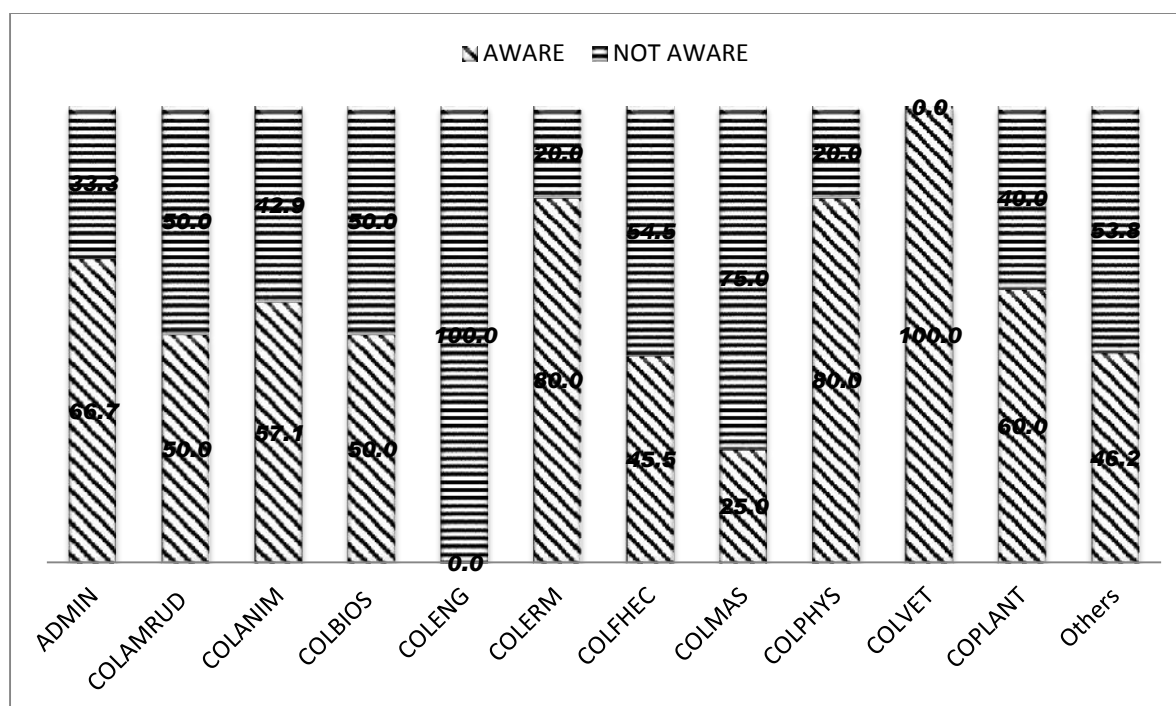
Figure 10: Distribution of Staff's Awareness of Gender Equality Efforts by Leadership

Generally, Figure 11 shows that almost half (45%) of FUNAAB staff were not aware of efforts put in place by the institution's leadership towards achieving gender equality, while 55% were aware. The survey results presented in Figure 12 shows that 33% men and 23% Women were aware of the efforts to integrate gender, while 25% Women and 20% Men were not aware. Results therefore indicate that while leadership is advancing in their pursuit to integrate gender, there are more women in some departments lying outside their communication radar, and as such do not relate the leadership achievements narrated in the subsequent section by others to gender integration efforts.

Figure 11: FUNAAB Staff's Awareness of Gender Equality Efforts by Leadership

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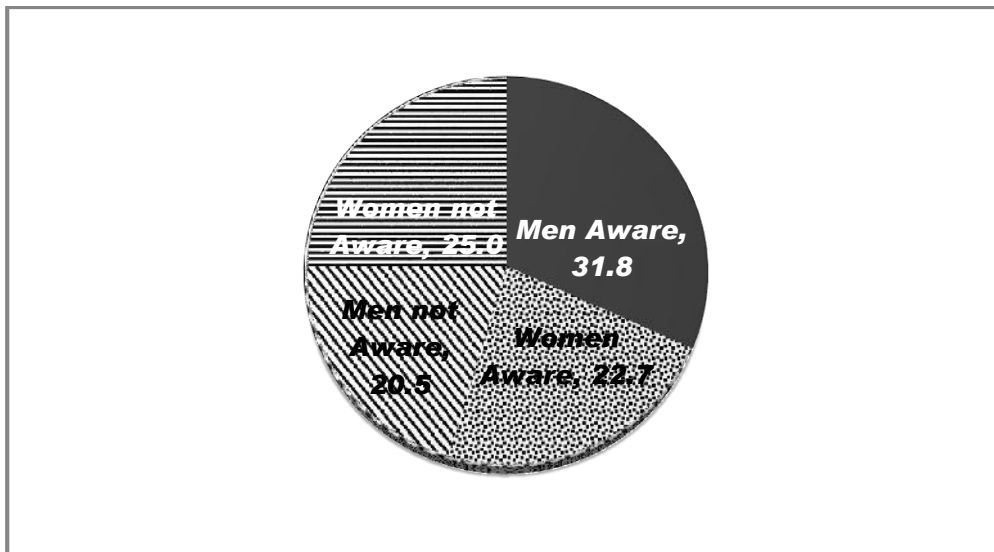
Figure 12: Overall Distribution of FUNAAB Staff's Awareness of Gender Equality Efforts by Sex

On the average (55%), staff surveyed affirmed that FUNAAB leadership has made some noticeable actions toward addressing a number of gender inequalities. Widely known was the effort to balance the top management level by promoting and placing more women in leadership positions; setting up a committee to oversee gender-mainstreaming document; gender prioritisation in recruitment and promotions; promoting the integration of gender into the students' curriculum and efforts to treat both men and women as equals. On the downside, few staff provided examples indicating they did not associate the above action to leadership efforts to address gender inequalities.

Box 5: *Measures by Leadership to Address Gender Equality in FUNAAB*

Measures by Leadership to Address Gender Equality in FUNAAB

Administration: Efforts are made to ensure that at least one Deputy Vice Chancellor is female; whenever appointments are to be made by management after considering merit, gender balance is the next parameter considered. Everyone getting equal opportunity to become whatever they want to become; creating an enabling environment for females to thrive without discrimination; appointment is on merit, no matter the sex; females are appointed as Deans, Directors and Deputy Vice Chancellors GIYD; provision of grants as a measure to address gender inequalities

Agricultural Management and Rural Development - Gender equalities in admissions, employment and appointments into management positions; commissioning of the Gender laboratory, opportunities given to both males and females; women being represented among FUNAAB leadership and management staff

Food Sciences and Human Ecology – Gender equality in the staff recruitment process; overall effort to balance sexes in job appointments

Animal Science and Livestock Production - Setting up of a gender policy committee; gender consideration during employment and deployment of staff to different departments or units as measures to address gender inequalities. Furthermore, the request for equal representation of sexes in student enrolment, and the selection of people to administrative positions based on gender.

Plant Science and Crop Production - The review of existing Gender Policy toward more affirmative actions in the admission of female students into Engineering and Science-based courses as efforts to address inequalities; setting up of a gender mainstreaming committee and appointments guided by gender consciousness as measures by leadership to address inequalities

Environmental Resources Management - The selection of women into certain positions of Headship in administration was a deliberate move by the leadership to address inequalities; entrenching gender policy in the new strategic plan.

Biosciences – 'To the best of my knowledge, one of the DVCs is a female, the Dean of Students' Affairs is a female as well as the University librarian'. The new strategic plan document emphasizes the need for a gender policy in the University. The second women associates empowerment and encouragement of female staff in their responsibilities as part of the move to address inequalities by leadership.

Veterinary Medicine - The appointment to the position of leadership - Director of institutes and centres as a deliberate move by leadership to address gender inequalities

Physical Sciences - The appointment of female DVCs, DAP, DSA, and other Directors as part of leadership measures to address gender inequalities

Management Sciences - Female Auditors are saddled with equal responsibility like their male counterparts with leadership moves to address gender inequalities

Others - Teaching gender-oriented courses at the college and university levels; the job descriptions without discrimination as another way leadership is addressing gender inequalities; A female Professor pointed out that the education of students in gender, recruitment and appointment of females as principal officers as measures to address inequalities. Nonetheless, she also observed that in terms of management, gender was biased or tilted toward a specific sex.

2.3. STATUS AND PROCESS OF ACHIEVING GENDER BALANCED STAFF
2.3.1. CURRENT REPRESENTATION OF MEN AND WOMEN IN DEPARTMENTS

There is a mixed understanding of "balanced representation" by respondents. To some, having more women is seen as balanced. As such, several of the registered "Yeses" are actually not 50:50. Furthermore, there are several departments with conflicting numbers and percentages of responses to "Yes" and "No". Although the percentages and ratios provided are not uniform, responses help to portray which sex is perceived by respondents, from various positions, to be dominant in each department. Result in Figure 13 shows that in all (100%), male and female staff in COLAMRUD, COLANIM, COPLANT, COLERM, COLBIOS, COLENG, COLVET, COLPHYS, and COLMAS perceived that there is unequal gender representation across the departments in FUNAAB. However, Table 7 shows that 33.3% of women from other sections of FUNAAB and 25% Women and 16% Men in Administration Unit perceived a gender balanced representation of men and women across the departments in FUNAAB.
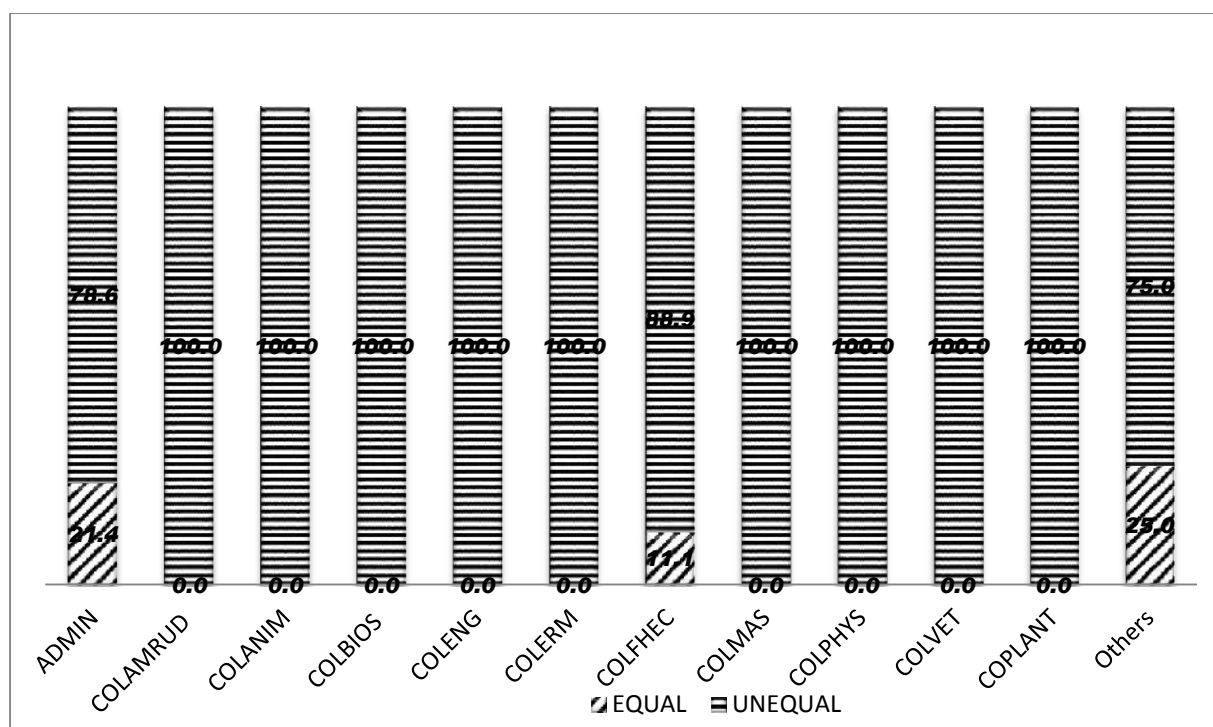
Figure 13: Distribution of Staff's Perception of Current Representation of Men and Women in Departments by Units/College

In the overall distribution, Figure 14 shows that only 9% of FUNAAB staff perceived an equal representation of men and women across departments in the institution while 91% think otherwise (unequal). Figure 15 indicates that out of the study population that perceived unequal gender representation across the departments in FUNAAB, 48% were men and 43% women while 6% men and women perceived equal gender representation in the current position across departments in FUNAAB.

Table 7: Current Representation of Men and Women in Colleges/Units

College/Unit	Representation of Men And Women in Departments	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes	0	0	1 (16.7)	2 (25.0)	0	0	0	0	1 (16.7)	2 (25.0)	3 (21.4)
	No	2 (33.3)	1 (12.5)	2 (33.3)	3 (37.5)	1 (16.7)	1 (12.5)		1 (12.5)	5 (83.3)	6 (75.0)	11 (78.6)
Agricultural Management and Rural Development	Yes		-	-	-	-	-	-	-	-	-	-
	No	1 (14.3)	-	-	-	5 (71.4)	3 (100.0)	1(14.3)	-	7 (100.0)	3 (100.0)	10 (100.0)
Food Sciences and Human Ecology	Yes		-	-	-	1 (25.0)			-	1 (25.0)	0	1 (11.1)
	No	1 (25.0)	-	-	-	1 (25.0)	5 (100)	1 (25.0)	-	3 (75)	5 (100)	8 (88.9)
Animal Science and Livestock Production	Yes		-	-	-				-	0	0	0
	No		-	-	-	3 (75)	1 (100)	1 (25)	-	4 (100)	1 (100)	5 (100)
Plant Science and Crop Production	Yes		-	-	-				-	-	-	-
	No	1 (16.7)	-	-	-	4 (66.7)		1 (16.7)	-	6 (100)	0	6 (100)
Environmental Resources Management	Yes		-	-	-	0	0	-	-	-	-	-
	No	2 (66.7)	-	-	-	1 (33.3)	2 (100)	-	-	3 (100)	2 (100)	5 (100)
Biosciences	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	2 (100)	3 (100)	-	-	2 (100)	3 (100)	5 (100)
Engineering	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	1 (100)		-	-	1 (100)	-	1 (100)
Veterinary Medicine	Yes	-	-	-	-			-	-	-	-	-
	No	1 (100)	-	-	-		3 (100)	-	-	1 (100)	3 (100)	4 (100)
Physical sciences	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	1 (100)	3 (100)	-	-	1 (100)	3 (100)	4 (100)
Management Sciences	Yes	-	-	-	-			-	-	-	-	-
	No	-	1 (50)			2 (100)		-	1 (50)	2 (100)	2 (100)	4 (100)
Others	Yes	-	-	-	1 (11.1)		2 (22.2)	-		-	3 (33.3)	3 (25)
	No	-	-	-	-	1 (33.3)	5 (55.6)	2 (66.7)	1 (11.1)	3 (100)	6 (66.7)	9 (75)
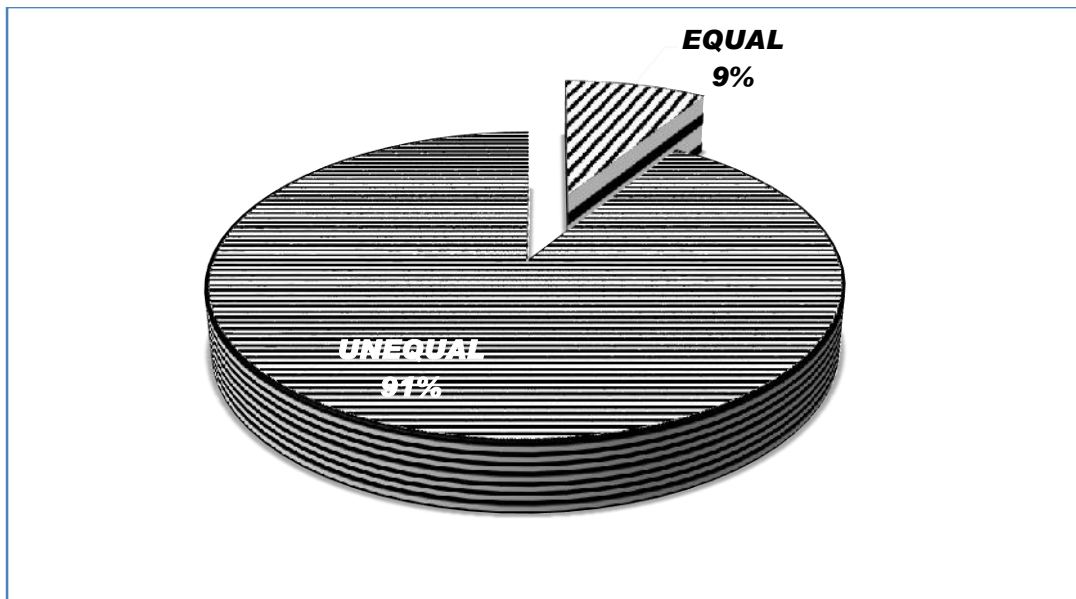
Figure 14: FUNAAB Staff's Perception of Current Representation of Men and Women
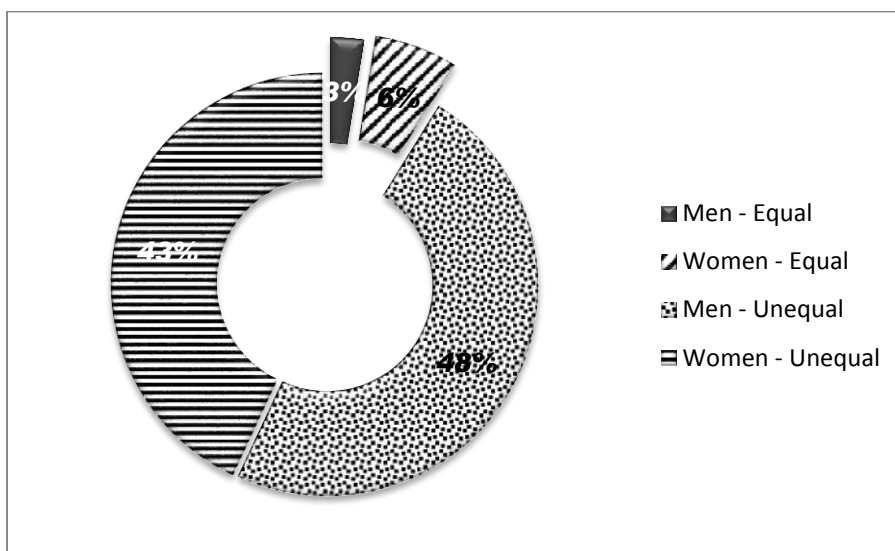
Figure 15: **Overall Distribution of FUNAAB Staff's Perception of Current Representation of Men and Women in Departments by Sex**

The reasons given for the high levels of unequal representation by FUNAAB Staff surveyed revolve around three main factors:

I.   The gendered-ness of courses and resultant work load,
II.   Inadequate numbers of qualified women to balance out the men in the various courses.
III. Preference of men to women by FUNAAB leadership

Box 6: *Current Unequal Representation of Men and Women in Departments*

Reasons Given by FUNAAB Staff for the Current Unequal Representation of Men and Women in Departments

Administration *- Men: (i) It is "coincidental", not a deliberate effort. (ii) The work is a bit tedious, (iii) it is the means of employment;*

Women: (i) The one who entered 50:50 says it is to make sure there is "no underrepresentation of any group" indicating a deliberate effort. (ii) It is the nature of the job (iii) Women are more care givers that is why there are more females in Student Affairs, (iv) It is lack of enough sensitivity to the aspect of staffing based on gender by successive administration, (v) Job specifications

Agricultural Management and Rural Development - *Men: Only one teaching staff member gave the reason of the means of employment;*

Women: Three teaching staff think that men are preferred and employed in the department; the second suggests low interest of women in the job because it is time taking. The third sees the underemployment of women by FUNAAB as generic, not only in this department.

Food Sciences and Human Ecology *- Women: One reason was provided – because the department majors in Home Economics and food-related courses, which are traditionally female-dominated courses.*

Animal Science and Livestock Production *– The only man that gave reasons said he saw the 40% women inclusion as "good".*

Plant Science and Crop Production - *Men: two teaching staff responded. One saw culture as the reason, the other saw, "fewer women available to take up appointments at this level".*

Environmental Resources Management - *Women: The reason given by one teaching staff member was that the ratio of 15M: 5F in the department was because "Females are most often seen as weaker vessels that can't do the job. But they have been dazed with our level of performance."*

Engineering - *It is the "profession".*

Physical Sciences - *Women: "Women in STEM challenges".*

Management Sciences - *Women: The senior manager noted that at 52%, the department almost had the same percentage of representation. The women confessed to not knowing the reason for the underrepresentation*

Other - *Two men from different departments: Information Science (Librarianship): could not really say, could be anything; Information Technology: Men 70% and Women 30% because it is technically and physically challenging.*

2.3.2. RECRUITMENT AND RETENTION OF GENDER EXPERTS, AND WOMEN

2.3.2.1 FUNAAB'S Recruitment Process Considers Gender Balance as an Important Criterion

Table 8 shows that male and female staff in administration (Men = 66.7% and Women = 100%), COLAMRUD (Men = 50% and Women = 33.3%), COLFHEC (Men = 50% and Women = 40%), COLVET (Men = 100% and Women = 33.3%) were aware that gender is a criterion in FUNAAB recruitment process. In addition, only 33.3% of men in COLANIM, COLERM, COLBIOS and other sections of the university knew gender as a criterion for recruitment in FUNAAB.

Table 8: FUNAAB's Recruitment Process Considers Gender Balance as an Important Criterion

College/Unit	Recruitment Process Considers Gender Balance As An Important Criterion	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes	2 (33.3)	-	2 (33.3)	5 (100)	-	-	-	-	4 (66.7)	5 (100)	9 (81.8)
	No	-	-	1 (16.7)	-	1 (16.7)	-	-	-	2 (33.3)	-	2 (18.2)
Agricultural Management and Rural Development	Yes	1 (16.7)	-	-	-	2 (33.3)	1 (33.3)	-	-	3 (50)	1 (33.3)	4 (44.4)
	No	-	-	-	-	3 (50.0)	2 (66.7)	-	-	3 (50)	2 (66.7)	5 (55.6)
Food Sciences and Human Ecology	Yes		-	-	-	1 (25)	2 (40)	1 (25)	-	2 (50)	2 (40)	4 (44.4)
	No	1 (25)	-	-	-	1 (25)	3 (60)	-	-	2 (50)	3 (60)	5 (55.6)
Animal Science and Livestock Production	Yes	-	-	-	-	1 (33.3)	-	-	-	1 (33.3)	-	1 (25)
	No	-	-	-	-	1 (33.3)	1 (100)	1 (33.3)	-	2 (66.7)	1 (100)	3 (75)
Plant Science and Crop Production	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	1 (20)	-	-	-	3 (60)	-	1 (20)	-	5 (100)	-	5 (100)
Environmental Resources Management	Yes	1 (33.3)	-	-	-		-	-	-	1 (33.3)	-	1 (16.7)
	No	1 (33.3)	-	-	-	1 (33.3)	2 (100)	-	1 (33.3)	2 (66.7)	3 (100)	5 (83.3)
Biosciences	Yes	-	-	-	-	1 (33.3)		-	-	1 (33.3)	-	1 (25)
	No	-	-	-	-	1 (33.3)	1 (100)	1 (33.3)	-	2 (66.7)	1 (100)	3 (75)
Engineering	Yes	-	-	-	-	1 (100)	-	-	-	1(100)	-	1(100)
	No	-	-	-	-	-	-	-	-	-	-	-
Veterinary Medicine	Yes	1 (100)	-	-	-	-	1 (33.3)	-	-	1(100)	1(33.3)	2 (50)
	No	-	-	-	-	-	2 (66.7)	-	-	-	2 (66.7)	2 (50)
Physical Sciences	Yes	-	-	-	-	1 (100)	-	-	-	1 (100)	-	1 (100)
	No	-	-	-	-		-	-	-	-	-	-
Management Sciences	Yes	1 (33.3)	-	-	-	1 (33.3)	-	-	-	2 (66.7)	-	2 (50)
	No	-	-	-	-	1 (33.3)	-	-	1 (100)	1 (33.3)	1 (100)	2 (50)
Others	Yes	-	-	-	-		-	1 (33.3)	-	1 (33.3)	-	1 (16.7)
	No	-	-	-	-	2 (66.7)	3 (100)	-	-	2 (66.7)	3 (100)	5 (83.3)

Figure 16 shows distribution of staff based on awareness of gender as a criterion in the recruitment process in FUNAAB across colleges/units. All the staff surveyed in COLENG, COLPHYS; 81.8% in Administration, 50% in COLVET and COLMAS were aware that gender is a criterion in the recruitment process in FUNAAB while there are more colleges whose staffs were not aware of this - such as COPLANT (100%); COLERM (83.3%); COLBIOS and COLANIM (75% respectively); COLAMRUD and COLFHEC (55.6% respectively); COLVET and COLAMS (50% respectively). This could mean that much effort is not put in place to enlighten and sensitise FUNAAB staff on the institutional strategies for mainstreaming gender – specifically, gender as criterion used in the recruitment process which explains for the low level of awareness among staff.
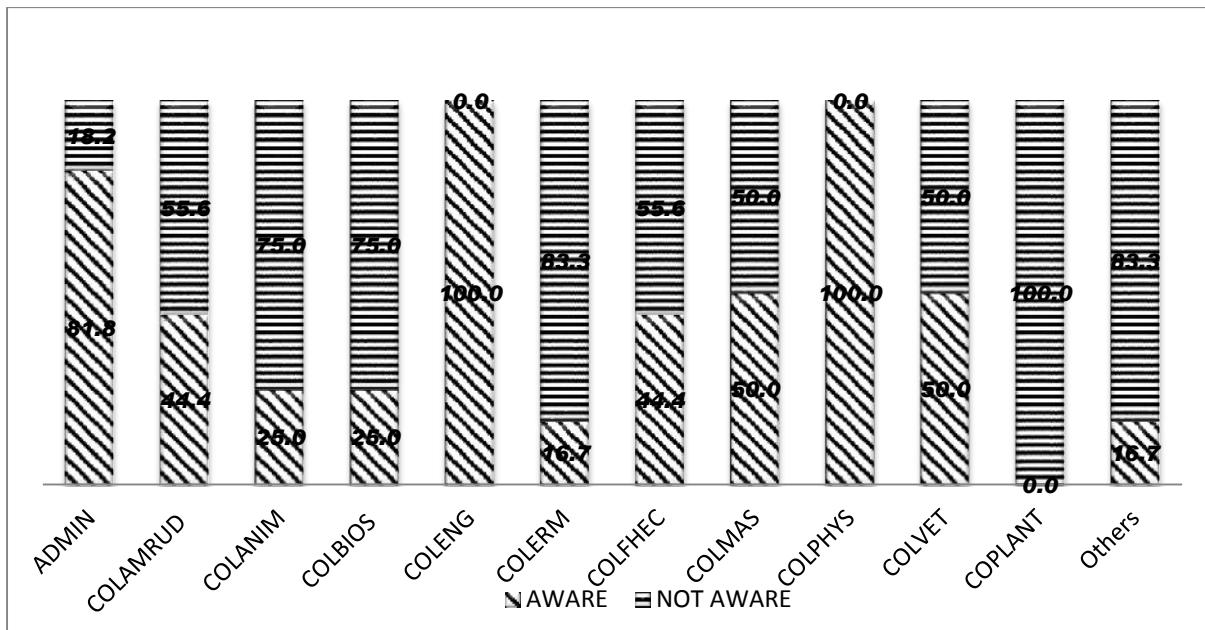
Figure 16: Distribution of FUNAAB Staff's Awareness of Gender Balance as an Important Criterion in the Recruitment Process by Units/College

The result of the survey presented in Figure 17 shows that 42.2% of FUNAAB staff were aware that gender is part of the criteria considered during recruitment process of staff in the Institution. In this category, there were more males (28.1%) that knew about the inclusion of gender as a criterion in the recruitment process when compared with 14.1% female staff in FUNAAB as shown in Figure 18.
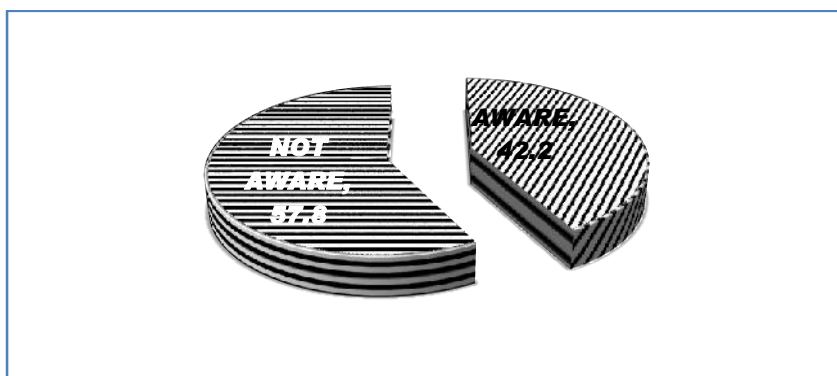
Figure 17: FUNAAB Staff's Awareness of Gender Balance as an Important Criterion in the Recruitment Process

Furthermore, the results show that of the 57.8% of FUNAAB staff that were not aware that gender forms parts of the consideration in the recruitment process of the university, 38.8% were men and 25% women as shown in Figure 18.

Figure 18: Overall Distribution of FUNAAB Staff's Awareness of Gender Balance as an Important Criterion in the Recruitment Process

The survey results raise concerns about the existence of a provision or guideline clearly showing the criteria used in FUNAAB recruitment process, on which the staffs based their judgements. On the other hand, in view of the fact that most staff surveyed were teaching staff, who hardly participate in recruitment exercises, the high level of unawareness can be expected. This could be the reason administration has the highest number of those who knew of gender criteria in recruitments because recruitment is part of their work.

2.3.2.2 Difficulties in Recruiting or Retaining Staff with Gender Expertise

There is a difference between equal representation of sexes and capacity to integrate gender for effective gender responsiveness. Agencies must have expertise in gender to help guide and spearhead the integration efforts. To this end, this section seeks to establish the ease of access to and retention of gender expertise.

Survey results presented in Table 9 show that only 14.3% of men (Teaching Staff) and 12.5% of women (Administrative Staff) in Administration; 14.3% of men (Technical Staff) COLAMRUD and 100% of women (Technical Staff) in COLMAS, acknowledged difficulties in recruiting gender experts in FUNAAB. Staffs from other colleges did not know of any difficulty in the recruitment or retaining staff with gender expertise. Also, Figure 19 shows that all the staffs from colleges/units other than Administration, COLAMRUD and COLMAS were unaware of any difficulty in the recruitment or retaining staff with gender expertise - This set of staffs forms the majority (94.8%) of the staff surveyed as shown in Figure 20.

Table 9: Difficulties in Recruiting or Retaining Staff with Gender Expertise

| Colleges/Units	Difficulties in Recruiting or Retaining Staff with Gender Expertise	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes				1 (12.5)	1 (14.3)			-	1(14.3)	1 (12.5)	2 (13.3)
	No	2 (28.6)	1 (12.5)	3 (42.9)	4 (50)	1 (14.3)	2 (25)		-	6 (85.7)	7 (87.5)	13 (86.7)
Agricultural Management and Rural Development	Yes	-	-	-	-			1 (14.3)	-	1 (14.3)	-	1 (10)
	No	1 (14.3)	-	-	-	5 (71.4)	3 (100)	-	-	6 (85.7)	3 (100)	9 (90)
Food Sciences and Human Ecology	Yes		-	-	-			-	-	-	-	-
	No	1 (25)	-	-	-	2 (50)	5 (100)	1 (25)	-	4 (100)	5 (100)	9 (100)
Animal Science and Livestock Production	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	4 (100)	1 (100)	-	-	4 (100)	1 (100)	5 (100)
Plant Science and Crop Production	Yes	-	-	-	-			-	-	-	-	-
	No	1 (20)	-	-	-	3 (60)		1(20)	-	5 (100)	-	5 (100)
Environmental Resources Management	Yes		-	-	-			-	-	-	-	-
	No	2 (66.7)	-	-	-	1 (33.3)	2 (66.7)	-	1 (33.3)	3 (100)	3 (100)	6(100)
Biosciences	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	2 (100)	3 (100)	-	-	2 (100)	3 (100)	5 (100)
Engineering	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	-	-	-	-	1 (100)	-	-	-	1 (100)	-	1 (100)
Veterinary Medicine	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	1 (100)	3 (100)	-	-	1 (100)	3 (100)	4 (100)
Physical sciences	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	1 (100)	3 (100)	-	-	1 (100)	3 (100)	4 (100)
Management Sciences	Yes	-	-	-	-		-	-	1 (100)	-	-	-
	No	1 (33.3)	-	-	-	2 (66.7)	-	-	-	-	-	-
Others	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	-	4 (57.1)		-	-	2 (28.6)	2 (100)	1 (14.3)	2 (100)	7 (100)	9 (100)
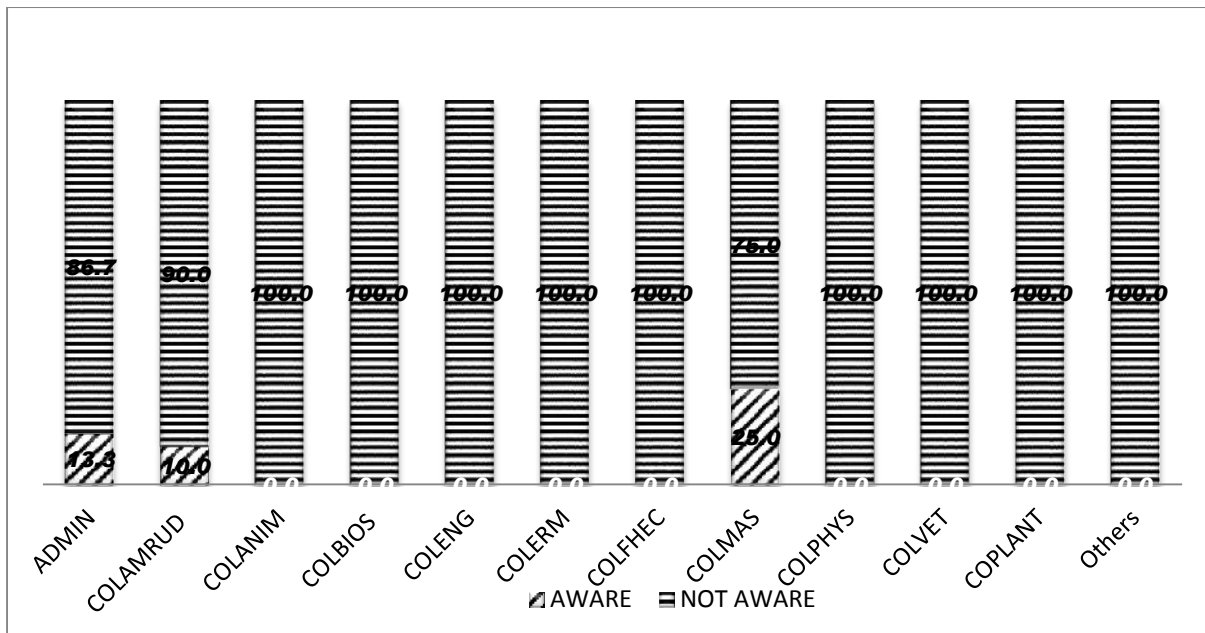
Figure 19: Distribution of FUNAAB Staffs's Awareness of Gender Balance as an Important Criterion in the Recruitment Process by Units/College
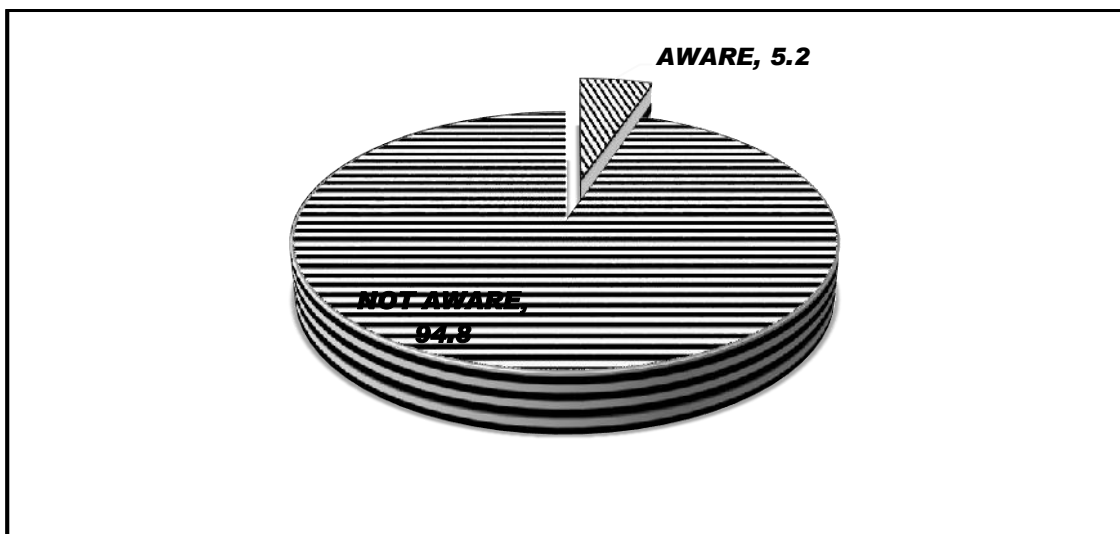
Figure 20: FUNAAB Staff's Awareness of Gender Balance as an Important Criterion in the Recruitment Process

The survey results presented in Figure 21 further reveal that out of the 5.2% of FUNAAB staff that acknowledged that there is difficulty in the recruitment of staff with gender expertise, 2.6% were men and women respectively. These results, also raises a question of how much the teaching staff that made up the majority of responses to this question are concerned about recruitment modalities and provisions.
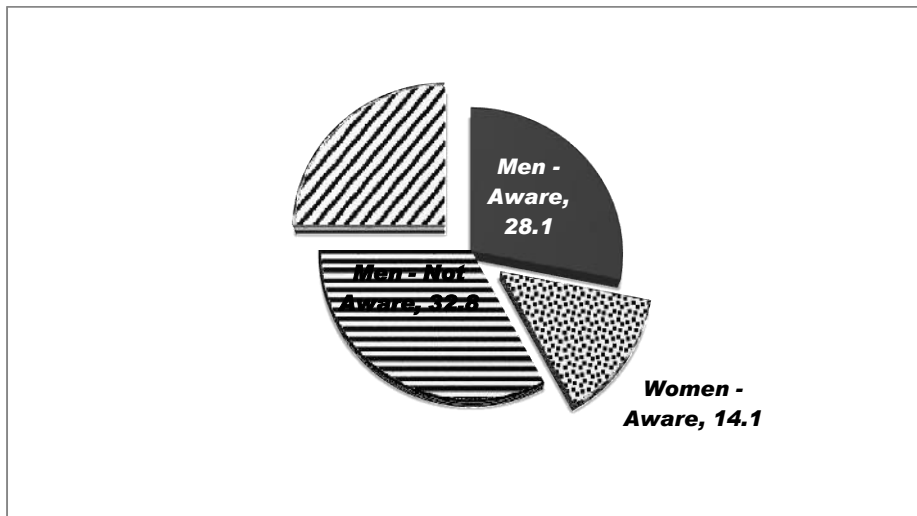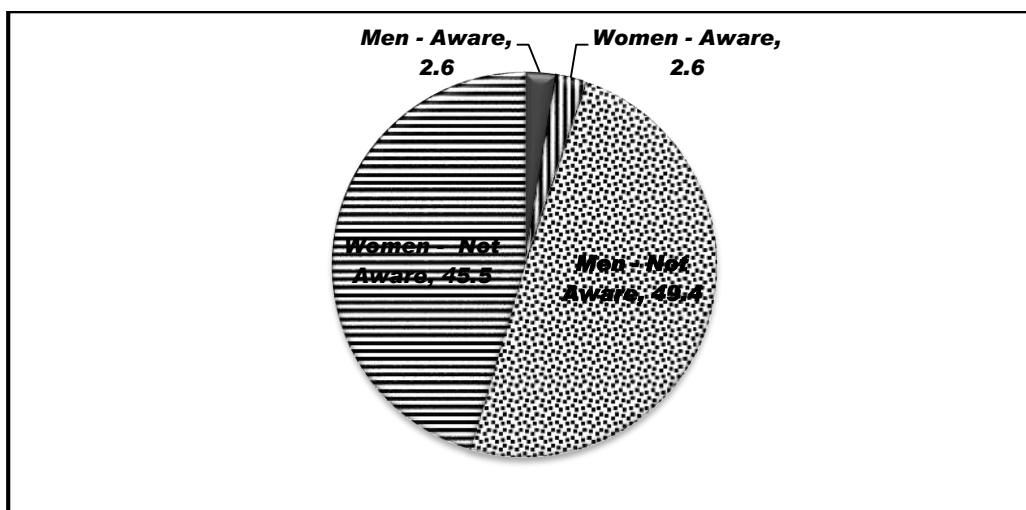
Figure 21: **Overall Distribution of FUNAAB Staff's Awareness of Gender Balance as an Important Criterion in the Recruitment Process**

2.3.2.3 DIFFICULTIES IN RECRUITING OR RETAINING WOMEN STAFF MEMBERS

Issues around balanced representation of men and women at the various levels of FUNAAB structure begin with having an adequate pool of competent men and women to draw from. This pool can be within FUNAAB or outside but accessible to recruiters. This section of the report looks at the survey for perceptions on whether or not there exist difficulties in recruiting and retaining women staff members.

Table 10 shows the distribution of FUNAAB Staff awareness of difficulties in recruiting or retaining women staff members. In administration unit, 7.7% and 92.3% of the respondents were aware and unaware respectively. Few of the women administrative staff (20%) were aware while 25% men and 20% women at the senior management level, 37.5% and 60% of women administrative staff and teaching staff were unaware respectively. In other colleges and units, no staff acknowledged any difficulty in retaining or recruiting female staff members as indicated in Figure 22. This explains the reason for the 98.7% of FUNAAB staff that were unaware of difficulties in recruiting and retaining women staff members in the overall distribution indicated in Figure 23. The results further reveal in Figure 24 that out of the 98.7% of FUNAAB staff that were unaware of difficulties in recruiting and retaining women staff members, 54.7% were men and 44% Women. All these could confirm that several people in FUNAAB do not know about the recruitment dynamics and, therefore, were unaware of difficulties inherent in the process.

Table 10: Difficulties in Recruiting or Retaining Women Staff Members

Colleges/Units	Difficulties in recruiting or retaining women staff members	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes				1 (20)		-	-	-	-	1 (20)	1 (7.7)
	No	2 (25)	1 (20)	3 (37.5)	3 (60)	3 (37.5)	-	-	-	8 (100)	4 (80)	12 (92.3)
Agricultural Management and Rural Development	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	1 (14.3)	-	-	-	5 (71.4)	3 (100)	1 (14.3)	-	7 (100)	3 (100)	10 (100)
Food Sciences and Human Ecology	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	1 (25)	-	-	-	2 (50)	5 (100)	1 (25)	-	4 (100)	5 (100)	9 (100)
Animal Science and Livestock Production	Yes	-	-	-	-				-	-	-	-
	No	-	-	-	-	3 (75)	1 (100)	1 (25)	-	4 (100)	1 (100)	5 (100)
Plant Science and Crop Production	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	1 (20)	-	-	-	3 (60)	-	1 (20)	-	5 (100)	-	5 (100)
Environmental Resources Management	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	2 (66.7)	-	-	-	1 (33.3)	2 (66.7)	-	1(33.3)	3 (100)	3 (100)	6 (100)
Biosciences	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	2 (100)	3 (100)	-	-	2 (100)	3 (100)	5 (100)
Engineering	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	1 (100)	-	-	-	1 (100)	-	1 (100)
Veterinary Medicine	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	1 (100)	-	-	-		3 (100)	-	-	1 (100)	3 (100)	4 (100)
Physical sciences	Yes	-	-	-	-			-	-	-	-	-
	No	-	-	-	-	1 (100)	3 (100)	-	-	1 (100)	3 (100)	4 (100)
Management Sciences	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	1 (33.3)	-	-	-	2 (66.7)	-	-	1 (100)	3 (100)	1 (100)	4 (100)
Others	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	-	-	-	1 (14.3)	-	5 (71.4)	2 (100)	1 (14.3)	2 (100)	7 (100)	9 (100)
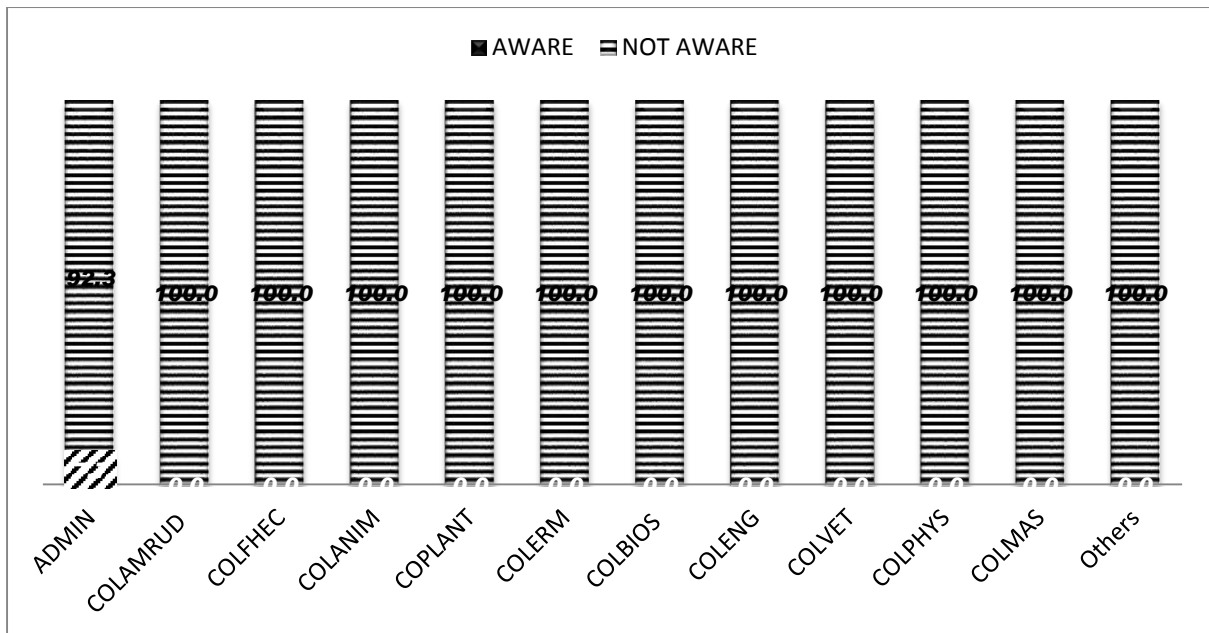
Figure 22: Distribution of FUNAAB Staff's Awareness of Difficulties in Recruiting or Retaining Women Staff Members by Unit/College
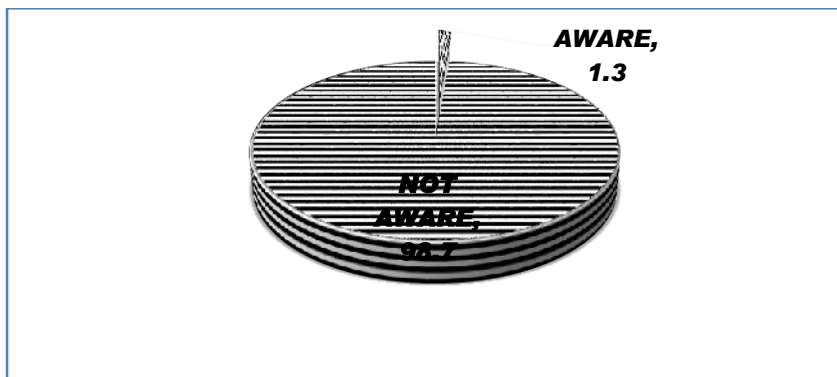
Figure 23: FUNAAB Staff's Awareness of Difficulties in Recruiting or Retaining Women Staff Members
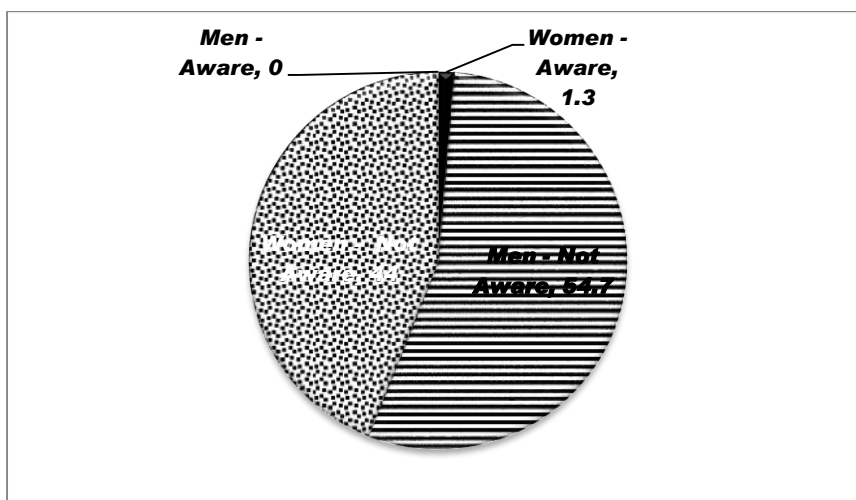
Figure 24: Overall Distribution of FUNAAB Staff's Awareness of Difficulties in Recruiting or Retaining Women Staff Members

2.4. RESOURCES AND CAPACITY BUILDING FOR GENDER INTEGRATION

Gender integration is a costly undertaking. It requires not only the human resource, but also the expertise and other resources (financial, infrastructural, and technological, among others) for it to take root. Investment in capacity building of staff and allocation of resources are at the core of successful gender integration and mainstreaming.

This section presents data from the survey on whether or not departments recognise the importance of gender and allocate sufficient resources for gender issues to be addressed in the programmes/projects. It also looks at whether FUNAAB supported participation in training on gender and related topics or individuals solicited training elsewhere, independently.

2.4.1. COLLEGES/UNITS AND POSITIONS ON RESOURCES

This section responds to a key survey question, "**My department/unit recognises the importance of gender and allocates sufficient resources for gender issues to be addressed in the programmes/projects**". Responses were either yes or no.

The Result of the survey in Table 11 shows that only 35 staff responded to this question. No response was received from COLPHYS staff. Several people, including all representatives from a whole department (physical sciences) skipped this question. Several others had only one or two respondents from a whole department.

Nevertheless, in COLAMRUD (80%), Administrative unit (62.5%) and 50% in COLANIM, COLERM, COLBIOS, COLVET and COLMAS respectively of FUNAAB staff surveyed opined that the university had sufficient resource allocation for gender mainstreaming as shown in Figure 25. In total, Figure 26 shows that 51% of FUNAAB staff thought the resources were sufficient, out of which 31.4% are women and 20% men. Again, 49% of FUNAAB staff that thought otherwise comprised of 28.6% Men and 20% women as indicated in Figure 27.
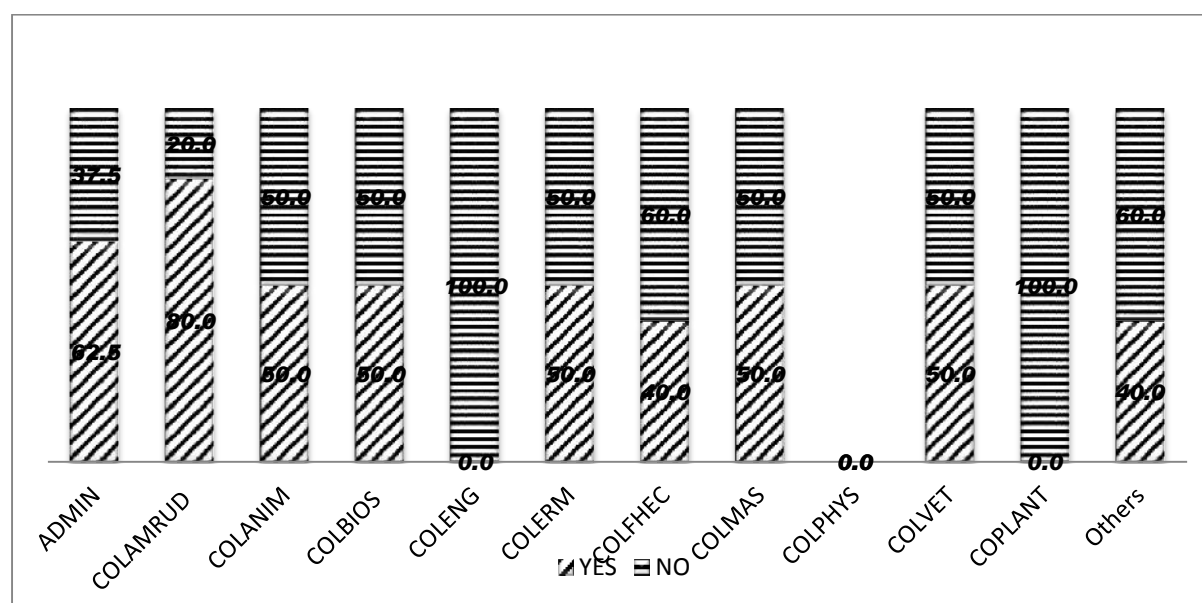
Figure 25: Sufficiency of Resource for Gender Initiatives by Unit/College

Table 11: Distribution of Sufficiency of Resource Allocation for Gender Initiatives in FUNAAB

Colleges/Units	Departments And Positions On Resources	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes			1 (50)	3 (50)		1 (16.7)	-	-	1 (50)	4 (66.7)	5 (62.5)
	No	1 (50)	1 (16.7)	-	-	-	1 (16.7)	-	-	1 (50)	2 (33.3)	3 (37.5)
Agricultural Management and Rural Development	Yes	-	-	-	-	2 (66.7)	2 (100)	-	-	2 (66.7)	2 (100)	4 (80)
	No	1 (33.3)	-	-	-	-	-	-	-	1 (33.3)	-	1 (20)
Food Sciences and Human Ecology	Yes	1 (33.3)	-	-	-	-	1 (50)	-	-	1 (33.3)	1 (50)	2 (40)
	No	-	-	-	-	1 (33.3)	1 (50)	1 (33.3)		2 (66.7	1 (50)	3 (60)
Animal Science and Livestock Production	Yes	-	-	-	-	1 (50)	-	-	-	1 (50)	-	1 (50)
	No	-	-	-	-	1 (50)	-	-	-	1 (50)	-	1 (50)
Plant Science and Crop Production	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	1 (100)	-	-	-	-	-	-	-	1 (100)	-	1 (100)
Environmental Resources Management	Yes	1 (50)	-	-	-	-	-	-	-	1 (50)	-	1 (50)
	No	1 (50)	-	-	-	-	-	-	-	1 (50)	-	1 (50)
Biosciences	Yes	-	-	-	-	-	1 (100)			-	1 (100)	1 (50)
	No	-	-	-	-	1 (100)	-	-	-	1 (100)	-	1 (50)
Engineering	Yes	-	-	-	-		-	-	-	-	-	-
	No	-	-	-	-	1 (100)	-	-	-	1 (100)	-	1 (100)
Veterinary Medicine	Yes	1 (100)	-	-	-	-	-	-	-	1 (100)	-	1 (50)
	No		-	-	-	-	1 (100)	-	-	-	1 (100)	1 (50)
Physical Sciences	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	-	-	-	-	-	-	-	-	-	-	-
Management Sciences	Yes	-	1 (100)	-	-	-	-	-	-	-	1 (100)	1 (50)
	No	-	-	-	-	1 (100)	-	-	-	1 (100)	-	1 (50)
Others	Yes	-	-	-	-	-	1	-	1	-	2 (40)	2 (40)
	No	-	-	-	-	-	3	-	-	-	3 (60)	3 (60)
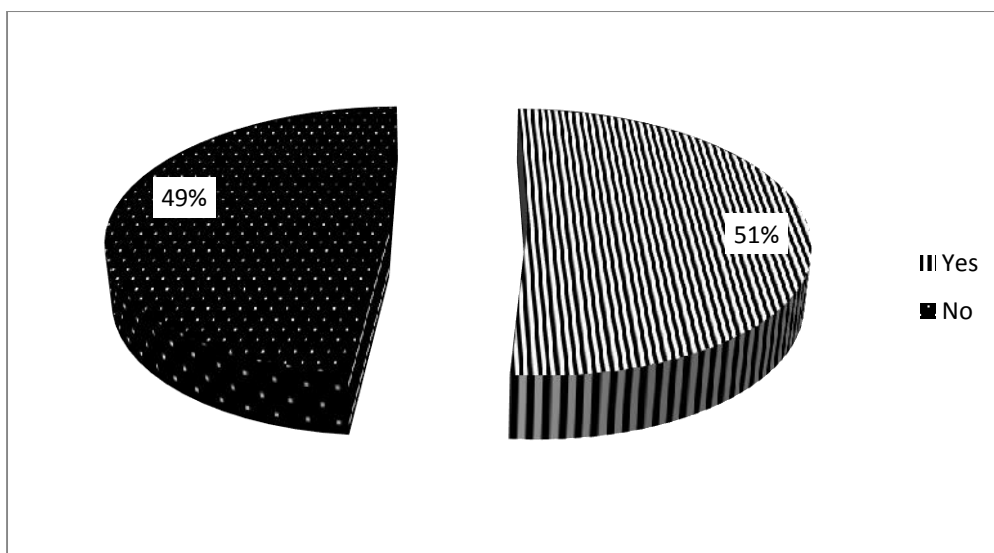
Figure 26: Sufficiency of Resource for Gender Initiatives in FUNAAB
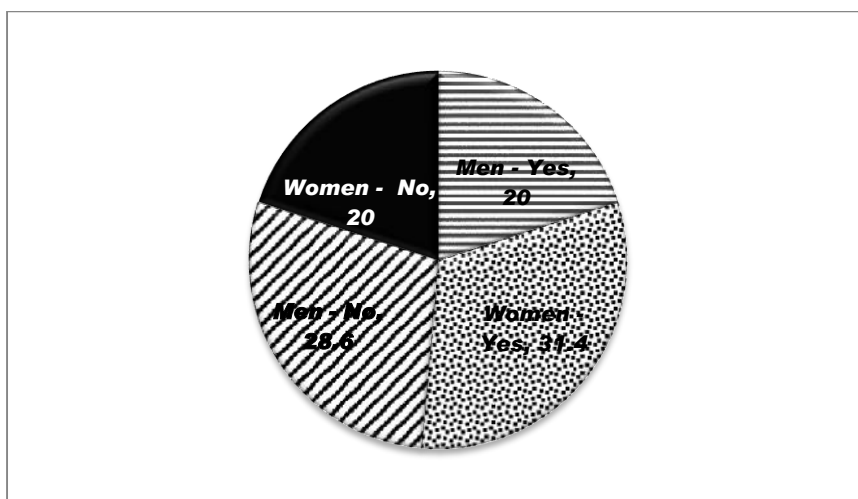
Figure 27: **Sufficiency of Resources for Gender Initiatives by Men and Women**

2.4.2. CAPACITY BUILDING FOR GENDER INTEGRATION

Public academic institutions designed for gender responsiveness are rare. Criteria on which organisational structures are based largely on academic qualifications, experience that comes with years of service, expertise in selected fields, achievements etc. Hardly are gender expertise considered. As such when gender responsiveness gains prominence, the issue of having capacity to do it well emerges. Capacity for gender integrations is not based on sex. Hiring more men or women in a department will not guarantee the capacity to integrate gender. It requires expertise across the board. This is partly the reason the OECD provision on which this report is framed has capacity building as a core necessity.

In general, this section examines the survey data for efforts by FUNAAB, its partners and individual staff members to build capacity for gender integration. It also explores perceptions of lessons learned and application of learning.

2.4.3 GENDER EXPERTISE BUILT WITH AND THROUGH PARTNERS

The study found out that FUNAAB partners with professional institutions and bodies such as NIWARD, AWARD, NRI, Association of Commonwealth Universities and Association of University Women among others, to improve and build the capacity of Staff across the department in the University. Such training revolved around ICT, entrepreneurship, Climate Change, gender mainstreaming, Mentoring, STEM, Fellowships etc.

The result of the survey presented in Table 12 shows that shows 50% of female administrative staff in the administration unit, 14.3% male and 66.7% Female teaching staff in COLAMRUD, 25% Male and 40% Female teaching staff in COLFHEC, 75% Male and 33.3% Female senior management staff in COLANIM attested to have been trained by these professional partners. All (100%) male staff in COLMAS, 40% COPLANT, and 50% COLERM have benefited from the partnerships.
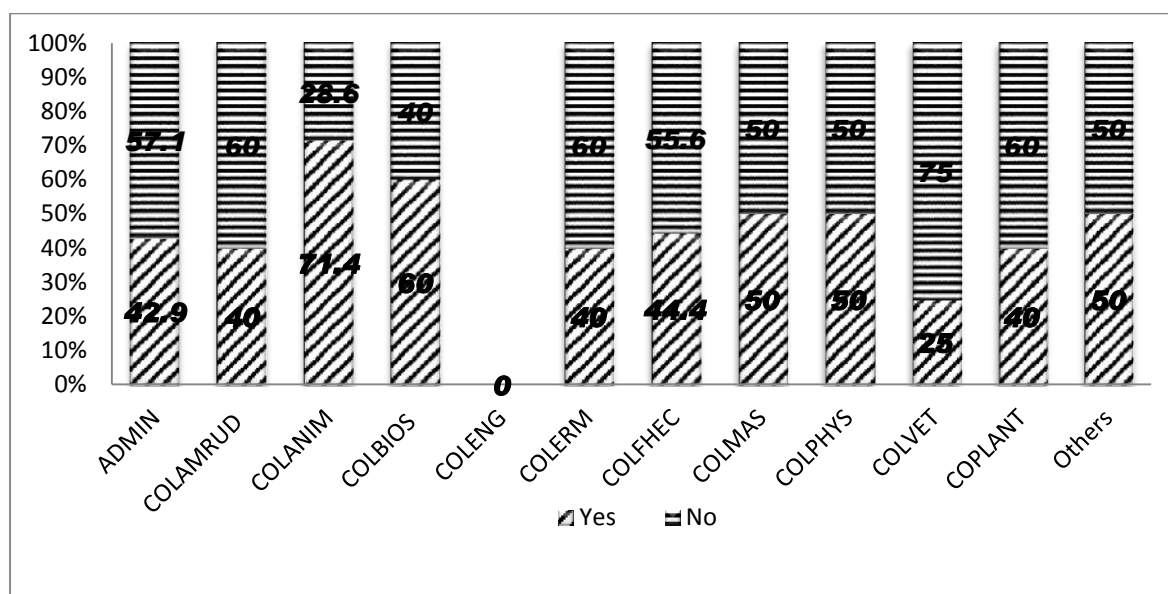
Figure 28: Distribution of Gender Expertise Built with and through Partners by Unit/College

Across the colleges and units in the institution, Figure 28 shows that COLANIM had the highest (71.4%) staff that had been trained/benefited from such partnerships, followed by COPLANT (60%) and 50% in COLPHYS, COLMAS and other units in the university respectively. FUNAAB and partners have invested in the capacity building of individual staff from across the departments. All departments had a number of respondents trained except Engineering. Beside the College of Engineering where no staff acknowledged to have been trained, the College of Veterinary Medicine stands out with the highest number of untrained respondents. Departments of Administration, Agricultural Management, and plant science also had more untrained than trained respondents.

Table 10: Gender Expertise built with and through Partners

Colleges/Units	Gender expertise built with and through partners	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes	1 (16.7)	-	-	4 (50)	-	1 (12.5)	-	-	1 (16.7)	5 (62.5)	6 (42.9)
	No	1 (16.7)	1 (12.5)	3 (50)	1 (12.5)	1 (16.7)	-	-	1 (12.5)	5 (83.3)	3 (37.5)	8 (57.1)
Agricultural Management and Rural Development	Yes	1 (14.3)	-	-	-	1 (14.3)	2 (66.7)	-	-	2 (28.6)	2 66.7	4 (40)
	No	1 (14.3)	-	-	-	3 (42.9)	1 (33.3)	1 (14.3)	-	5 (71.4)	1 (33.3)	6 (60)
Food Sciences and Human Ecology	Yes	1 (25)	-	-	-	1 (25)	2 (40)	-	-	2 (50)	2 (40)	4 (44.4)
	No	-	-	-	-	1 (25)	3 (60)	1 (25)	-	2 (50)	3 (60)	5 (55.6)
Animal Science and Livestock Production	Yes	3 (75)	1 (33.3)	-	-	-	-	-	1 (33.3)	3 (75)	2 (66.7)	5 (71.4)
	No	1 (25)	-	-	-	-	-	-	1 (33.3)	1 (25)	1 (33.3)	2 (28.6)
Plant Science and Crop Production	Yes	1 (20)	-	-	-	-	-	1 (20)	-	2 (40)	-	2 (40)
	No	-	-	-	-	3 (60)	-	-	-	3 (60)	-	3 (60)
Environmental Resources Management	Yes	-	-	-	-	1 (25)		1 (25)	-	2 (50)	-	2 (40)
	No	1 (25)	-	-	-	1 (25)	1 (100)	-	-	2 (50)	1(100)	3 (60)
Biosciences	Yes	-	-	-	-	2 (66.7)	1 (50)	-	-	2 (66.7)	1 (50)	3 (60)
	No	-	-	-	-	1 (33.3)	1 (50)	-	-	1 (33.3)	1 (50)	2 (40)
Engineering	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	-	-	-	-	-	-	-	-	-	-	-
Veterinary Medicine	Yes	-	-	-	-	-	1 (33.3)	-	-	-	1 (33.3)	1 (25)
	No	1 (100)	-	-	-	-	2 (66.7)	-	-	1 (100)	2 (66.7)	3 (75)
Physical Sciences	Yes	-	-	-	-	-	2 (66.7)	-	-	0	2 (66.7)	2 (50)
	No	-	-	-	-	1 (100)	1 (33.3)	-	-	1 (100)	1 (33.3)	2 (50)
Management Sciences	Yes	-	-	-	-	2(66.6)	-	-	-	2 (100)	-	2 (50)
	No	-	1 (50)	-		-	-	-	1 (50)	-	2 (100)	2 (50)
Others	Yes	-	-	-	1 (12.5)	-	3 (37.5)	-	1 (12.5)	-	5 (62.5)	5 (50)
	No	-	-	-		-	1 (12.5)	2 (100)	2 (25)	2 (100)	3 (37.5)	5 (50)

Box *7*: Examples, Lesson and Application of Gender Expertise Built with and through Partners

> ***Examples, Lesson and Application of Gender Expertise Built with and through Partners***
>
> ***Administration*** *– A Teaching staff benefited from a one-year climate change fellowship sponsored by the Association of Commonwealth Universities and Natural Resource Institute, UK offered by FUNAAB. The offer targeted women rather than men. Two women won the fellowship and did the one-year programme as a study leave with pay; A Gender training organised by a research institution- Lesson: Gender mainstreaming is important for all-inclusive development.*
>
> ***Administrative staff****- Association of University Women –Training for female entrepreneurs – Lesson: The training has exposed me to the rudiments of entrepreneurship. Application – pass on to students. AWARD MENTEE / MENTOR- Application: By communicating to both parties, and ADAPTI- Lesson – improve knowledge in ICT*
>
> ***Agricultural Management and Rural Development -*** *Men Teaching staff: AWARD- Mentor /mentee relationship building – lesson: (i) Effective Feedback – Do not delay and communicate the effects and consequences. (ii) Assertiveness – attending to other needs without jeopardising your own needs politely (iii) One-minute elevator speech. No application; Training for women in University by NAUW – lesson: The training was meant for women. Men did not participate*
>
> *Women: Teaching staff: AWARD: Lesson- Writing of Gender-responsive research; application in proposal writing; AWARD Training: Lesson - Research is richer when gender-inclusive research is carried out. Application – I have engaged gender inclusiveness in my research work using gender-disaggregated data.*
>
> ***Food Sciences and Human Ecology*** *- Men: Teaching staff: AWARD/GRARD training 2019 at FUNAAB and Park Inn by Radisson Hotel, Abeokuta. Lessons: Assertiveness. Application of the training workshops included, the training is very useful in decision-making for both men and women;, AWARD Mentorship and AWARD GRARD Program- Lessons.- The need to promote gender and diversity for effective outputs and global visibility; Women Teaching staff: NIWARD/FUNAAB training – Lessons – Gender equality is not about being in competition with male counterparts but being able to meet up the qualification for opportunities; AWARD Mentoring- lessons – Mentoring must be intentional as part of Institutional capacity building.*
>
> ***Animal Science and Livestock Production*** *–AWARD – Mentoring programme outside the country; ensuring equity in responsibility distribution; gender training at the Benue State University- Lesson- gender awareness. Lessons – To be more responsive to the potentials and differences in gender issues - Application: I deal with female staff as colleagues and equals in all aspects; I encourage all my female students to attain the highest level of education. (ii) My training allowed me to be more sensitive to women's needs, especially in Agriculture.*
>
> ***Plant Science and Crop Production*** *– AWARD CONFERENCE – Lesson – Increase women in STEM and considerations for women*
>
> ***Environmental Resources Management*** *– AWARD training – Lessons- Gender responsiveness*
>
> ***Biosciences*** *- AWARD fellowship training- Lessons- Increased understanding of how to contribute to the lives of younger colleagues, especially the female gender. Application – My interpersonal skills have improved, which helps me relate well with workers. It helped to speed up my promotion through focused research works and publications. From the formal mentoring, I increased my network thereby increasing my visibility.*
>
> ***Veterinary Medicine*** *– STEM by AWARD – Lessons: Be gender sensitive. Application- in the role of mentor and mentee.*
>
> ***Physical Sciences -*** *Faculty for the future AWARD workshop- Lesson- Gender Sensitive. Application – Mentoring of Women in STEM; AWARD Mentoring- Application – I am applying them by maintaining a good and stable relationship with colleagues, also mentoring younger ones and students*
>
> ***Others -*** *AWARD programme Lesson- How to write a scholarly article; to be gender inclusive. Irrespective of where I am, I should always know the preferences of people around me; AWARD – How to write a scholarly article; AWARD training – Lesson – Need for Institutional support to achieve gender parity. Application – creating some pressures; staff retreat – Lessons. By not looking at the challenge or task as manly but as what ought to be done by both male and female; AWARD mentoring- Lesson – Support others to move up.*
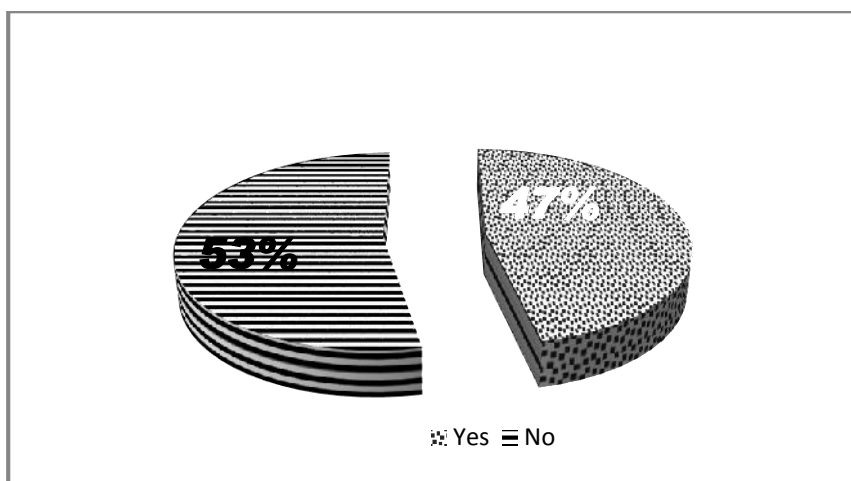
Figure 29: Training of Staff by Partners

Generally, more than half (53%) of the staff surveyed have had their capacity improved through the mentioned partnerships. Most (26%) of the staff trained were women, and men formed the majority (29.9%) of the 47% untrained staff as indicated in Figure 29.
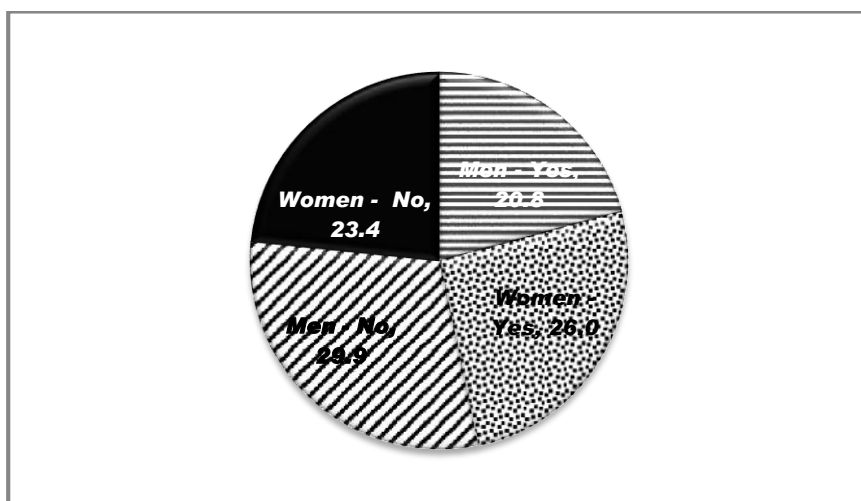
Figure 30: Distribution Staff Trained through Partners by Sex

2.4.4 GENDER TRAINING FROM OTHER PARTNERS ASIDE FUNAAB PARTNERS

Aside from the gender expertise built through training by FUNAAB Partners, some of the staff had gender training from other professional institutions such as Nigerian Forum for Agricultural Advisory Services (NIFAAS) and Agricultural Management and Training Institute (ARMTI), UNEP, UNESCO, Voluntary service for NGO, Online gender training and personal reading of gender manuals to improve their gender sensitivity and skills (See Box 8). All (100%) the staff surveyed in Colleges of Biosciences and Engineering respectively, 66.7% Veterinary Medicine (Men = 100%; Women = 50%), 54.5% Other Units (Men = 100%; Women = 44.4%), and 40% Environmental Resources Management (Men = 100%; Women = 0) had gender training from other institutions aside FUNAAB partners (See Figure 31 and Table 13).

Box 8: *Examples, Lesson and Application of Gender Expertise Built Through Training from other Sources*

Examples, Lesson and Application of Gender Expertise Built Through Training Elsewhere

Administration – The training organised by the Gender Advisory Working Group of the Nigerian Forum for Agricultural Advisory Services (NIFAAS) and Agricultural Management and Training Institute (ARMTI); Gender mainstream for women in unionism. Lessons: Gender advocacy is not synonymous to women liberation. I am not yet a management staff. Application: I applied it in my work as a secretary.

Agricultural Management and Rural Development - Mashav Training by UNEP – Lessons: Gender covers men, women, boys and girls as well as their roles. Issues affect gender differently. The effects of gender roles should not be generalised but the perspective of men, women, boys and girls should be taken into cognizance.

Environmental Resources Management - Alternative source of livelihood for women living around Nigeria by UNESCO at National Park, Abuja - Lessons: Importance and the need to allow women access to biodiversity utilisation and conservation.

Engineering – Consultancy - Lessons: Networking, assertive, emotional intelligence

Veterinary Medicine - All the Staff Training Development programmes I had ever attended (since 2008) had been self-sponsored - Lessons: Professional updating. Transferring knowledge gained through teaching, research and clinical practice.

Physical Sciences - Through experience visiting institutions abroad - Lessons: Where it is an open position and there are more male applicants than females, priority is given to females with equal qualifications.

Management Science - Through reading of books, listening to motivational speakers and seeking opinions from senior colleagues - Lessons: I give women opportunity to proof their worth on the job.

Others - Volunteering for an NGO - Lessons: It is about men and women; personal online training - Lessons: Not to be biased and to treat human equal irrespective of their gender or status; international professional training - Lessons: I mentor other women in my area and encourage them to move up; mainstreaming gender in peace building and security - Lessons: I was trained in Gender analysis and Gender mainstreaming and I apply it to all gender related courses that I teach at the post graduate level.
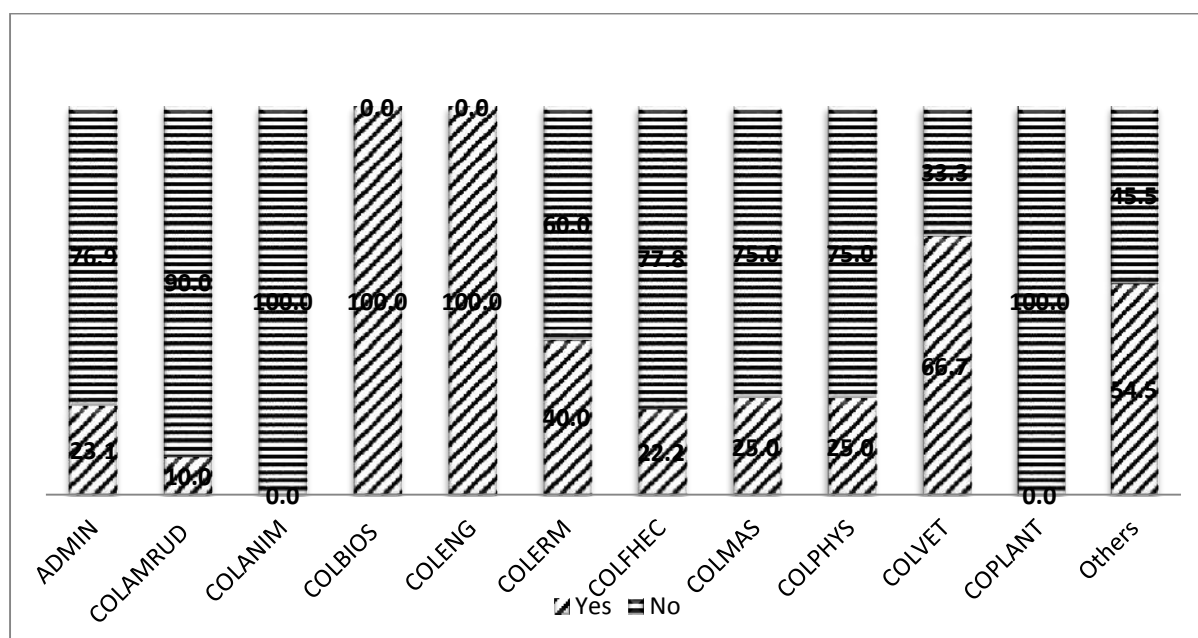
Figure 31: Distribution of FUNAAB Staff Training from other Institutions/Sources by Unit

Table 11: Gender Training from Other Sources

Colleges/Units	Gender training from elsewhere	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes			1 (16.7)		1 (16.7)			1 (14.3)	2 (33.3)	1 (14.3)	3 (23.1)
	No	1 (16.7)	1 (14.3)	2 (33.3)	5 (71.4)	1 (16.7)				4 (66.7)	6 (85.7)	10 (76.9)
Agricultural Management and Rural Development	Yes					1 (16.7)				1 (16.7)	-	1 (10)
	No	2 (33.3)				3 (50)	3 (75)		1 (25)	5 (83.3)	4 (100)	9 (90)
Food Sciences and Human Ecology	Yes						2 (40)			-	2 (40)	2 (22.2)
	No	1 (25)				2 (50)	3 (60)	1 (25)		4 (100)	3 (60)	7 (77.8)
Animal Science and Livestock Production	Yes									-	-	-
	No					3 (75)		1 (25)		4 (100)	-	4 (100)
Plant Science and Crop Production	Yes									-	-	-
	No	1 (25)				2 (50)		1 (25)		4 (100)	-	4 (100)
Environmental Resources Management	Yes	1 (50)				1 (50)				2 (100)	-	2 (40)
	No						2 (66.7)		1 (33.3)	-	3 (100)	3 (60)
Biosciences	Yes					2 (100)	2 (100)			2 (100)	2 (100)	4 (100)
	No									-	-	-
Engineering	Yes	1 (100)								1 (100)	-	1 (100)
	No									-	-	-
Veterinary Medicine	Yes					1 (100)	1 (50)			1 (100)	1 (50)	2 (66.7)
	No						1 (50)			-	1 (50)	1 (33.3)
Physical Sciences	Yes					1 (100)				1 (100)	-	1 (25)
	No						3 (100)			-	3 (100)	3 (75)
Management Sciences	Yes		1 (50)							-	1 (50)	1 (25)
	No					2 (100)			1 (50)	2 (100)	1 (50)	3 (75)
Others	Yes				1 (11.1)		3 (33.3)	2 (100)		2 (100)	4 (44.4)	6 (54.5)
	No						4 (44.4)		1 (11.1)	-	5 (55.6)	5 (45.5)

Figure 32 shows that most (68%) of the FUNAAB staff surveyed had no gender training from other sources. The larger percentage of the staff who had no training from other sources were women (36.1%) and 31.9% were men (Figure 33). This reveals the magnitude of training need for gender integration in FUNAAB. The majority of the respondents were teaching staff and it seems their access to capacity building outside of the core curricular provisions of the university was limited. For the majority of those trained, it was through personal effort online, voluntary work and reading.
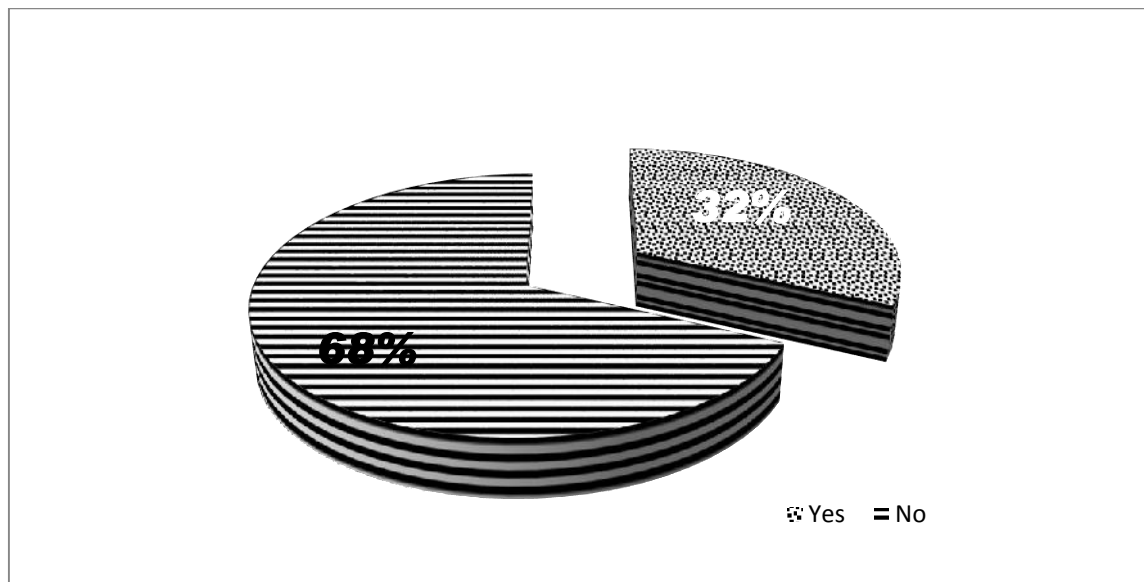
Figure 32: Percentage Distribution of FUNAAB Staff Trained on Gender from Other Sources

Figure 33: Sex Distribution of FUNAAB Staff Trained via Other Sources

2.4.5 RECOMMENDATIONS TO IMPROVE CAPACITY BUILDING OF STAFF IN GENDER

The following recommendations emerged from the FUNAAB staff surveyed across ranks and departments in the university. The staff unanimously advocated constant and persistent training, workshops, publicity, seminars, enlightenment programmes on gender sensitivity, gender mainstreaming, gender equality and inclusiveness. Development, implementation, periodic reviews and monitoring of robust gender policy to create more enabling environment for both males and females to thrive were suggested by Respondents (Box 9).

Box 9: Recommendations to Improve Capacity Building of Staff in Gender

Recommendations to Improve Capacity Building of Staff in Gender
Administration: Men
- **Senior management level**: *Training and awareness*
- **Administrative staff**: *Intensify campaigns*

Women
- **Senior management level**: *Everyone should be given equal opportunity without bias*
- **Technical staff:** *More gender sensitive training*
- **Administrative staff**: *Basing criteria on merit; create more enabling environment for females to thrive; Publicity; training; to organize capacity training on gender equality*

Agricultural Management and Rural Development*: **Men: Senior management level:** *FUNAAB should organise seminars and workshops*
Men: Teaching staff: *Training and provision of incentives; more training, encouragements and support*
Women: Teaching staff: *Regular training; give more training on gender inclusiveness. Empower more staff to go for conferences, training, workshops and seminars in gender studies; there should be no gender discrimination.*
Food Sciences and Human Ecology: Men: Technical staff: *Adequate information; organise workshops*
Women: Teaching staff: *To sponsor them; expose staff to periodic training and retraining; organize training/ seminar on gender issues. Mainstreaming gender policy into the activities of all departments /units at all level; training and awareness creation on gender inclusion as an important SDG*
Animal Science and Livestock Production: Men: Teaching staff: creating awareness and organise training for interested participants; my gender experience has FUNAAB support.
Plant Science and Crop Production: Men: Senior management level: *Development of a robust policy with the monitoring of its implementation.*
Environmental Resources Management: Men: Senior management level: *Sponsor more capacity training; this is not applicable to academics.*
Teaching staff: *Train staff on the need for gender consideration for the development process*
Women: Research staff: *More training and awareness*
Teaching staff: *Not sure; more training to encourage the female folks*
Biosciences: Men: Teaching staff: *The management should slate it as a priority*
Women: Teaching staff: *Increase gender-based training. Encourage staff to be gender sensitive i.e. understanding the peculiarity of each gender; training; continuation of current interventions.*
Engineering: Men: Teaching staff: *Equality*
Veterinary Medicine: Men: Senior management level: *More sensitisation and informative seminars and workshops*
Women: Teaching staff: *Make it a priority; encourage participation at training; I don't know*
Physical Sciences: Women: Teaching staff: *Organise more leadership training and give equal participation; enlightenment programmes*
Management Sciences: Men: Teaching staff: *Constant and persistent training to change mentality of staff*
Women: Senior management level: *Send them for training on gender related matters*
Communication studies: *By checking the staff list*
Other: Women: Teaching staff: *More training; be inclusive while recruiting; FUNAAB should sponsor training on gender; put up seminars; no idea*
Research staff: *What else than to employ at equal basis and focus on achieving results no matter the gender? Organise and sponsor staff to attend workshops on Gender sensitivity.*
Professor: *More training*
Administration: *Exposed more women to take responsibilities*

2.5. GENDER INTEGRATION INTO PROGRAMS

Gender integration is the overall intention of institutionalising the gender policy. This section assessed the extent to which FUNAAB Staff in their departments and as individuals understood and embraced the expectation to integrate gender as **a mandate into the design of teaching/training/research/community development (extension) projects.**

2.5.1. MANDATE TO INTEGRATE GENDER IN TRAINING, RESEARCH AND OUTREACH

All the FUNAAB Staff in COLANIM and COPLANT (100%), 88.9% in Other units, 75% COLPHYS, 66.7% COLFHEC and 60% COLAMRUD assumed the responsibility to integrate gender in training, research and outreach in their respective departments (Figure 34). Most of the staff with the sense of gender integration in their departments were teaching staff. For instance, Table 14 shows that teaching staff in COLAMRUD (Men = 42.9%; Women = 66.7%), COLFHEC (Men = 66.7%; Women = 33.3), COLPHYS (Men = 100%; Women = 66.7%), and other units (Men = 33.3%; Women = 83.7) had both genders who acknowledged to the fact that they were integrating gender in their sphere of influence within the university. Some of the FUNAAB staff surveyed integrate gender by ensuring gender balance in research and project team membership, appointment and duties sharing, gender publications write-up, capacity building and creation of opportunities for females to thrive. However, there were five (5) departments/unit (COLVET, COLMAS, COLBIOS, COLERM and Administration) where more than 65% of the staff did not assume the responsibility to integrate gender in training, research and outreach. This implies that there is a need for more sensitization and training to instil gender sensitivity into the consciousness of FUNAAB staff.
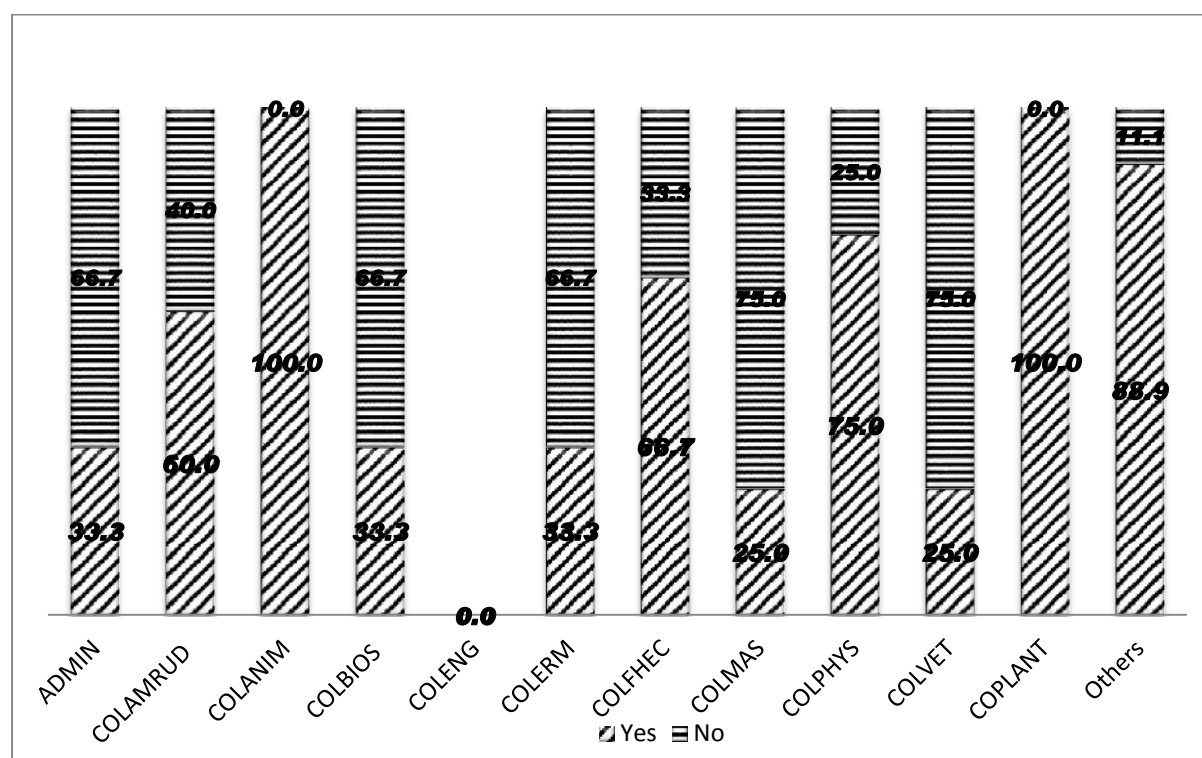
Figure 34: Mandate to Integrate Gender in Training, Research and Outreach by Department

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Table 12: Mandate to Integrate Gender in Training, Research and Outreach

Colleges/Units	Mandate to integrate gender in training, research and outreach	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes			1 (25)	3 (37.5)	-	-	-	-	1(25)	3 (37.5)	4 (33.3)
	No	1 (25)	1 (12.5)	1 (25)	2 (25)	1 (25)	1 (12.5)	-	1 (12.5)	3 (75)	5 (62.5)	8 (66.7)
Agricultural Management and Rural Development	Yes	1 (14.3)	-	-	-	3 (42.9)	2 (66.7)	-	-	4 (57.1)	2 (66.7)	6 (60)
	No	-	-	-	-	2 (28.6)	1 (33.3)	1 (14.3)	-	3 (42.9)	1 (33.3)	4 (40)
Food Sciences and Human Ecology	Yes	1 (33.3)	-	-	-	2 (66.7)	1 (33.3)	-	-	3 (100)	1 (33.3)	4 (66.7)
	No	-	-	-	-		2 (66.7)	-	-	-	2 (66.7)	2 (33.3)
Animal Science and Livestock Production	Yes	-	-	-	-	1 (50)	-	1 (50)	-	2 (100)	-	2 (100)
	No	-	-	-	-		-		-	-	-	-
Plant Science and Crop Production	Yes	1 (25)	-	-	-	2 (50)	-	1 (25)	-	4 (100)	-	4 (100)
	No		-	-	-		-	-	-	-	-	-
Environmental Resources Management	Yes	1(33.3)	-	-	-	1 (33.3)	-	-	-	2 (66.7)	-	2 (33.3)
	No	1 (33.3)	-	-	-		2 (66.7)	-	1(33.3)	1 (33.3)	3(100)	4(66.7)
Biosciences	Yes	-	-	-	-	1 (100)		-	-	1 (100)	-	1 (33.3)
	No	-	-	-	-		2 (100)	-	-	-	2 (100)	2(66.7)
Engineering	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	-	-	-	-	-	-	-	-	-	-	-
Veterinary Medicine	Yes	1 (100)	-	-	-			-	-	1 (100)	-	1 (25)
	No	-	-	-	-		3 (100)	-	-	-	3 (100)	3 (75)
Physical Sciences	Yes	-	-	-	-	1 (100)	2 (66.7)	-	-	1 (100)	2(66.7)	3 (75)
	No	-	-	-	-		1 (33.3)	-	-	-	1 (33.3)	1 (25)
Management Sciences	Yes	-	-	-	-	1 (50)	-	-	-	1 (50)	-	1 (25)
	No	-	1 (50)			1 (50)	-		1 (50)	1 (50)	2 (100)	3 (75)
Others	Yes	-	-	-	1 (16.7)	1 (33.3)	5 (83.3)	1 (33.3)	-	2 (66.7)	6 (100)	8 (88.9)
	No	-	-	-	-	-	-	1 (33.3)	-	1 (33.3)	-	1 (11.1)

Examples by men on how gender is "articulated" in projects

- *Involvement and encouragement of women* in research teams, and research activities: data collection and report writing; giving priority to women when they possess equal qualifications.
- *Gender balance in* research and project team membership, not discriminating any by gender.
- *Appointments and sharing duties* appropriately by examining roles and assigning them based on capacity; releasing recommendation to the leaders in the department; in the appointment of head of units and assigning duties
- *Publicising gender, m*aking known to all participants its importance.
- *Research on gender* in consultation with experts, training, visiting, and being part of the gender project
- *Materials and projects:* Training manual for women in agroforestry and guide to alternative source of livelihood around protected area; the CORAF-UDESWA PROJECT C: AVA; the Gender sub-unit.

Examples by women on how gender is "articulated" in projects

- *Capacity building and to c*reate opportunity for females to thrive; workshop for female final year students; support and encouragement to project students.
- *Gender balance* in the survey sampling procedure; making sure gender equality is implemented in projects or assignment, and by sharing responsibilities equally.
- *Participation/ representation by* ensuring females are well represented; ensure adequate participation of women in focus group discussions; research questionnaire filled by both genders.
- *Gender approaches in* manuscripts, use of multidisciplinary approach; having gender as part of risk factor to be managed; constantly reviewing gender gaps.
- *Projects and publications:* Textile Exhibition in FUNAAB; Cassava Gmarket Project by EU GRATITUDE Project; and training farmer and Gaari processors on the use of NRI cassava bags for fresh cassava root storage; publications such as African Women in Multi-Track, Preventive Diplomacy. The Role of African Women in Ethnic Conflict; co-authorship in paper writing and project bidding; and an article on demographic difference featuring gender.

The result of the survey presented in Figure 35 shows that 56% of FUNAAB staff, comprised of 34.4% Men and 21.9% women, had assumed the responsibility of gender integration in their various units. The higher percentage of men in this category would ease and help facilitate the implementation of FUNAAB gender policy and encourage other staff (44%), who were majorly (29.7%) women that had not assumed the responsibility to integrate gender independently, to do so.
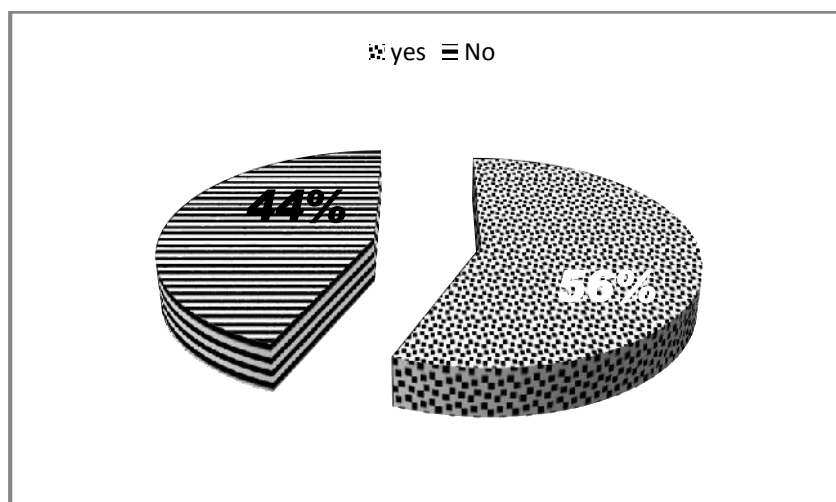
Figure 35: Percentage Distribution of Staff Mandate to Integrate Gender in Training, Research and Outreach
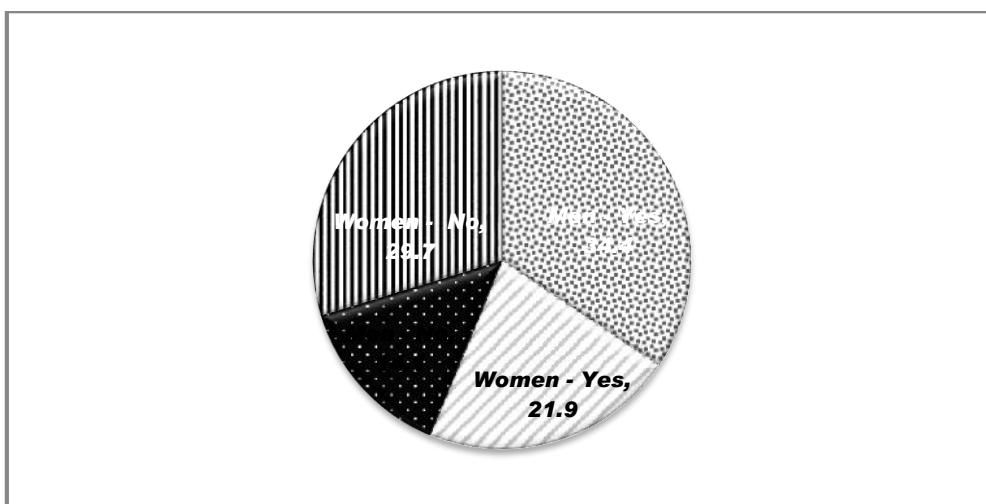
Figure 36: **Distribution of Staff Mandate to Integrate Gender in Training, Research and Outreach by Sex**

2.5.2. PRODUCTION AND USE OF TRAINING MATERIALS

This section addresses the need for resources to integrate gender equality perspectives. Training materials are resources essential for the capacity building of the human resource for gender integration. It is noted that some examples are about training events and do not specify gender materials. The result in Table 15 shows that staff at the senior management level and teaching staff mostly produced resource materials for gender training. For instance, only the male staff at the senior management level in COLAMRUD (50%), COLERM (33.3%), COPLANT (25%) and COLFHEC (25%) produced resource materials for gender integration. Also, the teaching staff in COLAMRUD (Men = 50%; Women = 50%), COLFHEC (Men = 25%; Women = 50%), COLBIOS (Women = 50%) and 50% women in other units of the University generated resource materials to integrate gender in training.

Table 13: Production and Use of Training Materials

Colleges/Units	Production and use of training materials	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes	-	-	1 (25)	-	-	-	-	-	1 (25)	-	1 (20)
	No	1 (25)	1 (100)	1 (25)	-	1 (25)	-	-	-	3 (75)	1(100)	4 (80)
Agricultural Management and Rural Development	Yes	1 (50)	-	-	-	1 (50)	1 (50)	-	-	2 (100)	1 (50)	3 (75)
	No	-	-	-	-	-	1 (50)	-	-	-	1 (50)	1 (25)
Food Sciences and Human Ecology	Yes	1 (25)	-	-	-	1 (25)	2 (50)	-	-	2 (50)	2 (50)	4 (50)
	No		-	-	-	1 (25)	2 (50)	1 (25)		2 (50)	2 (50)	4 (50)
Animal Science and Livestock Production	Yes	-	-	-	-	-	-	-	-	-	-	-
	No		-	-	-	2 (100)	-	-	-	2 (100)	-	2 (100)
Plant Science and Crop Production	Yes	1 (25)	-	-	-		-	-	-	1 (25)	-	1 (25)
	No		-	-	-	2 (50)	-	1 (25)	-	3 (75)	-	3 (75)
Environmental Resources Management	Yes	1 (33.3)	-	-	-	1 (33.3)	-	-	-	2 (66.7)	-	2 (50)
	No	1 (33.3)	-	-	-	-	1 (100)	-	-	1 (33.3)	1 (100)	2 (50)
Biosciences	Yes	-	-	-	-	-	1 (50)	-	-	-	1 (50)	1 (33.3)
	No	-	-	-	-	1 (100)	1 (50)	-	-	1 (100)	1 (50)	2 (66.7)
Engineering	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	-	-	-	-	-	-	-	-	-	-	-
Veterinary Medicine	Yes	-	-	-	-	-	-	-	-	-	-	-
	No	1 (100)	-	-	-	-	1 (100)	-	-	1 (100)	1 (100)	2 (100)
Physical Sciences	Yes	-	-	-	-	-		-	-	-	-	-
	No	-	-	-	-	1 (100)	2 (100)	-	-	1 (100)	2 (100)	3 (100)
Management Sciences	Yes	-	-	-	-		-	-	1 (100)	-	1 (100)	1 (33.3)
	No	-	-	-	-	2 (100)	-	-	-	2 (100)	-	2 (66.7)
Others	Yes	-	-	-	-	-	2 (50)	-	-	-	2 (50)	2 (40)
	No	-	-	-	-	-	2 (50)	1 (100)	-	1 (100)	2 (50)	3 (60)

Majority (75%) of the staff that produced resource materials for gender integration were from COLAMRUD, 50% COLFHEC and COPLANT respectively. Examples of such resource materials produced include Gender perspective of effects of climate change in Southwest Nigeria and usage of adaptation strategies in South West Nigeria, farmer business school training, thesis, tutorial, seminar, GAP trainings for cassava farmers, Gender friendly technologies during research proposal writing etc. (See Box 11). However, none of the staff from COLANIM, COLVET, COLPHYS, 80% Administration, 75% COPLANT, and 66.7% COLBIOS and COLMAS respectively produced resource materials for gender integration shown in Figure 37. This implies that staff from more colleges did not produce resource materials for the integration of gender in the university. The staff from COLENG skipped this section.
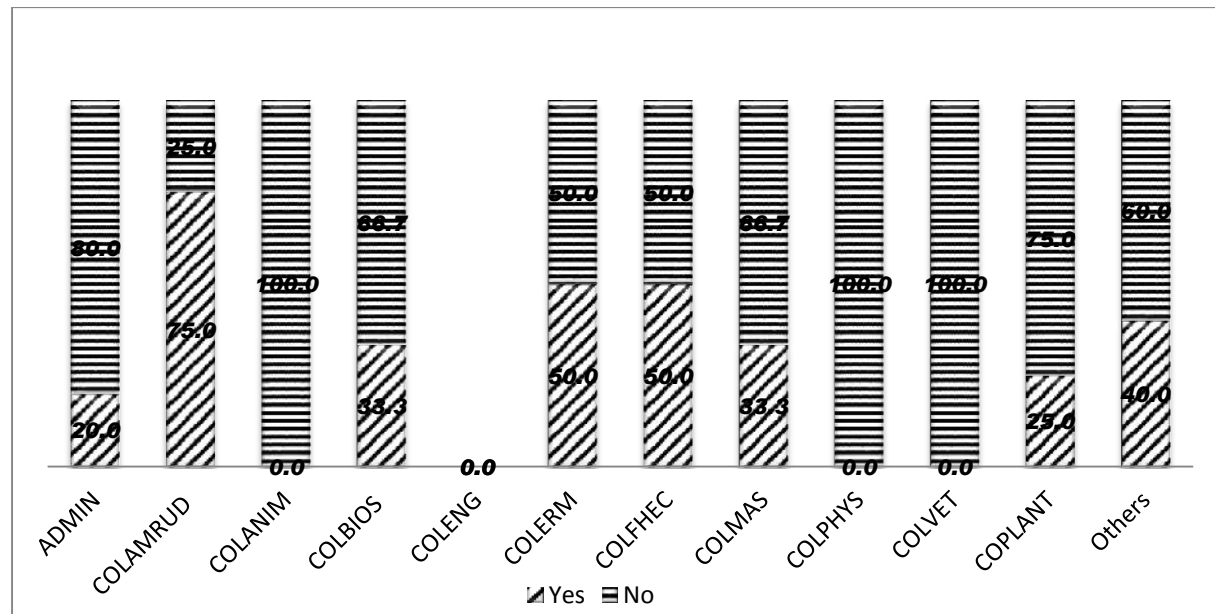

Figure 37: Production and Use of Gender Materials by Department in FUNAAB

Box 11: Examples by Men on Production of Resource Materials for Gender Integration

> **Examples by Men on Production of Resource Materials for Gender Integration**
> - Farmer business school training; Thesis; Tutorial; Seminar. **Use:** Administration
> - GAP training for cassava farmers; Gender friendly technologies during research proposal writing article writing in high impact journal that is inclusive of both gender - **Use:** The positive outputs from female staff remains a conviction to continue to be gender-responsive in the recruitment process
> - There is a Centre anchoring gender issues among others. The sub-unit trains women farmers and secondary school pupils periodically on agricultural practices and health issues. Use: Increased participation of women on activities hitherto left in the domain of men
> - Post-harvest training (Marketing outlets) and value addition- **Use:** Feedbacks from agricultural stakeholders
>
> **Examples by women Production of Resource Materials for Gender Integration**
> - **T**raining of female and male hostellers in production of porters **Use:** To inform policies
> - Female as team member- **Use**: FUNAAB has stressed and fostered gender equality and gender responsive research
> - Gender perspective of effects of climate change in south west Nigeria and usage of adaptation strategies in South West Nigeria - **Use**: In my presentation of the research, recommendations were made based on the research.
> - Publications in reputable journals; encouraging collaborations
> - Training on capacity building for final year students; research on how women working in the quarry cope with the rigours of the work and the effect on health
> - Training for adolescents and youths at NGO levels
> - Differences in gender in terms of employee commitment. The recommendations are yet to be reviewed in FUNAAB

In the overall distribution, Figure 38 shows that 35% of FUNAAB staff produced resource materials for the integration of gender equality. This is low when compared with 65% of FUNAAB staff that did not generate resource materials for gender integration. This implies that there is a wide gap of gender sensitivity, and as such deliberate gender sensitisation to closing this gap is essential.
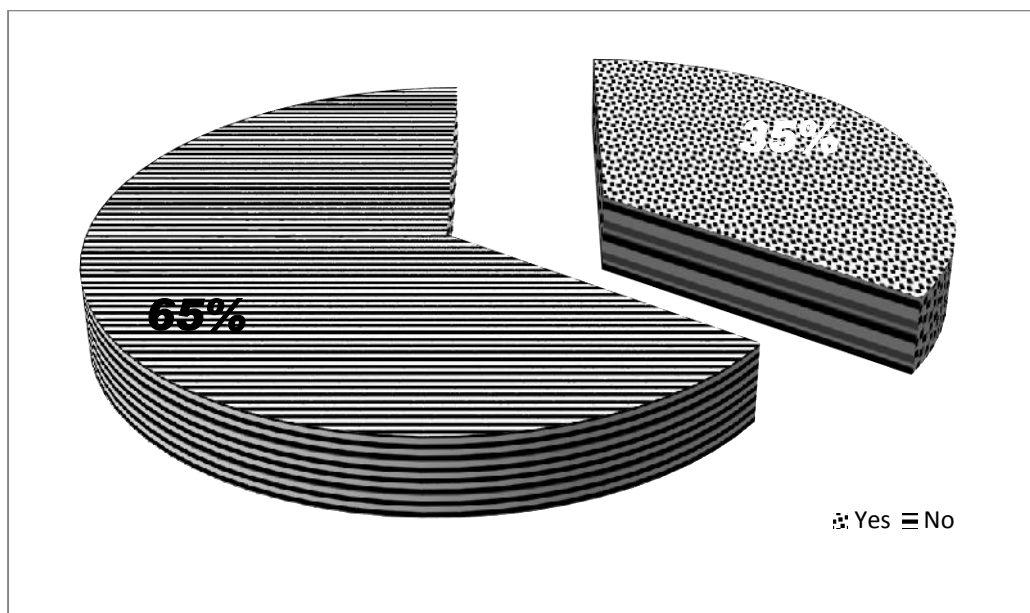

Figure 38: Production and Use of Gender Materials in FUNAAB

The result presented in Figure 39 shows both male (18.6%) and female (16.3) staff produced and used resource materials to integrate gender equality in their various departments. However, it is noteworthy that there were more males (39.5%) than females (25.6%) that did not produce or use training materials to integrate gender in FUNAAB.
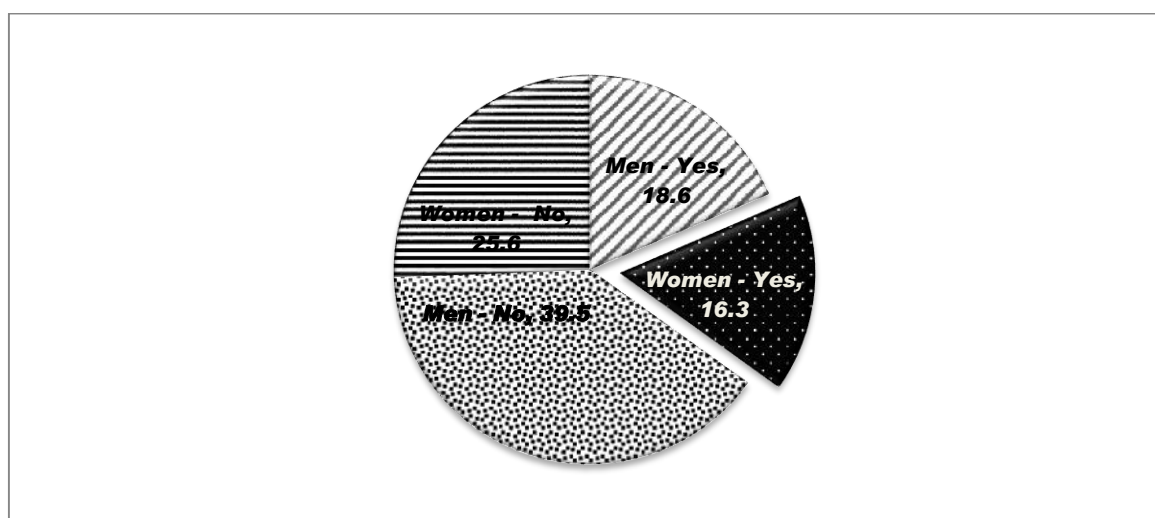

Figure 39: Gender Materials Production by Men and Women

2.6. FUNAAB SUCCESSES AND CHALLENGES IN SUPPORTING GENDER INTEGRATION

The OECD framework points out the importance of consistence in responses as an integral part of and an indication of a gender responsive institution. The statement posed in the survey was "**FUNAAB has achieved some success in the journey to supporting gender integration practices", followed up with a request for evidence of the success stories.** Consistency of response in this regard indicates the levels of knowledge and attribution of "successes" to FUNAAB gender integration efforts. Having said this, "no" or 'I do not know' responses do not mean the efforts do not exist, but rather, that they are not perceived to be part of the efforts to integrate gender. The Bottom line is that the responses do not in any way negate the success; rather they show the consistency in how much people know and understand what is going on. This section, therefore, explores perceptions about the successes, challenges, gaps and, lastly, recommendation for what "more" FUNAAB can do to fast-track gender integration with anticipated positive outcomes.

2.6.1. SUCCESSES IN SUPPORTING GENDER INTEGRATION PRACTICES

The survey found out that both male and female FUNAAB staff acknowledged the success of FUNAAB gender integration efforts across the departments in the university and backed up with testament of the success stories. In the Administrative section, 44.4% of Men and 57.1% Women, COLAMRUD (Men = 50%; Women = 66.7%), COLFHEC (Men = 50%; Women = 33.3%), COLERM (Men = 100%; Women = 33.3%), COLBIOS (Men = 100%; Women = 33.3%), and COLPHYS (Men = 100%; Women = 33.3%) affirmed and attested to FUNAAB's successful efforts towards gender integration in the university (See Table 16). Across departments in FUNAAB, Figure 40 shows that 66.7% of staff surveyed in COLERM and COLENG, respectively, 54.5% in COLAMRUD, 50% in Administration and COLPHYS, respectively, identified and acknowledged the success of FUNAAB's efforts towards gender integration in the university. Most of the FUNAAB staff in COLENG (75%), COLVET (75%), COLBIOS (66.7%), COLANIM (66.7%), COLPHYS (50%), Administration (50%), and 53.3% in other sections of the university could not acknowledge that FUNAAB gender integration efforts are yielding successful results. It is important to note here that the question again is, "did they not see or hear about the changes the others attribute to gender integration?" Most likely, they did but they did not associate it with the gender integration

efforts. This could be the reason they did not choose "no". Besides, most of these colleges are handling the 'core science courses' and may not see the need to integrate gender in their training and other activities unless otherwise mandated.
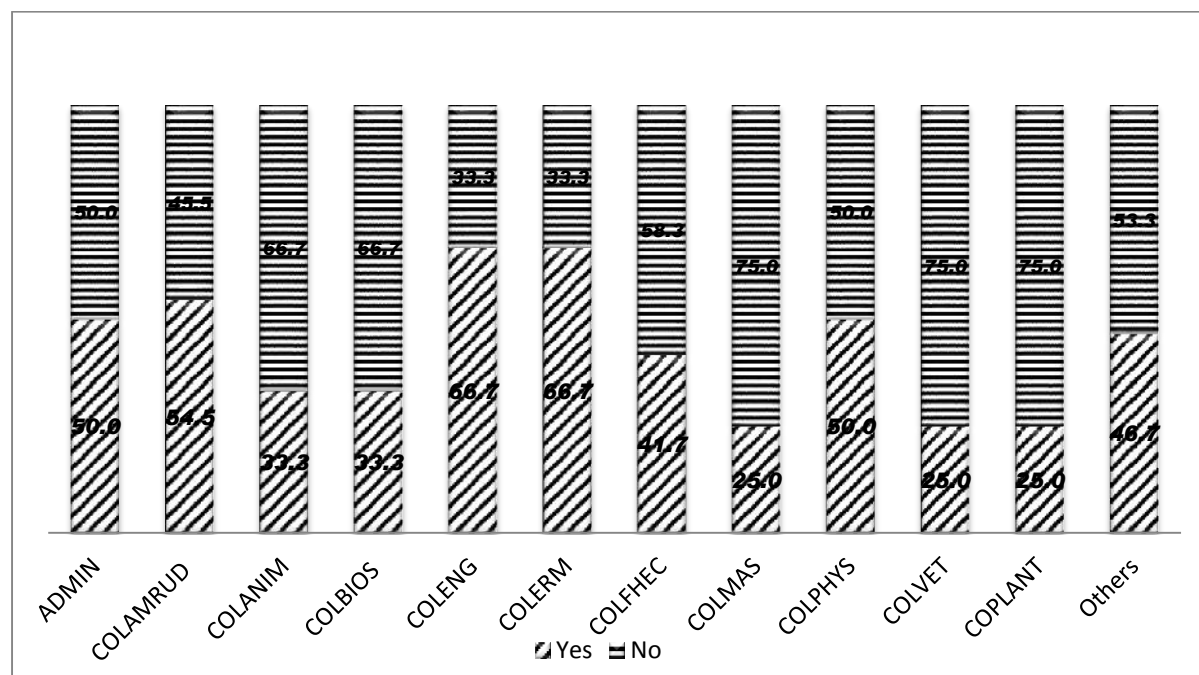
Figure 40: Successes in Gender Integration by Colleges/Units

Examples of success stories stated by participants clustered around, employment, promotion of women to top leadership positions, election of a first female student union leader, Gender balance in research teams and committees, capacity building for FUNAAB Staff, the upcoming Gender lab and integration of gender in postgraduate programme, grant support to women in research, introduction of courses on gender, FUNAAB partnerships with organizations focusing on gender, the strategic plan for an Institute on gender mainstreaming and Programmes that support female in STEM (Table 16 and Box 11).

Table 14: Successes in Supporting Gender Integration Practices

Colleges/Unit	Successes in supporting gender integration practices	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes	1 (11.1)	1 (14.3)	3 (33.3)	3 (42.9)	-	-	-		4 (44.4)	4 (57.1)	8 (50)
	No	1 (11.1)	-	4 (44.4)	2 (28.6)	-	-	-	1 (14.3)	5 (55.6)	3 (42.9)	8 (50)
Agricultural Management and Rural Development	Yes	1 (12.5)	-	-	-	2 (25)	2 (66.7)	1 (12.5)	-	4 (50)	2 (66.7)	6 (54.5)
	No	1 (12.5)	-	-	-	3 (37.5)	1 (33.3)	-	-	4 (50)	1 (33.3)	5 (45.5)
Food Sciences and Human Ecology	Yes	1 (16.7)	-	-	-	2 (33.3)	2 (33.3)	-	-	3 (50)	2 (33.3)	5 (41.7)
	No	-	-	-	-		4 (66.7)	3 (50)	-	3 (50)	4 (66.7)	7 (58.3)
Animal Science and Livestock Production	Yes	-	-	-	-	1 (25)		1 (25)	-	2 (50)	-	2 (33.3)
	No	-	-	-	-	2 (50)	2 (100)	-	-	2 (50)	2 (100)	4 (66.7)
Plant Science and Crop Production	Yes	1 (25)	-	-	-	-	-	-	-	1 (25)	-	1 (25)
	No		-	-	-	2 (50)	-	1 (25)	-	3 (75)	-	3 (75)
Environmental Resources Management	Yes	2 (66.7)	-	-	-	-	-	1 (33.3)	1 (33.3)	3 (100)	1 (33.3)	4 (66.7)
	No	-	-	-	-	-	-	-	2 (66.7)	-	2 (66.7)	2 (33.3)
Biosciences	Yes	-	-	-	-	-	2 (66.7)	-	-	-	2 (66.7)	2 (33.3)
	No	-	-	-	-	3 (100)	1 (33.3)	-	-	3 (100)	1 (33.3)	4 (66.7)
Engineering	Yes	-	-	-	-	2 (100)		-	-	2 (100)	-	2 (66.7)
	No	-	-	-	-		1 (100)	-	-		1 (100)	1 (33.3)
Veterinary Medicine	Yes	-	-	-	-	1 (50)	-	-	-	1 (50)	-	1 (25)
	No	1 (50)	-	-	-		2 (100)	-	-	1 (50)	2 (100)	3 (75)
Physical sciences	Yes	-	-	-	-	1 (100)	1 (33.3)	-	-	1 (100)	1 (33.3)	2 (50)
	No	-	-	-	-		2 (66.7)	-	-	-	2 (66.7)	2 (50)
Management Sciences	Yes	-	-	-	-	1 (33.3)	-	-	-	1 (33.3)	-	1 (25)
	No	-	1 (100)	-	-	1 (33.3)	-	1 (33.3)	-	2 (66.7)	1 (100)	3 (75)
Others	Yes	-	-	-	1 (9.1)	-	4 (36.4)	-	2 (18.2)	-	7 (63.6)	7 (46.7)
	No	-	-	-	-	1 (25)	4 (36.4)	3 (75)		4 (36.4)	4 (36.4)	8 (53.3)

Box 11: Success Stories in Supporting Gender Integration Practices

Success Stories

Administration
- ***Men: Senior management level***: *Employments and promotions have increased number of females*
- ***Men: Administrative staff: (i)*** *Both genders are doing great in their various fields (ii) AWARD (iii) The first female student union leader*
- ***Women: Administrative staff: (i)*** *the former University librarian was a female and now the present University Librarian is also a female. The same goes for the Deputy Vice Chancellor (Academic) (ii) Through appointment and seminar (iii) AWARD training*
- ***Women: Teaching staff:*** *Retired Prof. Funmi Adebambo was given a lot of support to actualise her dream of producing a duo-purpose chicken line; Alpha birds. She was given a pride of place, thereafter.*

Agricultural Management and Rural Development
- ***Men: Dean of the College: Promotion*** *of female into management positions*
- ***Men: Teaching staff: (i)*** *Implementation of laboratory and integration of gender in postgraduate programme (ii) After certain training on how women can also take up research responsibilities and opportunities like their male counterparts. At least there are 3 women in FUNAAB that led research responsibility both in the nation and in Africa at large*
- ***Men: Field staff***: *Allow the female gender to become Deputy Vice-Chancellor*
- ***Women: Teaching staff: (i)*** *Introduction of courses on gender (ii) we have had in the last two dispensations female DVCs.*

Food Sciences and Human Ecology
- ***Men: Teaching staff: (i)*** *AWARD GRAD Training Programmes held in 2019 at FUNAAB and increased female staff employment in recent past. (ii) Appointments of female staff into managerial positions*
- ***Men: Senior management***: *Recent FUNAAB-AWARD GRAD Capacity building for FUNAAB Staff*
- ***Women: Teaching staff: (i)*** *A little improvement in the appointment of qualified women to senior management positions (ii) More women at the administrative post*

Animal Science and Livestock Production
- ***Men: Teaching staff:*** *The last 3 Deputy Vice Chancellors (Academic) are female*
- ***Men: Research staff:*** *At least one of the Deputy Vice-Chancellor is a female.*

Plant Science and Crop Production
- ***Men: Senior management***: *More women heading units by appointment*

Environmental Resources Management
- ***Men: Senior management level:*** *Headships*
- ***Men: Teaching staff:*** *Having women as Dean, Director and Deputy Vice Chancellors*
- ***Women: Teaching staff:*** *Quest for consistency in ensuring that at least one Deputy Vice-Chancellor is a female*

Biosciences
- ***Women: Teaching staff***: *(i) FUNAAB partners with organisations focusing on gender issues. The strategic plan has in its content a proposed plan for an Institute on gender mainstreaming which should be implemented soon (ii) Appointment of female professor as Dean, Students' Affairs*

Engineering
- ***Men: Teaching staff: (i)*** *Employment (ii) Appointment of women to lead in sensitive administrative positions.*

Veterinary Medicine
- ***Women: Teaching staff:*** *She has a number of female management staff*

Physical Sciences
- ***Men: Teaching staff***: *In the past 5 years, one of the two DVCs has always been a female.*
- ***Women: Teaching staff:*** *Programmes that support females in STEM are well supported*

Management Sciences
- ***Men:*** *Teaching staff: I am sure the present Dean, Student Affairs, is a female professor*

Other
- ***Women: Professor:*** *Election of Deputy Vice-Chancellor*
- ***Women: Research staff***: *Dedicated studentship. Staff/management relationship etc*
- ***Women: Admin:*** *Women are appointed into key positions of authority*
- ***Women: Teaching staff:*** *(I) AWARD (ii) More women are in leadership positions in the university*.

The result of the study presented in Figure 41 reveals that below average (45%) of FUNAAB Staff surveyed acknowledged FUNAAB successful gender integration efforts, while 55% did not know or relate the achievements to FUNAAB gender integration efforts. Figure 42 further reveals that 29.7% men and 25.3% women staff were in this category of FUNAAB staff that did not know about the success attained by FUNAAB in its gender integration efforts.
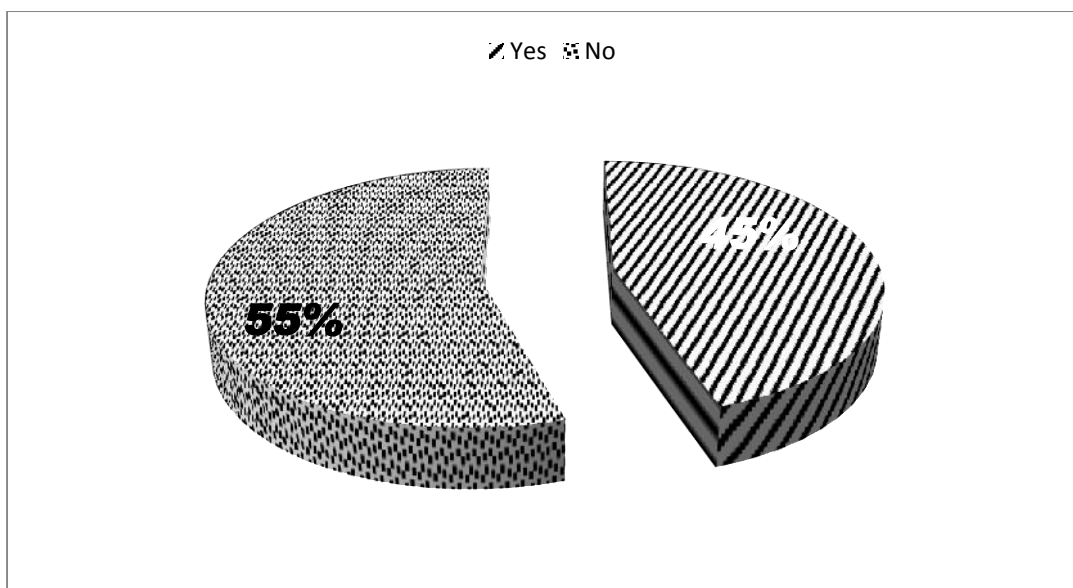
Figure 41: FUNAAB Success in Gender Integration
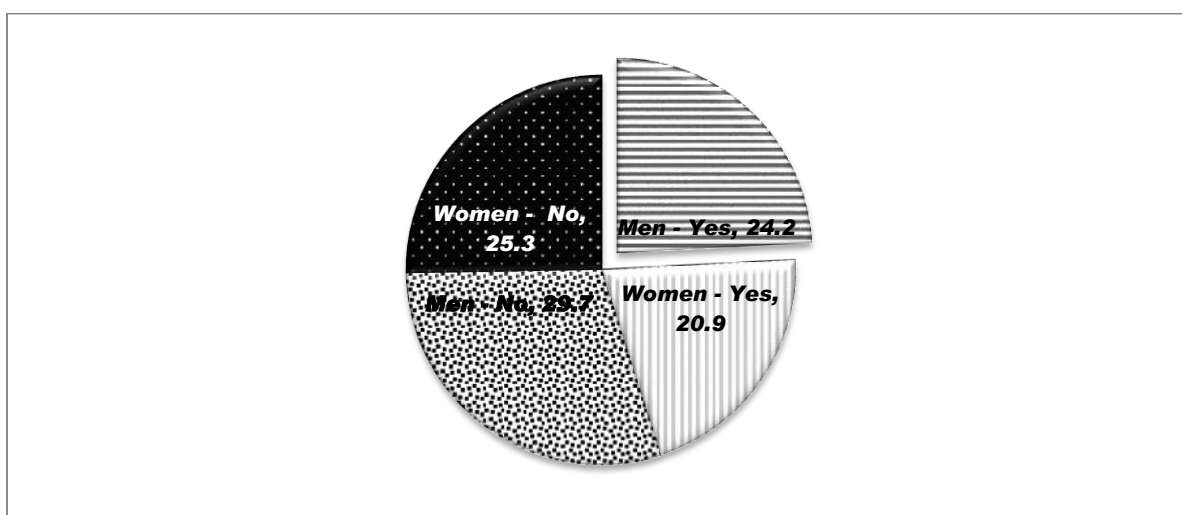
Figure 42: Gender Materials Production by Men and Women

2.6.2. CHALLENGES/WEAKNESSES WITHIN THE CURRENT INSTITUTIONAL PRACTICES FOR INTEGRATING GENDER AT FUNAAB

This section responds to whether or not there are **existing challenges/weaknesses within the current institutional practices for integrating gender at FUNAAB, and examples of such challenges or weaknesses given. Results from the survey presented in Table 17 show that 66.7% men and 25% women staff in COLAMRUD observed and identified challenges within the current institutional practices for the integration of gender in FUNAAB.** Inadequate data base, poor dissemination of information in respect of the policy, non-availability of infrastructure facilities, lack of fund, more people still needed to be enlightened to understand the concept of gender correctly, low partnership and poor linkage **were identified as challenges plaguing the current institutional practices for gender integration in FUNAAB. In COLFHEC, 20% men and 33.3% women identified lack of Centre on Gender and Diversity with a focal lead expert, promotion exercises and gender imbalance in headships of units/centres in the university as weaknesses in the current institutional system for gender integration. In the Administration unit of the university, 16% of FUNAAB staff identified uneven**

implementation of gender policy in all units and colleges, unequal acceptance of gender integration in the community, short (3 month) maternal leave and inadequate structure and infrastructure to support the physically challenged women staff as weaknesses/challenges of the current system as practiced. In addition, 33% of FUNAAB staff in COLENG noted that there is no document known to everyone both within and without that clearly states the position of FUNAAB on gender issues. In addition, 27.3% of FUNAAB staff surveyed in other units identified Gender insensitivity in assigning roles, non-appointment of a single female Vice-Chancellor in FUNAAB since inception, male counterparts' rivalry, Jealousy and lack of enabling laws to implement gender equality as constraints with the current system for institutional integration of gender in FUNAAB.

Apparently, Figure 43 reveals that there were more departments whose staff could not identify or observe any weakness or challenge with the current system in place for gender integration in FUNAAB. All the staff surveyed in COLERM, COLBIOS, COLVET, COLPHYS, and COLMAS, respectively, did not observe any weakness with current gender integration system. This could mean low gender sensitivity/alertness in the path of these staff. Hence, fruitful sensitisation is recommended.

Figure 43: **Weaknesses and Challenges as Seen by Colleges/Units**
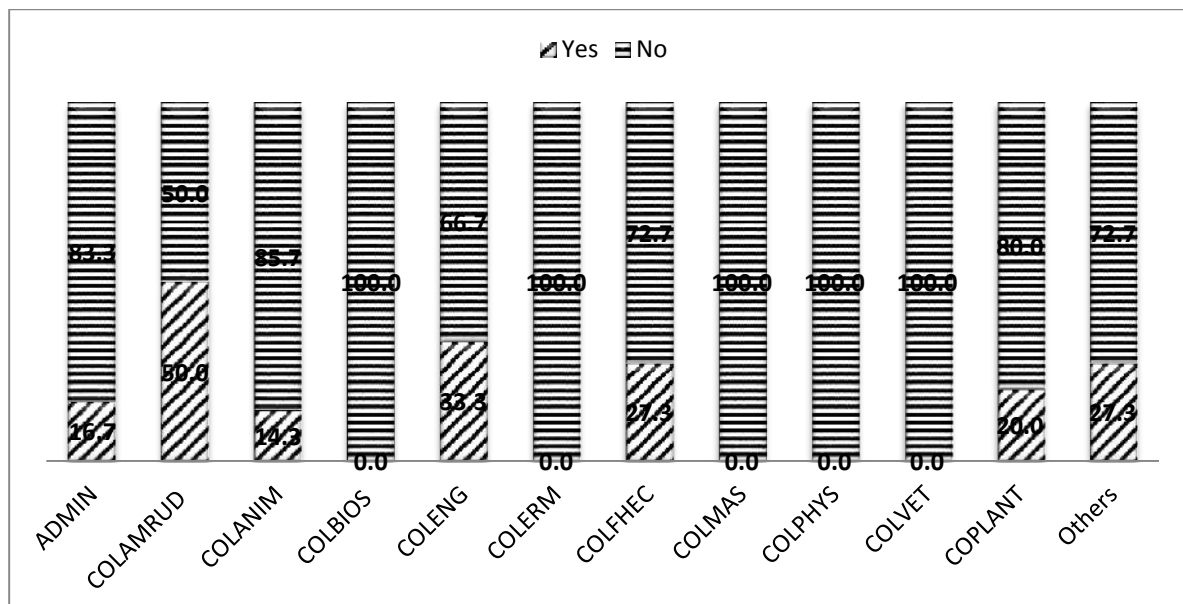
Table 15: Challenges/Weaknesses within the Current Institutional Practices for Integrating Gender at FUNAAB

S/No	College/Unit	Challenges/Weaknesses
	Administrative Staff	• Uneven Implementation of gender policy in all units and colleges • Unequal acceptance of gender integration in the community • Short (3 month) maternal leave for working mothers • Inadequate structure and infrastructure to support the physically challenged women staff
	Agricultural Management and Rural Development	• Inadequate data base • Poor dissemination of information in respect of the policy • No infrastructure facilities • Lack of fund • More people still needed to be enlightened to understand the concept of gender, correctly • Low partnership in Gender and poor linkage
	Food Sciences and Human Ecology	• Lack of Centre on Gender and Diversity with a focal lead expert • Imbalance in promotion exercises • Gender imbalance in headships of units/centres in the university
	Engineering	• No document known to everyone both within and without that clearly states the position of FUNAAB on gender issues
	Others	• Gender insensitivity in assigning roles • No single female Vice-Chancellor in FUNAAB since inception • Male counterparts' rivalry and Jealousy • Enabling law is lacking to implement gender equality • Male counterparts' rivalry

Across sections in the university, only 20% of FUNAAB staff (Men = 11%; Women 8.5%) identified and observed weaknesses/challenges in the current institutional system for gender integration in the university. Meanwhile, most (80%) FUNAAB staff (men = 45.1%; Women = 35.4%) did not see anything wrong with the current system for gender integration as practiced in FUNAAB (see Fig 44, 45 and Table 18).
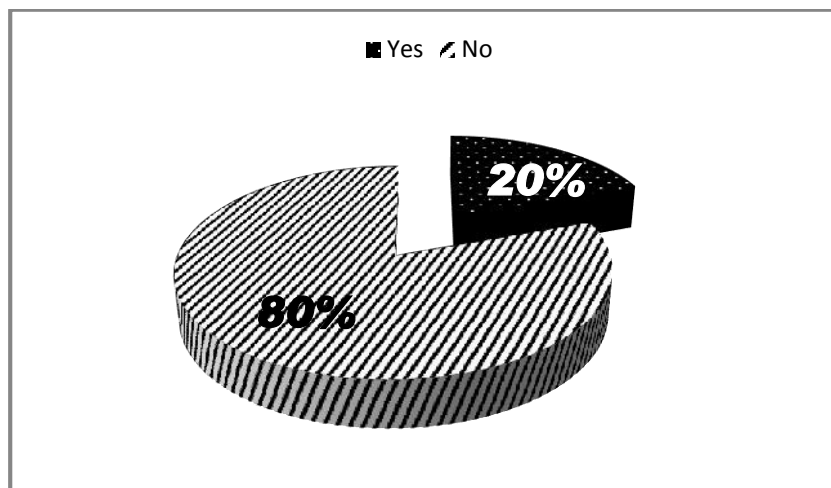
Figure 44: Weaknesses and Challenges as Seen by FUNAAB Staff
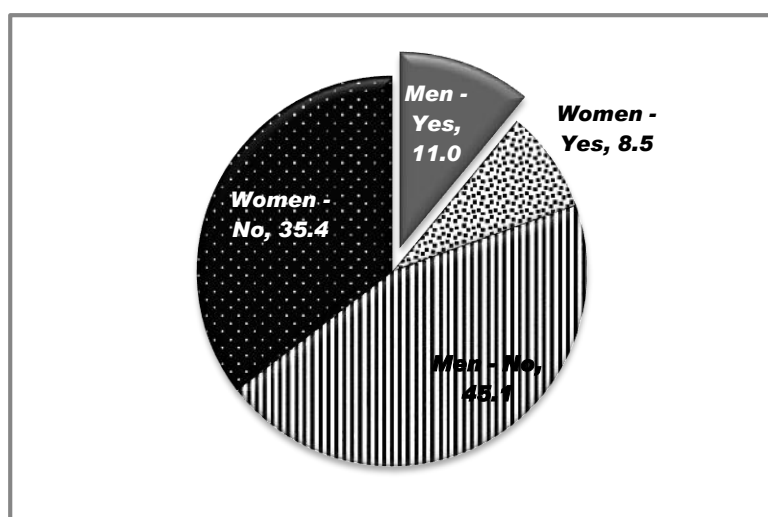
Figure 45: Weaknesses and Challenges as Seen by Men and Women

2.6.3. GAPS IN COLLEGES' EFFECTIVENESS TO EMBRACE A GENDER-RESPONSIVE APPROACH AND EFFECTIVELY INTEGRATE GENDER INTO PROCESS AND PRACTICE

Weaknesses and challenges are different from gaps. The former occurs or takes place but has weaknesses, while the later (gaps) does not exist and yet essential for the effectiveness of the system. The previous section (2.6.2) captured the challenges and weaknesses. This section of the report presents only the gaps disaggregated by sex and positions under each College/Unit, but does not capture those who skipped the question.

Table 16: Gaps in Colleges' Effectiveness to Embrace a Gender-Responsive Approach and Effectively Integrate Gender into Process And Practice

College/Unit	Senior Management Level	Administrative Staff		Teaching Staff		Research/Technical
	Men	Men	Women	Men	Women	Men Women
Administrative Staff	Adequate awareness	Awareness and enlightenment	Women should reach out more for positions sensitization. Unawareness time constraint More awareness on gender equity and release of fund from Federal Government	Lack of policy implementation	Resource laboratory non-availability. Interrupted supply of water, electricity and internet to enhance productivity.	Core Sciences Researchers not interested in gender inclusion
Agricultural Management and Rural Development	Employ more female staff and admit more female students	Male lecturers are not much interested in gender issues		Communication gap. No equipment. Low conference rate. We are yet to itemise the activities that will be done in our gender laboratory. Funding to equip the laboratory. Training of more people to comprehend the concept of Gender, Low awareness	No female has been given the chance to be the V.C of FUNAAB. Scheduled professional development training for female academics	Need to Support the female gender more

Food Sciences and Human Ecology	Implementable guidelines. Political will for leadership to enable implementation of gender policy	Paucity of gender teachers	Scarcity of Gender specialists	More awareness on its benefits. There is no unit or known policy on Gender mainstreaming. Creating awareness on the gender policies and appropriate implementation at all levels	Institutional framework
Animal Science and Livestock Production		Gender imbalance in staff recruitment, and student admission	Staff strength more to a particular sex. Unavailability or a small number of gender experts.	Inadequate Good roads that will make family-work life relatively easy to balance.	Need for more staff to be aware of the policy
Plant Science and Crop Production	Lack of enthusiasm to know more about gender. Low awareness	Lack of awareness	Inadequate orientation of stakeholders Awareness is not strong,	Gender is complicated	Gender is not properly represented in committees and responsibilities.
Environmental Resources Management	Ratio of male to female employment. Gender-specific function. No sex discrimination.	Gender equality is not pronounced at FUNAAB.	My Department already has more than 40% women as academic staff. A feat that took more than 20 years of its existence to achieve.	Checks and balances to address misogynistic bosses. Non-Creation of avenues to seek redress.	Gender specialists needed

Biosciences		No drivers of Gender Policy	In my department, we have just one female lecturer. The same cannot be over engaged just to fulfil gender inequality.	Non availability of gender policy	Researchers see gender researches as just for only women
Engineering	No course related to engineering on gender	Gender is not viewed as a cross cutting subject.	Nature of research dictates if gender would be included. A clear-cut policy should be announced.	Document to back up such responsive approach.	No researcher to consider gender issues in engineering.
Veterinary Medicine	Compulsorily giving opportunity to both sexes during employment of workers into various positions		No in-depth knowledge on gender		
Physical sciences			Un-acceptance of superior ideas. Lack of boldness among others.		i)A framework is missing (ii) No equity in staff strength
Management Sciences			Number of staff Working documented policy	The gender unit should create awareness of its various programmes on the University various platforms. For example, NAUW., Niward, Girls guide, Man 'O' War etc	
Others	Law to support gender mainstreaming	No Centre of Excellence dedicated to Gender and Social inclusion issues		Lack of awareness. Nothing is basically gender inclusive. Fear of doubt.	More Respect for the female gender Gender Policy for FUNAAB

There are two ways to look at the responses to this question: either FUNAAB is not doing enough and needs to do more; or that FUNAAB is doing well under the circumstances but there is still room for even better performance. In view of the interpretation and responses, the latter seems to be the adopted interpretation. That is why the bottleneck question is, "if not, what are the bottlenecks?". It is also because of this interpretation that several respondents who answered "yes" also gave bottlenecks.

Table 18 shows that all the men and women staff in the Administration section, COLAMRUD, COLANIM, COLERM, and COLMAS, respectively, thought FUNAAB can do more to institutionalise gender responsiveness in policy and practice than she is currently doing. In addition, all male staff in COPLANT and female staff in COLVET, COLPHYS, COLENG, COLBIOS and COLAMRUD believed FUNAAB could do more in building a gender responsive community.

Staff in the administration unit thought that FUNAAB could do more to institutionalise gender. Some of the suggestions made are that the Management can review its gender policy, increase awareness through Public Sensitization programmes for acceptability and institute Gender Equality as a Policy for implementation. Other suggestions include creating more offices or portfolio for both genders to handle, provision of crèche in each College, increase maternity leave to 6 as practiced in some states of the federation and build a gender sensitive structure and system within the institution that would enable FUNAAB to be better placed in gender concerns. FUNAAB staff in COLAMRUD thought there should be an increase in female participation in the university activities, implementation of gender laboratory, integration of gender administration, provision of Centre for Gender and Inclusion – 'a-go-to' centre on gender issues with its own Directorate and Director as focal point, more funding and more inclusive engagement without any iota of gender discrimination.

However, Figure 46 shows that 50% of FUNAAB staff surveyed in COLVET, 33.3% in COLENG, 25% in COLPHYS, 16.7% in COLBIOS, 10% in COLFHEC and 8.3% in other units in the university did not think that there is a need for FUNAAB to do more in her bid to institutionalise gender equality through policy and practice. **These staff are male, and they represent about 8% of the study population while the majority (92%) of the staff surveyed believed that FUNAAB can do more to institutionalise gender equality** (Fig 47 & 48).
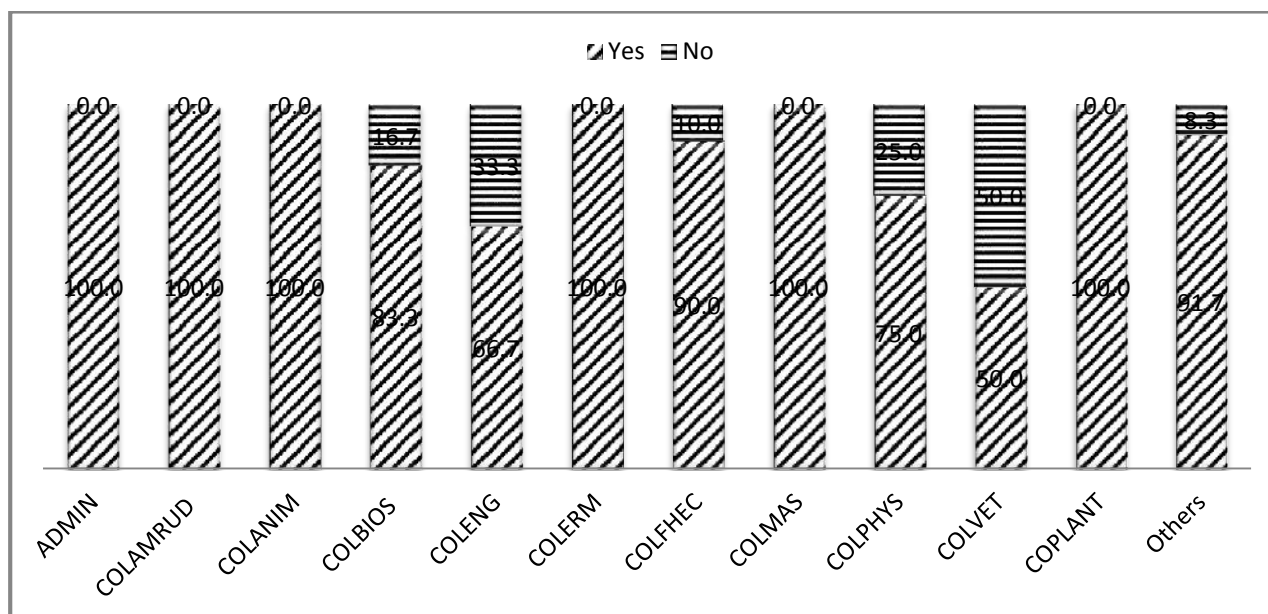

Figure 46: Can FUNAAB Do more? Responses by Colleges/Units

Table 17: Distribution of Staff on FUNAAB Doing More to Institutionalise Gender Responsiveness in Policy And Practice

College/Unit	Can FUNAAB do more to institutionalize gender responsiveness in policy and practice?	Senior management level		Administrative staff		Teaching staff		Research/Technical		Total		
		Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Grand Total
Administrative Staff	Yes	2 (33.3)	1 (14.3)	3 (50)	4 (57.1)	1 (16.7)	1 (14.3)	-	1 (14.3)	6 (100)	7 (100)	13 (100)
	No	-	-	-	-	-	-	-	-	-	-	-
Agricultural Management and Rural Development	Yes	2 (25)	-	-	-	5 (62.5)	3 (100)	1 (12.5)	-	8 (100)	3 (100)	11 (100)
	No		-	-	-	-	-	-	-	-	-	-
Food Sciences and Human Ecology	Yes	1 (20)	-	-	-	2 (40)	5 (100)	1 (20)	-	4 (80)	5 (100)	9 (90)
	No	-	-	-	-			1 (20)	-	1 (20)	-	1 (10)
Animal Science and Livestock Production	Yes	-	-	-	-	4 (80)	2 (100)	1 (20)	-	5 (100)	2 (100)	7 (100)
	No	-	-	-	-	-	-	-	-	-	-	-
Plant Science and Crop Production	Yes	1 (20)	-	-	-	3 (60)		1 (20)	-	5 (100)	-	5 (100)
	No		-	-	-				-	-	-	-
Environmental Resources Management	Yes	2 (50)	-	-	-	1 (25)	2 (100)	1 (25)	-	4 (100)	2 (100)	6 (100)
	No	-	-	-	-	-	-	-	-	-	-	-
Biosciences	Yes	-	-	-	-	2 (66.7)	3 (100)	-	-	2 (66.7)	3 (100)	5 (83.3)
	No	-	-	-	-	1 (33.3)		-	-	1 (33.3)	-	1 (16.7)
Engineering	Yes	-	-	-	-	1 (50)	1 (100)	-	-	1 (50)	1 (100)	2 (66.7)
	No	-	-	-	-	1 (50)		-	-	1 (50)	-	1 (33.3)
Veterinary Medicine	Yes	-	-	-	-	-	2 (100)	-	-	-	2 (100)	2 (50)
	No	1 (50)	-	-	-	1 (50)		-	-	2 (100)	-	2 (50)
Physical Sciences	Yes	-	-	-	-		2 (66.7)	-	1 (33.3)	-	3 (100)	3 (75)
	No	-	-	-	-	1 (100)		-	-	1 (100)	-	1 (25)
Management Sciences	Yes	-	-	-	-	2 (100)	2 (100)	-	-	2 (100)	2 (100)	4 (100)
	No	-	-	-	-			-	-	-	-	-
Others	Yes	-	-	-	1 (11.1)	1 (33.3)	7 (77.8)	1 (33.3)	1 (11.1)	2 (66.7)	9 (100)	11 (91.7)
	No	-	-	-	-	-	-	1 (33.3)		1 (33.3)	-	1 (8.3)

8%

92%

Yes   No
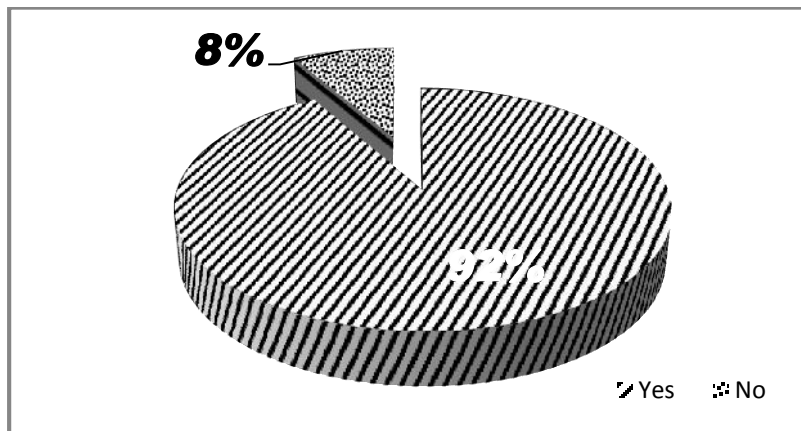
Figure 47: Responses on if FUNAAB can Do more

Women - No, 0.0

Men - No, 8.2

Men - Yes, 45.9

Women - Yes, 45.9

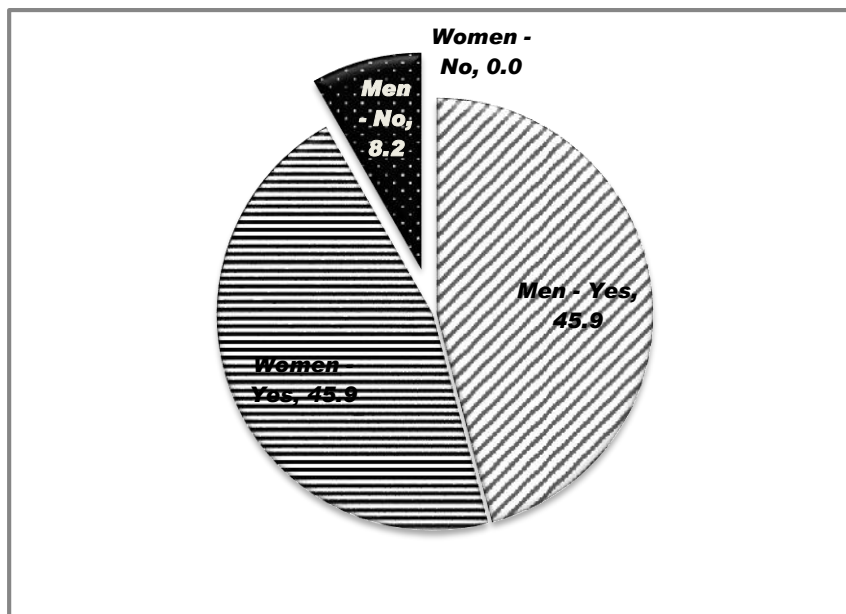**Figure 48: Responses by Sex on if FUNAAB can Do more**

Table 18: Suggested Recommendations and Bottlenecks based on Staff Categories and Sex

Administrative Staff		Senior Managers		Teaching Staff		Research Staff		Others	
Men	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**
Recommendations by men **Promotion:** Organise public sensitisation programmes for acceptability; intensify campaigns **Policy:** Institute gender equality as a policy for implementation, **Management:** By creating more offices or portfolio for both genders to handle, **Recommendation by women**	**Recommendation by women Promotion:** To publicise the gender equality; create enlightenment programmes on gender for staff, training and more encouragement.	**Recommendations by men Policy:** FUNAAB to review its gender policy, create more awareness, work on the information flow **Female participation**: Encourage females and allow more participation in University activities; involve more women in leadership; considerations in selection of Deans	**Recommendation by women Policy-1:** Improve implementation **Awareness-2:** Effective awareness among University staff members	**Recommendations by men Awareness-** Lecturers recommend more **awareness,** sensitisation, and training on the policy for effective dissemination of information so as to carry the university community along **Policy- 5:** The documented **policy** should be available in all departments and units. If not in existence, a	**Recommendation by women Awareness:** Information literacy through increased and massive gender awareness among staff and students by those in charge of the policy **Policy:** FUNAAB should develop a framework if it has not. If it has, should implement it on gender and implement	**Recommendations by men Practice:** FUNAAB to be inclusive of all (gender categories)	**Recommendation by women Appointments:** Introduce more demanding tasks for women; search out for more intelligent brains among women **Policy:** Institute a gender policy. **Awareness:** Create more awareness **Women:** Shun critics, focus more on concrete ideas	**Recommendations by men Programme staff:** Create awareness for women inclusion. **Field staff:** Employ more female staff **Technical Staff:** Creating more conducive work environment and assignmore roles to women.	**Recommendation by women Technical Staff**: Solicit government intervention **Communication studies: Gender office:** Make use of FUNAAB radio in airing the various programmes and make the gender course as a GNS course. **Administration**: A policy on gender issues should be promulgated

Promotion: To publicise the gender equality policy; create enlightenme nt programmes on gender for staff, training and more encouragem ent.		Recruitment: Set acceptable gender targets in recruitment and promotion; make all admission exercise gender responsive.		policy framework should be developed, the process of formulation to be gender sensitive **Implementat ion-3:** Recommend "sincere" and "**d**eliberate" implementati on of gender mainstreami ng policy. Admission of Student and employment Staff should be based on gender equality. **Affirmative action-5:** In selection of principal officers, positions meant for women to be specified; engage women in	it. There should be clear rules on the implementa tion of the policy, and on making the policy available on the website as a guide. **Manageme nt:** Resuscitate the committee on gender mainstreami ng or set up a new committee to look at the issues for progress to be made; establishme nt of gender responsive office **Gender mainstream ing:** Make it a priority; encouraging				**Professor**: Institute a law

				key positions; assist **women** to improve academically, and the **mentoring** programme should be consistent. **Managemen t:** integration of gender administratio n; gender to be considered in constituting any panel or committee, and in funding **Action:** Implementati on of gender laboratory	gender- based activities in the running of the system, and always promote gender inclusivenes s; particularly, females should participate in the mentoring programme. **Appointmen t**: Give more females decision making roles in FUNAAB, appoint them to sensitive positions, support and encourage women in research, and provide opportunity for all junior			

				academic staff. **Mothers:** Provision of crèche in each faculty; increasing maternity leave to 6 months like it is in some states of the federation **Outreach**: Interact more with beneficiaries					
Bottleneck: Feeling of inadequacy, and funds	**Bottleneck**: Feeling of inadequacy, and funds	**Bottlenecks:** Implementation and political will; resistance by the system	**Bottlenecks**: Seeking the support of the University Management; lack of willingness to allow others thrive.	**Bottlenecks:** The readiness of females to participate in university administration; limited number of qualified female staff in the university system; not recognising gender responsivene	**Bottlenecks:** Gender discrimination, religious and cultural belief				**Bottleneck**s: Uncertainty about male support

				ss; administrativ e bottlenecks; Government policy; Lack of grant to support the scheme; networking, and the "I don't care" attitude					

SECTION B

FOCUS GROUP DISCUSSIONS RESULTS

The purpose of the focus groups discussions was to triangulate and shed light on some specific gender responsive aspect at institutional level. Fourteen (14) participants took part in the one-day virtual event, discussing the eleven (11) questions under the headings of gender responsiveness, integration into policy, communication and excelling. See Fig. 49 below. The initial design was to have 2 female and 2 male groups but due to the low turnout, two groups were used. The results are presented per question under three themes of gender responsiveness, integration into policy, and communication.
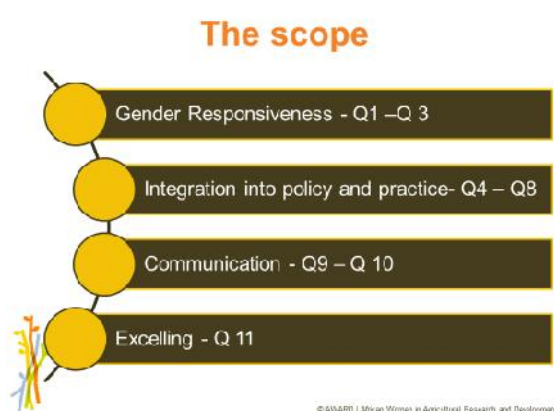
Figure 49: The scope of the focus group discussions

3.1. Gender Responsiveness

The concept

A gender responsive research institution (University) counts on the support of a strong leadership to produce research outputs that are socially inclusive, better targeted and designed to respond to the needs and priorities of a diversity of men and women across the agricultural value chains.

This institution (University) has a more gender-balanced staff who intentionally design agricultural research, training and extension agendas that drive sustainable and inclusive institutional transformation.

    i.   **Position of FUNAAB on the efforts of promoting a more gender-responsive work environment**
Men: According to the men's group, efforts by the School of Management in 2015 to have gender mainstreaming guidelines stalled. The guidelines were not yet ratified by the university senate and need to be reviewed to meet institutional needs. However, there was hope that current efforts will revive and make gender responsiveness to work.

Women: The women, on the other hand, had placed the university on average because of observed efforts to address gender imbalance in staffing in some courses. The women noted that there was still a department (name not mentioned for fear of being mis-understood) that had no female staff. This, they related to the nature of courses that favoured one sex above the other.

II. **Good practices to ensure FUNAAB is a more gender responsive institution**
Men: No response.
Women: Two main good practices: the appointment of females to places of leadership at university level – Deputy Vice Chancellor, Dean, Directors, Deputies and the Student Union Government. Secondly, there was an effort to balance sexes among lecturers, citing the Department of Micro Biology that used to be dominated by women, but that a few male lecturers had been hired.

iii. **Challenges**
Men: Men were not fully aware of the challenges University Management faced as regards integrating gender responsiveness into the policy and practice of FUNAAB.
Women: Women saw cultural bias against women as affecting the acceptability of the draft guidelines. A woman stressed that the male dominated leadership still regarded gender as women only, and saw support to women as strengthening competition at the expense of men. There was also the challenge of integrating gender responsiveness into university policies, activities and practices.

3.2. Integration into policy and practice

i. **Opportunities to better integrate gender perspective in FUNAAB's policy and practice**
Men: The men saw the presence of gender focal persons as an opportunity. There were vacancies that could be filled by people with gender expertise, and there was a chance to make University Management itself gender balanced.
Women: Women saw an opportunity in the recruitment process to balance gender in staffing. There was an opportunity in the gender mainstreaming policy to guide compliance; in training on gender inclusivity, and in gender-based research to promote gendered practices by Students and Researchers.

ii. **Best practice on gender responsiveness: key priorities for this change**
Men: Gender training offered to students and staff; University curriculum to include gender courses; Human Resource office to employ gender sensitivity in recruitment, and adopting a gendered decision-making process.
Women: Setting up a Directorate of Gender Inclusion to make sure all Centres and Colleges comply. The Directorate to have centres/ units in each Department with dedicated staff was one option; the other was a Gender Unit at the university level instead of just an office. Both proposals are to grant more freedom to the Units from Department politics and bureaucracy. Whichever suggestion is taken would support and sponsor gender inclusive research, and facilitate rigorous promotion of female agricultural officers to assume leadership positions.

iii. **Necessary incentives and procedures for staff consideration of men and women's different needs in their research/development work**
Incentives proposed by men: A guiding document with detailed essentials on recommended practices; support by university to individuals conducting gender responsive or gendered research processes; supporting gender training both in and out of the nation.

Incentive proposed by women: Carrying out a needs assessment of both men and women and developing solutions to address the needs, paternity and maternity leave and equality in leadership appointment.

iv. Capacity needs to effectively integrating gender in its policy and practice
Rather than specify the capacity gaps, both groups provided solutions to the gaps:
- **Men:** Knowledge and skills in gender responsiveness; human capacity development in gender; financial capacity; monitor and ensure gender balance; strategy to publicise the importance of gender responsiveness and gender issues; policy makers, and FUNAAB leadership to effectively enforce implementation of gender responsive recommendations
- **Women:** To retain best students to fill sex gaps in Departments; create a children friendly environment for parents during school holidays; financially support gender-inclusive research; to procure gender-friendly equipment; forge effective and value-adding networks; and formulate gender-balanced research teams.

v. Success stories for gender integration at FUNAAB
- **Men:** Appointment of females to top university leadership positions; training on gender awareness and partnership with AWARD
- **Women**: Collaboration with AWARD; Gender specific mechanisms in addressing female staff issues- e.g. Antenatal and crèche provisions; having more females in leadership; the Department of Agricultural Extension offering a gender course at Graduate and Postgraduate levels, and a Gender Unit in the Agricultural Media Resource and Extension Centre.

3.3. Communication – Plenary session

i. FUNAAB communication of gender intentions
Programmes like AWARD in 2019 helped clarify the intentions for gender responsive research. Until AWARD's interventions, most participants did not know about the existence of the Gender Policy. Others knew that the gender-mainstreaming document was drafted but the process had stalled and the policy was never passed. Therefore, to the discussants there was no gender policy. Then, an AWARD fellow started talking about it and many became aware.

ii. Communication challenges of the gender initiatives
- Poor or no communication, resulting in lack of awareness: up until AWARD, there was no information.
- Noncompliance to the gender policy by those that knew about it
- Misconception that gender was about women: Some people in leadership did not support the policy thinking it would promote women against men.
- The policy drawn in 2015 was not ratified, there was no motivation to implement the policy
- Lack of willingness on the part of the management to ratify the existing policy document - probably they thought it is all about women;
- The draft document was not enough; there was a need for a plan to share it, and a need for implementation guidelines
- There had been some inclusion over the years, it could be because of the policy but participants were not so sure.

- There was no approved gender policy at the time of the assessment, a committee was constituted to draw up the policy, but the policy had not been approved so there was no approved document. Some participants linked the lack of awareness to the fact that the policy was not yet a legal document.

iii.   **Best communication of gender initiatives to reach all people, in all departments and at locations (main campus, field offices and the field)**

These responses are best practices about excelling FUNAAB to become a gender responsive role model University

- Use of social media, university website, publications
- There is a Public Relation Unit – it should be mandated to disseminate information on gender initiatives
- Make use of gender officers: start from Departments to reach students and lecturers.
- Make and widely distribute pamphlets to all as part of orientation activities of students and staff
- Seminars, retreats, for staff and students
- Regular sensitisation of the policy
- A gender day: designated and promoted by university leaders
- Gender clinic/ office to handle all gender related issues
- Gender laboratory: The initiative started by the Department of Agricultural Extension and Rural Development should be supported that could in turn metamorphose to a Centre for Gender and Social Inclusion with its own Director.
- Gender should be included in the vision and mission of the university

SECTION C

4.0 OBJECTIVE-BASED ANALYSES

4.1. OBJECTIVE 1: GAINS AND GAPS IN THE CURRENT INSTITUTIONAL MECHANISMS

This objective specifically seeks to Identify gains and gaps in the current institutional mechanisms towards gender responsiveness in agricultural research and development, in FUNAAB. Gains speak of improvements, advances and advantages, while gaps as "short falls" or those missing features essential for effective gender integration and practice.

To recap the framework against which progress is being assessed, below are the OECD provisions:

1. Establishing clear roles, responsibilities**,** mandates and lines of accountability of key oversight bodies in implementing gender equality and mainstreaming initiatives

2. Strengthening the capacities and resources of gender equality offices to facilitate a consistent response at appropriate levels of decision making and to develop, implement and monitor gender-sensitive programmes and policies throughout the university, based on gender-disaggregated statistics and indicators.

    It should be noted that the effectiveness of gender equality institutions can also be strengthened by placing them (the formally excluded) at the highest possible level of decision making and management;

3. Ensuring the capacity and resources to integrate gender equality perspectives in their activities (training, research, extension, administration), by identifying gender equality focal points across University departments and units, by investing resources in training and promoting collaborative *approaches with knowledge centres to produce gender-sensitive knowledge, leadership and communication, by ensuring the collection of gender and gender-disaggregated statistics in their areas of responsibility and by providing clear guidelines, tools, communication and expectations to public institutions in this area; and

4. Strengthening vertical and horizontal co-ordination mechanisms for policy coherence across university departments, units and levels that involve relevant, other stakeholders to ensure synergies and effective implementation of gender equality initiatives.

4.1.1. GAINS OF THE CURRENT INSTITUTIONAL MECHANISMS TOWARDS GENDER RESPONSIVENESS

a. **Establishing clear roles, responsibilities, mandates and lines of accountability of key oversight bodies in implementing gender equality and mainstreaming initiatives.**

Establishing clear roles, responsibilities, mandates and lines of accountability
Gains related to the Draft Policy: This is the document containing the gender integration intentions, roles, responsibilities, mandates, etc. for implementing gender equality and mainstreaming initiatives. Overall, 53% of respondents (29% men and 24% women) knew about the existence of the gender policy, including 82% of senior managers.

The policy was seen as already influencing administrative positions and selection of Heads of Departments and services. There was a deliberate increase in female representation, with specific and several references to the two positions of Deputy Vice-Chancellor Academic and Deputy Vice-Chancellor Development. Special practices associated with the draft policy included the provision for early closing time for nursing mothers; the administration nominating same number of male and female for conferences, and the establishment of crèche for staff's babies.

However, no specific roles, responsibilities or mandates were mentioned, probably because the policy is still in draft form.

Key oversight bodies in implementing gender equality and mainstreaming initiatives
The survey only inquired about the gender unit and focal person. Already, 35% of respondents know of its presence. Although less than 50%, it was progress in the right direction and a number of gains were attributed to the unit.
- Convening workshops and seminars like AWARD.
- Sensitisation programmes
- Lobbying and advocacy for women empowerment and inclusion
- Forging and developing partnerships to support FUNAAB in its effort to integrate gender
- Soliciting training and mentoring programs for FUNAAB

b. **Strengthening the capacities and resources of gender equality offices to facilitate a consistent response at appropriate levels of decision making and to develop, implement and monitor gender-sensitive programmes and policies throughout the university, based on gender-disaggregated statistics and indicators.**

Consistent response at appropriate levels of decision making
Considerable progress has been made towards appropriate representation of men and women in the top management and decision making levels of FUNAAB. The survey inquired about the efforts by Leadership to integrate gender, and 52% (22% women and 30% men) knew about the efforts and acknowledged the efforts to ensure gender balance in governance and committees' composition. Specific advances mentioned include:
- Measures to address gender inequalities in admissions, employment and appointments into management positions
- Ensuring equal opportunity for both men and women
- The request to departments for equal representation of sexes in student enrolment

- Provision of grants
- Setting up of a gender mainstreaming committee and appointments

Develop, implement and monitor gender-sensitive programmes and policies

The survey explored whether or not respondents knew about the mandates of their departments to implement FUNAAB initiatives to integrate gender. Without an implementation plan clearly outlining the initiatives, or commonly shared activities by the gender unit, there was no clear reference for this question.

Nonetheless, 32% of respondents acknowledged the mandate and several individuals were implementing activities in their departments. Overall, there was a heightened consciousness for gender equality and disaggregation of needs of men and women. Examples include

- Gender laboratory **and a** gender **c**ourse in Agricultural Management and Rural Development
- Collaborations for research and grant projects in Food Sciences and Human Ecology
- Gender equality employed in the admission process of the department in Animal Science and Livestock Production
- Establishment of crèche for staff babies in Plant Science and Crop Production
- Equitably distributing projects to students and the introduction of programme on Gender Issues and Youth Development by Environmental Resources Management and Biosciences
- Providing support for both genders in Engineering
- Equal sex representation: Out of 25 Auditors in the Directorate, 13 were female Auditors; a course in gender studies in CGNS department is improving the postgraduate students' awareness of gender issues in Management Sciences: A total of 53% (33% men: 20% women) acknowledged their individual mandates to integrate gender into their projects. And, already, 35% (19% men and 16% women) had produced gender training materials.

The survey further inquired about the mandate to support provided to other departments. Addressing this expectation seems not to have been deliberate, but there are some levels of advances:

- Support during appointments and through seminars **by Administration**
- **S**upervision of undergraduate students and partnership with other departments by Agricultural Management and Rural Development, and sharing of the course on gender
- Collaborative research by Plant Science and Crop Production
- Offering a gender course in the students' curriculum by Management Sciences
- Engaging in talks, conferences and seminars to provide support to other departments by the library and information science.

c. **Ensuring the capacity and resources to integrate gender equality perspectives in their activities (training, research, extension, administration), by identifying gender equality focal points across University departments and units, by investing resources in training and promoting collaborative approaches with knowledge centres to produce gender-sensitive knowledge, leadership and communication, by ensuring the collection of gender and gender-disaggregated statistics in their areas of responsibility and by providing clear guidelines, tools, communication and expectations to public institutions in this area; and**

Ensuring the capacity to integrate gender equality perspectives in their activities (training, research, extension, administration).

Capacity here is seen in two ways: first the human resource and then the knowledge and skills.

The human resource: FUNAAB appointed a gender focal person and assigned her an office. As provided under the gender unit, the focal person has made advances in lobbying and advocacy, linking and networking with partners.

Capacity building: Although only up to 43% of respondents (Men21% and women 22%) had received gender training from FUNAAB and partners, this is an advancement in the race to ensure FUNAAB has the necessary expertise to efficiently implement gender integration. All departments had a number of respondents trained except Engineering.

Ensuring the resources to integrate gender equality perspectives in their activities (training, research, extension, administration),
Resources for gender integration here refer to finances, human, infrastructural, technological and time. A total of 57% (34% women and 23% men) think the resource are sufficient, implying FUNAAB has set aside resources for gender integration. No specific examples were solicited. However, with so little knowledge about the gender unit and its activities, these percentages may not really capture the reality as it is later expressed under gaps.

d. <u>**Strengthening vertical and horizontal co-ordination mechanisms**</u> **for policy coherence across university departments, units and levels that** <u>**involve relevant other stakeholders to ensure synergies and effective implementation of gender equality initiatives**</u>**.**

Strengthening vertical and horizontal co-ordination mechanisms for policy coherence
This was implied in the policy, but was still at formative stage. There is a gender unit that is at the moment responsible for most of the gender integration mandates.

Involve relevant other stakeholders to ensure synergies and effective implementation of gender equality initiatives.
FUNAAB had stakeholders and partners for gender integration. Those specifically requested for by the survey were training partners and AWARD was the most mentioned, followed by Association of University Women, Association of Commonwealth Universities and Natural Resource Institute, UK, ADAPTI. The focus group discussion revealed that until AWARD, most respondents were not aware about FUNAAB gender mainstreaming efforts.

4.1.2. GAPS IN THE CURRENT INSTITUTIONAL MECHANISMS TOWARDS GENDER RESPONSIVENESS

a. **Establishing clear roles, responsibilities, mandates and lines of accountability of key oversight bodies in implementing gender equality and mainstreaming initiatives.**

Establishing clear roles, responsibilities, mandates and lines of accountability

Respondents had heard about the draft policy but not many knew what it contained nor related changes to it. Without it, one cannot really hold anyone accountable on roles, responsibilities, and mandates. Several suggestions were submitted as to why the policy drawn in 2015 was not ratified that reveals some of the perceived gaps

- Lack of willingness on the part of the management to ratify the existing policy document - probably they thought it was all about women
- Lack of motivation to implement the policy
- Absence of an implementation plan, and guidelines that translates into the activities for all departments /units at all level

Sixty eight percent of respondents (68%) who did not see their departments as responsible for implementing gender equality initiatives are evidence of these gaps

Key oversight bodies in implementing gender equality and mainstreaming initiatives

There is a gender unit and focal person; the gap is in the capacity and official mandate to operate and hold departments accountable if not compliant. A fully ratified policy and implementation plan are missing to provide the power and rights the unit needs to fully function.

b. **Strengthening the capacities and resources of gender equality offices to facilitate a consistent response at appropriate levels of decision making and to develop, implement and monitor gender-sensitive programmes and policies throughout the university, based on gender-disaggregated statistics and indicators.**

Consistent response at appropriate levels of decision making

The consistency comes with appropriate representation and levels of knowledge. Access to the right information is essential and comes through a rigorous communication system.

Representation: Most departments had unbalanced representations of up to 60% and above, mostly of more men than women. Reasons provided all point to the gendered-ness of courses and some suggest a deliberate preference of men to women.

- **Administration**- Men: "coincidental", meaning no deliberate effort. (ii) The work is a bit tedious, (iii) it is the means of employment.
- Administration-women: It is the nature of the job. (iii) Women are more care givers, which is why we have more females in Student Affairs, (iv) It is lack of enough sensitivity to the aspect of staffing based on gender by successive administrations, (v) Job specifications
- **Agricultural Management and Rural Development**- Women: (i) preference - more men employed compared to women; (ii) the second suggests low interest of women in the job because it is time taking. (iii) The third sees a general underemployment of women by FUNAAB, not only in this department

- **Food Sciences and Human Ecology**: Women: One reason was provided, reasoning that the ratio of 5 female to 1 male was because the department majors in Home Economics which is traditionally a female-dominated course. This department is highly gendered – biased towards women.
- **Plant Science and Crop Production**: Men- (i) One saw culture as the reason, (ii) the other saw " fewer women available to take up appointments at this level"
- **Engineering**: Only one man gave the reason of "profession", indicating the profession is highly gendered.
- **Physical Sciences**: Women - "Women in STEM challenges"

Levels of knowledge: The survey reveals a general lack of awareness about gender and efforts to integrate it in FUNAAB. Up to 49% of respondents did not know about the draft gender policy and proposed provision. About 65% (33% women and 32% men) did not know about the gender unit and focal person. Also, 47% had not heard about the mandate to implement gender integration initiatives, the majority (30% women and 35% men) of respondents did not know of weaknesses or challenges associated with the practices of gender integration, and the focus group discussions pointed to poor or no communication, resulting in lack of awareness.

Furthermore, if the number of responses by departments is anything to go by, the departments of Physical Sciences, Management Sciences, Veterinary medicine, Engineering and all those lumped under "other- Library, Agricultural Administration and Gender Studies, Soil fertility, information science, and Peace and Security Studies " had 5 or less respondents, with "other" having only one respondent each. Combined, these are 9 departments compared to 7 that hade more than 5 respondents. A male teaching staff pointed to poor dissemination of information in respect of the gender policy.

The knowledge gap is huge.

Develop, implement and monitor gender-sensitive programmes and policies
This part is missing and yet the most essential for gender integration. There is no implementation plan. Notwithstanding, a male teaching staff member pointed to inadequate data base to appropriately handle gender disaggregated data.
c. **Ensuring the capacity and resources to integrate gender equality perspectives in their activities (training, research, extension, administration), by identifying gender equality focal points across University departments and units, by investing resources in training and promoting collaborative approaches with knowledge centres to produce gender-sensitive knowledge, leadership and communication, by ensuring the collection of gender and gender-disaggregated statistics in their areas of responsibility and by providing clear guidelines, tools, communication and expectations to public institutions in this area; and**

Ensuring the capacity to integrate gender equality perspectives in their activities (training, research, extension, administration)
The right human resource for gender integration comes either by recruitment or capacity building. FUNAAB has attempted both but there still remains some gaps

Recruitment: The majority (68%) of responses (to difficulties in recruiting and retaining gender expertise) indicate that people do not know about the recruitment modalities in FUNAAB (35% women and 33% men). What is obvious is the imbalanced representation of men and women in all departments mentioned

above, and this affects FUNAAB's ability to integrate gender into training, research, extension and administration.

Capacity building for gender integration: All departments had a number of respondents trained except Engineering. The majority of respondents, 67%, had not received gender training, and 75% (Men: 39%, women 36%) of respondents had not received gender training from elsewhere. The misconception that gender is about women, the perception that 40% representation of either men or women is adequate and other inconsistencies revealed in the survey come from a genuine lack of training by the majority of employees in FUNAAB.

Ensuring the resources to integrate gender equality perspectives in their activities (training, research, extension, administration)
Although the survey shows that 34% of women and 23% of men perceived the resources currently provided to be sufficient, men in focus group discussions and male teachers mentioned inadequate funds for implementation as a gap. Mentioned are resources to complete and equip the gender lab and to fund gender inclusion and research.

d. Strengthening vertical and horizontal co-ordination mechanisms for policy coherence across university departments, units and levels that involve relevant other stakeholders to ensure synergies and effective implementation of gender equality initiatives.

Strengthening vertical and horizontal co-ordination mechanisms for policy coherence
Gender integration efforts although commenced way back in 2015, coordination mechanisms have not been officiated and publicised for all to know. The gender unit is still at the formative stage, understaffed and probably under-resourced. As such, several gaps and weaknesses still exist.

Women in the focus group discussions identified a number of flaws deemed relevant to mechanisms for policy coherence: not seeking the support of the University Management; lack of deliberate effort to address undercurrents of gender discrimination, religious and cultural beliefs; lack of respect for the female gender; and absence of resolute male support as gaps that exist in FUNAAB workplace

Men identified inadequate enabling environment and infrastructure to support implementation. Resistance by the system, weak readiness of females to participate in university administration; limited number of qualified female staff in the university system; not recognising gender responsiveness; administrative bottlenecks; Government policy; lack of grants to support the scheme; and the "I don't care" disposition; feeling of inadequacy by women, and inadequate funds for implementation.

Involve relevant other stakeholders to ensure synergies and effective implementation of gender equality initiatives.

All references to networking, linkages and partnerships in relation to gender integration indicated that these are weak. An administrative female member of staff points out the lack of international support; another respondent identifies the absence of documents known to all, both within and without that clearly state the position of FUNAAB on gender issues. Besides AWARD, no mention is made of a deliberate move to forge and grow partnerships with relevant stakeholder for synergies and effective implementation of gender equality initiatives.

4.2. OBJECTIVE 2: CAPACITY NEEDS AND INNOVATIVE MECHANISMS TO SPEARHEAD THE GRARD IMPLEMENTATION

4.2.1. CAPACITY NEEDS TO SPEARHEAD GRARD IMPLEMENTATION

The survey and focus group discussions generated lots of information on the capacity needs of FUNAAB. These were not limited to knowledge and skills, rather starting with needs as regards the policy, respondents went all the way to include needs related to oversight bodies, recruitment, promotions and retention, linkages and networking, publicity and communication, resources, infrastructure, knowledge, capacity building, information management and M&E. All these were elements in the OECD provisions, some of which were left out because they were not addressed by the survey questionnaire, but now emerge as essential capacity needs. Capacity needs are presented by sex and position, just to show what the different positions perceive as important needs to be addressed by FUNAAB in order to spearhead GRARD implementation.

NB: Responses from the teaching staff are many because they were the majority (60%)

Senior management – Men

Men in senior management saw a need in the following areas:
- **Policy and implementation**: Capacity needs to develop and launch an integrated gender policy creating clarity on gender-specific function and implementable modalities.
- **Oversight body:** The capacity and resolve to set up "A centre" on Gender and diversity with a focal lead expert, elevating it from just a unit.
- **Knowledge:** Senior managers see a capacity need to create adequate awareness as a process to motivate the necessary political will for leadership to enable the implementation of gender policy. This will also be accepted with enthusiasm and will address sex discrimination concerns.
- **Recruitment, promotions and retention:** Capacity to employ more female staff and admit more female students to address the ratio differences in employment. The capacity need by women boldly articulates their needs in the work space.

Administrative staff- Men:
- **Policy and implementation:** Capacity to implement the gender policy in all units, colleges, and academic centre.
- **Linkages and networking**: Capacity to solicit and maintain international support
- **Recruitment, promotions and retention:** Capacity to consider and amend the 3-month maternal leave
- **Knowledge:** Capacity to create more gender awareness and enlightenment

Administrative staff- Women:
- **Recruitment, promotions and retention**: Capacity needs for women to reach out more for positions
- **Publicity:** Capacity to publicise gender, the policy and progress
- **Knowledge**: Capacity to create more awareness of gender equity

- **Resources**: Capacity to lobby the release of fund from Federal Government and to allocate time for gender activities

Teaching staff - Women:
- **Infrastructure**: Capacity to address the infrastructural appropriation needs especially for the physically challenged staff (pointed out the Senate Building, entrance to some Faculty buildings and Library). Access seems to influence the acceptance of appointments. Capacity to provide an uninterrupted supply of water, electricity and internet to enhance productivity; good roads that will make family-work life relatively easy to balance.
- **Recruitment, promotions and retention**: Capacity to revisit and make gender responsive the promotion and recruitment guidelines and exercises, as well as student admission. Noted was the fact that no female has been given the chance to be the V.C of FUNAAB. Capacity to provide checks and balances to address misogynistic bosses; the capacity to create avenues to seek redress, and to document, and back up all responsive approaches.
- **Policy and implementation**: Capacity to produce a policy document that clearly states the position of FUNAAB on gender issues, makes it known to everyone both within and without.
- **Resources:** Capacity to provide resource laboratory – money and equipment.
- **Capacity building:** Capacity to solicit and provide well-scheduled professional development training (for female academics)
- **Knowledge**: Capacity to create continuous awareness of the benefits of gender integration, the gender policy and appropriate implementation at all levels. This will raise the interest of male lecturers in gender issues.
- **Responsible body:** Capacity to institutionalise the gender mainstreaming unit and policy, and broadly publicise across the university.

Teaching staff-Men:
- **Information management/ M&E system**: Capacity to set up an adequate database with appropriately gender-disaggregated data. Capacity to disseminate information on the policy monitor and to ensure compliance to gender balance.
- **Infrastructure and equipment**: Capacity to set up the necessary infrastructure facilities for gender inclusion and research.
- **Resources:** Financial capacity required to drive gender inclusion and research, to procure laboratory equipment
- **Knowledge**: Capacity to consistently provide the right knowledge and skills in gender responsiveness as many people need enlightenment to understand the concept of gender correctly. Capacity to address the low awareness about gender equality at FUNAAB
- **Linkages and networking:** Capacity to strategically and intentionally forge partnership for gender integration, create and service current linkage, support conferences and orientate stakeholders to FUNAAB gender aspirations.
- **External factors**: Capacity to engage external influencing factors such as Government policy and related bureaucracies.
- **Recruitment, promotions and retention**: Capacity to appropriately recruit and retain gender expertise and women in the face of scarcity or an unequal number of sexes applying for a position or available; staff strength lying more to a particular sex; conflicting stands such as "My Department already have more than 40% women as academic staff. A feat that took more than

20 years of its existence to achieve" and, "we have just one female lecturer, the same cannot be over engaged just to fulfil gender inequality." Capacity to ensure gender is properly represented in committees and responsibilities.

- **Policy and implementation: Capacity to develop and publicise a"** clear cut working documented policy". Capacity of FUNAAB leadership and policy makers to effectively enforce implementation of gender responsive recommendations.
- **Communication:** Capacity to close the communication gap, and to develop a strategy to publicise the importance and benefits of gender responsiveness and integration.
- **Capacity building:** Capacity to solicit or support training of more people to comprehend the concept of Gender. Capacity to develop strategies to ensure human resource development in gender.

Research/Technical Staff -Women:
- **Recruitment, promotions and retention: Capacity to fully employ g**ender insensitivity in assigning DVC roles, and address the fact that no single female Vice Chancellor has emerged in FUNAAB since its inception. Capacity to address male counterparts' rivalry, Jealousy etc.
- **Policy and implementation:** Capacity to provide a policy framework
- **Recruitment, promotions and retention:** Capacity to ensure equity in staff abilities to perform
- **Responsible bodies**: The capacity of the gender unit to create awareness of its various programmes on the University's various platforms.

 Research/Technical staff-Men:
- **Policy and implementation:** Capacity to provide an institutional framework for gender integration
- **Knowledge**: Capacity to create awareness of the policy to the rest of the staff at FUNAAB in all offices (campus and field)
- **Recruitment, promotions and retention: Capacity to s**upport the female gender to come up and operate side by side with the men.

Other departments

Men

Information Science Technical staff:
- **Recruitment, promotions and retention** Capacity to sensitise and ensure more Respect for the female gender.

Women:
Peace and Security Studies: Research and Teaching Staff:
- **Policy and implementation:** Capacity to launch and implement a gender Policy for FUNAAB
Librarianship/ Library: Teaching staff:
- **Knowledge:** Capacity to create the necessary gender awareness.
Library: Research staff:
- **Recruitment, promotions and retention**: Capacity to eliminate fear of doubt and lack of boldness among the women and youth, and negativity such as selective acceptance of superior ideas.
Agricultural Extension: Professor:

- **Recruitment, promotions and retention:** Capacity to institute and enforce the law to support gender mainstreaming

Soil fertility: Teaching staff:

- **Knowledge**: Capacity to address gender awareness

4.2.2. INNOVATIVE MECHANISMS TO SPEARHEAD GRARD IMPLEMENTATION

The list of current "innovations" in the quest for gender integration is not long but profound for most survey and focus group participants.

Placing women at the highest levels of decision making

Perhaps most outstanding and re-echoed throughout the survey and focus group discussions is the deliberate move by FUNAAB leadership to open up top university management positions to women – 2 Deputy Vice-Chancellor, Deans, Heads of units and departments. It is assumed by the OECD provisions that "Effectiveness of gender equality in institutions can also be strengthened by placing them (the formally excluded) at the highest possible level of decision making and management". When more women, formally excluded from decision-making positions, are included and the environment made conducive, integrating gender into programmes is also more acceptable.

Equal representation of men and women

Second on the list was the promotion of the practice of representativeness of men and women in governance bodies and on committees. Gender considerations inform the constitution of panels or committees in FUNAAB. This is what will strengthen vertical and horizontal co-ordination mechanisms for policy coherence across university departments, units and levels that involve relevant other stakeholders to ensure synergies and effective implementation of all gender equality initiatives, and GRARD.

This innovation is seen in the promotion of gender equity in students' admission and job appointment, with most survey respondents demanding that more women are employed to even out numbers at departmental levels. This would enable balanced team composition for GRARD. Several respondents are already conscious and seek to have balanced research teams

The innovation is influencing a deliberate move by administration to nominate same number of male and female for conferences. This enables visibility, networking and partnership building by both men and women in relation to their work, which includes research outputs and outcome.

Development of a gender mainstreaming policy

This is the foundation upon which all gender integration initiatives and GRARD are built. It provides the overall mandates, expectations, freedoms and boundaries of operation. Although not yet ratified, the spirit of this document is already influencing actions, and it is an essential guide to GRARD implementation in FUNAAB.

Establishment of oversight bodies

These are essential for coordination, catalysing collaborations and linkages, oversight and resource allocation, all of which are extremely important for implementing gender equality and mainstreaming initiatives. At the moment, the active one includes the gender unit and a committee actively involved in the review and finalisation of the gender policy, advocacy and supporting gender initiatives.

Integrating gender into the curriculum

The efforts made by Colleges to develop and provide a gender **c**ourse for students. This directly builds the capacity of students for GRARD. Although not fully implemented, it is a move in the right direction. Training in gender for both men and women provided the human resource at FUNAAB the needed confidence to start designing and implementing GRARD.

Gender laboratory

This is an infrastructural resource that is being set up for gender research. Although its services are not yet streamlined and equipment not yet in place, the innovations directly support GRARD.

Partnership for gender integration

There is already some level of collaboration between departments for research and project, and FUNAAB has partners with various knowledge and skills to help enhance its capacity to develop, implement and monitor GRARD programmes.

FUNAAB Mentoring Program

It is promoting knowledge sharing between senior and junior staff, and particularly acclaimed for enhancing women's confidence and performance. This initiative can be remoulded for GRARD, to enable fast tracking of gender integration in theories and practices of GRARD principles across the board.

Addressing gender-based needs

There is also a directive to curtail harassment of students, which is important for creating a conducive environment for women and youths to grow.

Establishment of crèche for staff babies in one of the departments stands out. This enables young mothers to still perform well at work, knowing their babies are safe. It also makes the needed human resource for GRARD available.

Administration highlighted the provision for nursing mothers to close early. While this reduces the working hours of nursing mothers, it increases the overall retention of women in child bearing age.

4.3. OBJECTIVE 3: INSTITUTIONAL PROCESSES AND HOW THEY COULD TRANSLATE INTO EFFECTIVE OUTCOMES

Institutional processes here are understood as official procedures in operation. The objective examines how these can be translated into effective outcomes with internal and external positive outcomes. Under each identified process, the report presents the analysis of strengths, weaknesses, opportunities and threats.

NB: Weaknesses here are not external, but related to the demands implied by the opportunities.

4.3.1 POLICY DEVELOPMENT, RATIFICATION AND IMPLEMENTATION

FUNAAB gender policy has not be ratified and it is still under development. Nonetheless, some institutional processes to integrate gender are in operation.

Strength

The existence of a draft policy document is known by 53% of survey respondents. A committee has been assigned to guide its completion.

Weaknesses

The survey revealed that 47% of respondents were not aware of the draft policy and the process it has gone through. This is the reason for their recommendations asking for a policy document.
The draft policy has not been widely shared. It is not clear from the survey and focus group discussions how the 53% got to know, but having a high number (47%) that does not know indicates the means of communication have not been effective.

The policy has not been ratified, as such, to some people it has no power to inform decisions and practice. This became clear during the focus group discussions

Opportunities

  ➢ To integrate gender in the overall aims of FUNAAB. The focus group discussion suggested a revision of the vision and mission of FUNAAB to have the gender intentions integrated for appropriate visibility and support.
  ➢ The opportunity for the process to launch a university-wide stakeholder consultation on the draft policy. This will create university-wide awareness, and a sense of urgency, while building ownership and support for the policy.
  ➢ Opportunity to fast-track ratification after incorporating the concerns from the consultative process. The sense of urgency created and the momentum from the consultative process will pressure leadership to move fast.

Threats

These are times and cost implications. Also, the process will take a little longer.

4.4 INSTITUTIONALISATION OF OVERSIGHT BODIES

Strengths

  ➢ FUNAAB has provided a gender unit with the mandate for the day-to-day activities as regards gender integration.
  ➢ A committee has also been set up to oversee and provide guidance to the gender unit and the policy formulation process.
  ➢ There is a focal person who together with the unit has made notable advances in advocating for representativeness, promotion of women, training in gender, partnerships, to mention a few of the achievements.

Weaknesses

  ➢ The survey revealed that 65% of respondents did not know about the unit and focal person.
  ➢ The directive that instituted the oversight bodies was not shared for FUNAAB public to understand the roles, mandate, provisions, purpose and benefits of these to the rest of the university. Therefore, this resulted in low or no support, low acceptance and respect from some departments and individuals.

> Ratification of the policy document, the oversight bodies remain under-resourced in terms of personnel, budget, etc.

Opportunities

> This survey suggests that the opportunity of positioning the unit for maximum authority to hold Colleges and units accountable, to command respect and solicit necessary support from top leadership. A directorate linked to the office of the Vice-Chancellor was proposed.
> The opportunity for the unit to request for the essential human resource with expertise in the areas ofoverall lead, Communications, M&E, Finance, capacity building, partnerships and database management.
> The opportunity for the oversight bodies to have a budget for capacity building, communication – publicity and awareness, programme support, M&E, and partnerships
> There is an opportunity for a deliberate move to make known the current provisions

Threats

> All the above imply resources and infrastructure in terms of offices, meeting rooms, training or seminar rooms.
> Require the development of a clear organisational structure to link the gender unit and strategy to all units of the university.

4.5 HUMAN RESOURCE DEVELOPMENT FOR INTEGRATING GENDER: CAPACITY BUILDING AND LEARNING

The section on training shows that not so many people have been trained in gender, but it proves that FUNAAB has started. Capacity building for gender integration is part of a wider procedure or strategy for human resource development. In the face of the Sustainable Development Goals, stakeholders look for agencies with the necessary capacity to integrate gender. Specifically, for GRARD, investing in capacity building attracts research and development partners for the anticipated improved outcomes.

Strengths

> FUNAAB and partners have provided various training for up to 47% of respondents.

Weaknesses

> The survey shows that 53% had not been trained by FUNAAB and partners, and that 75% (Men: 39%, women 36%) of respondents had not received gender training from elsewhere. This reveals a high level of dependence on partners for capacity building for gender integration, and the weak internal capacity to train.
> There was a reference to the absence of finances to train but also the availability and willingness of staff to be trained in gender.

Opportunities

> Opportunity for FUNAAB to request Training of Trainers in gender integration course design and delivery from partners. This will build its inner capacity to scale up the training.

➢ Opportunity to use the data on how many people have not been trained to advocate a training budget.
➢ Opportunity for FUNAAB to develop different packages tailored to the different mandates of departments and positions. For example, a package for new comers for overall awareness; a package for gender group management and administration; a package on gender in research and extension. Opportunity to make these better targeted, so as to generate the short-term benefits that are essential to demonstrate the relevancy of gender integration.

Threats

➢ This will take time and needs detailed planning. It also requires a carefully designed phased implementation process.
➢

4.6 RECRUITMENT, PROMOTIONS AND RETENTION OF WOMEN TO ADDRESS INEQUALITIES IN REPRESENTATIVENESS

The deliberate move to open up top management positions to women internally sends a clear message that the quest for change is serious. This motivates women to aspire more, provides role models for younger women and, most importantly, provides a case for gender equality targets. Depending on the performance of the fore-runners, gender biases and stereotypes are demystified. Externally, it sends a clear message of being a university with a difference, may be closely watched and criticised at the beginning, but eventually positive outcomes will start to emerge. It will attract the right men and women as staff, partners seeking to invest in GRARD and much more.

Strength

➢ The deliberate move to open up to more women in leadership, at levels of Deputy Vice-Chancellor, Directors, Deans and heads of departments.

Weaknesses

➢ The limited number of qualified women to take up positions. There were mixed responses to the question on the difficulties of recruiting and retaining females. The 51% did not know, 48% of respondents thought it was not a problem. But somewhere in the narrative, one person pointed to the infrastructure that may influence the acceptance of positions by those physically challenged. Another submitted that FUNAAB just prefers men to women as employees, leading to the dominance of men in most departments. Underlying all this is the genderedness of sectors, courses, and practical work, which respondents called the "nature of the job".
➢ The male-dominated systems. This has nothing to do with number, it is about how excellence is framed and demonstrated, the terms of reference of positions, the provisions and expectations. It is this that informed responses like "Resistance in some units" or that the bottleneck exists in the (school)

Opportunities

➢ Opportunity to review and appropriate the system for gender equality. A fully pledged gender mainstreaming process will mean revising terms of reference, provisions and expectations for gender equality in GRARD.

- Opportunity for FUNAAB to redefining excellence from a gender-balanced angle. For example, if performance was gauged by working hours in the office, time of arrival and departure, this will be a disadvantage and conflict with the initiative to allow nursing mothers to leave early. This then will have to be revised.
- Opportunity to actively identify, mentor and support females from FUNAAB students. The survey suggested that incentives be developed to attract and retain female students to join the staff. The mentoring programme already in operation is to be adopted for ensuring equal number of males and females for GRARD.

Threats

- This calls for a paradigm shift from the norm FUNAAB has been working with for years, and that most universities in the country and Africa work with. It shakes some of the foundation practices of academic institutions and may invite sharp criticism
- It will require unique expertise, time and tenacity to dare to swim against the tide

4.7 STRATEGIC PARTNERSHIPS FOR GENDER INTEGRATION

FUNAAB has started partnership building but still at formative levels. Partners are supportive, provide honest feedback about gender vision, programmes and goals.

The OECD provision speaks of involving relevant other stakeholders to ensure synergies and effective implementation of gender equality initiatives. This requires proactivity and intentional partnerships.

Strengths

- FUNAAB has a number of partners adding value to its efforts to integrate gender. AWARD was mentioned 27 times; Association of University Women, 3 times, Association of Commonwealth Universities and Natural Resource Institute- UK, and ADAPTI (5 times). All these were mentioned in relation to training. There could be other partners in research and extension.

Weaknesses

- There is no partnership strategy or plan to guide partnership building. It seems to be reactive and ad hoc.
- The number of partners is very few for a whole sectoral university, indicating limited understanding and appreciation of the value of partnerships.
- Added to the above is low investment in partnership building, making FUNAAB too dependent and not to be in the lead of partnership processes.

Opportunities

- There is an opportunity for FUNAAB to maximise and accelerate positive outcomes with partnerships by having shared aims, joint investments and fundraising, clear roles and responsibilities and shared expectation. Partnerships are solicited and forged often based on a clearly defined strategy. FUNAAB must have a partnership strategy and plan to maximise partnership benefits. Then based on the plan, proactively approach and develop value-adding partnerships, clearly defining stakes, roles, benefits, etc.

- With the strategy and plan, FUNAAB has an opportunity to develop a partnership budget, request for partnerships personnel or have the role be assigned to someone in the gender unit to strengthen GRARD initiatives.
- There is an opportunity to develop an awareness package and training on partnerships for GRARD.

Threats

- It will take time to be appreciated; it is new and gives more work to the gender unit and FUNAAB.

4.8 INFORMATION MANAGEMENT, COMMUNICATION AND PUBLICITY

These aspects seem weak and small at the moment but are critical. This is an information age with lots of avenues to publicise FUNAAB's achievements in GRARD. This report proves that a bigger percentage of respondents did not relate the promotion of women, the gender lab, the gender unit, etc to efforts by leadership to integrate gender. They witnessed the activities, heard about others but no official communication has reached them about the purpose and expected outcomes of these initiatives. There has to be a deliberate investment in knowledge mining, management and publicity.

Moreover, gender disaggregated data is much sought after and daily mined by lots of people for numerous applications. FUNAAB could position itself to become that university in Nigeria and Africa where authentic GRARD data can be found. How does this outcome arise? Investing in a rigorous M&E – database, data management personnel to ensure gender disaggregated data that is regularly updated. It will be a great service to the university and international research community.

Strength

- FUNAAB has a unit of information science and communication. It must also have the human resource with knowledge and skills in mining information and communication. Some of these have been introduced to gender and they form a strong starting point for communicating gender integration
- FUNAAB is already on the internet; there is a website and other apps.
- FUNAAB has a radio that can be used to disseminate information and messages across the university.

Weaknesses

- There is no gender communication strategy and plan
- The information unit has not been adequately used in gender awareness and publicity
- There is low or no investment in linkages with relevant units, communication budget and other requirements.

Opportunities

- To develop a joint strategy and plan with the information and communication unit. But have a person in the gender unit assigned the role of database management and communication.
- To justify additional resources based on the plan and budget.
- To invest in learning about gender-based communication to ensure men and women in all departments, positions and stations that are involved in GRARD are catered for
- To make it a requirement for the unit to release a quarterly or annual report on all initiatives based on gender-disaggregated data to departments, positions and projects.

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> ➢ To develop a "gender fund" to specifically support GRARD capacity building, networking and linkages.

Threats

> ➢ Time to incorporate all the above, readiness to learn by people in charge and the general FUNAAB community, and willingness to practice new ways of communicating.

4.9 INTEGRATION OF GENDER INTO ON-GOING ACADEMIC, RESEARCH AND OUTREACH PROGRAMMES

For an agricultural university this is critical and at the core of its public mandate.

Strengths

> ➢ Some departments have developed and have started introducing gender in courses. Up to 53% (33% men: 20% women) of respondents acknowledged that it was their mandate and 35% (19% men and 16% women) had produced gender training materials for example. Several were conscious to include equal numbers of men and women in research and project teams. All these help facilitate gender responsive research for development.

Weaknesses

> ➢ The mandate to integrate gender in academic training, research and extension seems not to have been a written directive, and was not widely shared across the university departments.
> ➢ It is not clear whether or not FUNAAB has the right levels of gender knowledge and skills to decide what to include and how
> ➢ There is no centralised provision for coordination and oversight of the process. Departments and units seem to be acting independently, which raises questions about quality and quality assurance.
> ➢ There seems to be weak or no guidance on the overall purpose and intentions of gender integration, the appreciation of the difference between representation on teams and the expertise to work with gender in the field.
> ➢ There is no mention of materials and methods for appropriate GRARD.

Opportunities

> ➢ This presents an opportunity for the gender unit to develop a participatory Gender integration plan with representatives from academic training, research and extension.
> ➢ Opportunity to train a core group in course design and delivery; gender research approaches, data analysis and presentation; mining, management and presentation of gender-disaggregated data.
> ➢ There is an opportunity for a champion in every department or unit to liaise with the gender unit, especially during the design and early implementation of the integrated packages.
> ➢ There is an opportunity for the role of the gender unit and oversight committee in this process to be streamlined and widely shared; and the process linked to the M&E in the gender unit.
> ➢ This process will be gold to other universities, as such there is an opportunity for rigorous documentation of the process for publications by the gender unit together with the teams implementing the gender integration.

Threats

➢ There will be a need for joint planning and adoption of a participatory process, which will require keen facilitation skills.

➢ The need for a phased implementation approach with active M&E to draw lessons to inform subsequent improvements and for publications. All these will need resources, patience and persistence.

4.10 MONITORING, EVALUATION AND LEARNING PROCESSES

This component is essential for GRARD, especially in the formative years of gender integration. M&E when properly designed and implemented has the potential to fast-track progress as people learn from what they do.

Strengths

Not mentioned at all

Weaknesses

➢ A monitoring and evaluation system for GRARD or by the gender unit was not mentioned. If it exists, respondents did not think it was important to mention.

➢ As such there are no resources in relation to M&E

Opportunities

➢ To link GRARD initiatives to the M&E system of the university.

➢ To assign an M&E person in the gender unit to be in charge of liaising with the university system level.

➢ To work with leaders of departments to develop gender indicators in academia, research and outreach programmes

➢ To align the GRARD M&E with all the other strategies (communication, partnerships, etc.), develop realistic and clear targets for GRARD; develop a database for gender integration; assign a competent database manager

➢ To institute a gender day involving all campuses to be devoted to awareness creation, sharing progress and showcasing achievements by departments in GRARD and overall gender integration.

➢ Develop an internal annual publication on how all departments, programmes etc. are doing against the set targets and based on set GRARD indicators.

Threats

➢ There will be a need for specialists, but these can be accessed from partners or the departments with advanced M&E, and then be revised for GRARD

➢ Time for leaders to engage, resources – human, finances, equipment for database

➢ Patience and need to prove that M&E is good and beneficial to FUNAAB

SECTION D

CONCLUSIONS AND RECOMMENDATIONS

The survey and focus group discussion generated a lot of information and revealed strengths, weaknesses gaps and opportunities. The recommendations are presented based on the OECD provisions.

A. Establishing clear roles, responsibilities, mandates and lines of accountability

1. Integrate gender intentions in the University vision and mission, ensuring it has objectives and strategic action, budgets and duty bearers at all levels, down to the field levels

2. Prioritise fast-tracking of the gender policy ratification and development of supportive documents, specifically an action or implementation plan, communication strategy, monitoring and evaluation available on the university website as guides, and accessible to all departments, units, colleges, academic centres, and promulgated.

3. The mandates, roles, responsibilities, provisions and expectations of departments and individuals to be clearly articulated and communicated to all employees

4. Develop strategies and plans to support policy implementation in the areas of capacity building, partnerships, communication, gender integration into programsmes, and M&E.

B. Key oversight bodies in implementing gender equality and mainstreaming initiatives

5. Elevate the gender unit to a Directorate or department with mandate and freedom to hold departments and units accountable – to free the gender initiatives from departmental politics. An organisational structure to be developed, to link the gender oversight unit to all departments.

6. Institution of Gender sub-units at relevant levels to monitor and support implementation and compliance, and to communicate gender mainstreaming matters from departments to reach students and lecturers. For example, a sub unit for academic training, research and extension (GRARD)

C. Consistent response at appropriate levels of decision making

7. Develop a joint strategy for information and communication and plan with the information and communication unit of FUNAAB. Have a person in the gender unit assigned the role of database management, and communication.

8. Commission needs assessment on how best to reach the staff of FUNAAB based on their departments, roles, sex and age, to determine and develop a gender-based communication guide that will ensure men and women in all departments, positions and stations that are involved in GRARD are catered for.

D. Recruit and retain women in FUNAAB

9. Review and appropriate the FUNAAB performance system for gender equality. Revising terms of reference, provisions and expectations to suit the social and professional excellence of both men and women.

10. Develop a plan to attract and retain women in FUNAAB. Retaining and mentoring female students and the hire them, providing incentives to retain those already employed - working and living environment (to attract and retain qualified females), supporting and encouraging women in research/ STEM; provision of crèche in each faculty, increasing maternity leave to 6 months like it is now being done in some states of the federation; children friendly workplace – to support staff who come to work during school holidays; and acquisition of gender friendly equipment and machines. Intended outcomes of increased women's participation in research, representation in projects, and administration

11. Institute mentoring as a strategy to populate the human resource pools with qualified men and women to adequately fill emerging posts.

E. Develop, implement and monitor gender-sensitive programmes and policies

12. Develop an independent GRARD M&E system or link GRARD initiatives to the M&E system of the university. Assign an M&E person in the gender unit to be in charge of liaising with the university system level. Work with leaders of departments to develop gender indicators in academia, research and outreach programs.

13. Institute a Gender clinic or office within the directorate or the department to monitor, evaluate and handle all gender-related issues as they arise. It could be joined with the Gender laboratory: The initiative started by the department of Agricultural Extension and Rural Development.

F. Ensuring the capacity to integrate gender equality perspectives in their activities (training, research, extension, administration),

14. Develop a guideline for a gendered approach to curriculum revisions, gender courses for undergraduates and proposal writing, and manuscript writing by instituting a gender guide with relevant chapters covered – appointment, writing, multidisciplinary teams, and risk management, etc for academic training, research and extension.

15. Recruit or link gender experts in courses design and delivery to provide support to units, departments and individuals as they integrate gender in their programmes. Train a core group in course design and delivery; gender research approaches, data analysis and presentation;, management and presentation of gender-disaggregated data.

16. Nominate champions in every department or unit to liaise with the gender unit especially during the design and early implementation of the integrated packages.

G. Ensuring the resources to integrate gender equality perspectives in their activities (training, research, extension, administration),

17. A gender fund: Institute a separate fund to sponsor gender initiatives and provide incentives and rewards for compliance. Urgently, support scholarships in gender-responsive research, attachments for gender practical work, procurement of gender appropriate equipment, course design and delivery, course materials development and publication, the gender day among others.

18. As a centre of excellence in gender responsiveness, develop a strategy to make the university campuses attractive and supportive of diversity of men and women, people with disabilities, cultures and religions. This will require scaling out needs assessment, revisiting infrastructural designs, staff and students' facilities, laboratory and field equipment, etc. Review of the design and delivery of all courses to make them fit for the diversity targets of excellence. Institution of a social relations guide to facilitate healthy interactions in diversity, etc.

H. Strengthening vertical and horizontal co-ordination mechanisms for policy coherence

19. Launch a university-wide stakeholder consultation on the draft policy. This will create university-wide awareness, and a sense of urgency, while building ownership and support for the policy.
20. Use FUNAAB's existing platforms for vertical and horizontal communication and coordination: website and other apps; the radio that can be used to disseminate information and messages across the university.
21. Develop an internal annual publication on how all colleges, programmes etc are performing against the set targets and based on set GRARD indicators. Make it a requirement for the unit to release a quarterly or annual report on all initiatives based on gender-disaggregated data to departments, positions and projects.

I. Involve relevant other stakeholders to ensure synergies and effective implementation of gender equality initiatives.

22. Develop a partnership strategy to enable the forging of long-term relationships with capacity building partners for continuity. The strategy to include a funding section, to support phase-out dependence on partners.
23. Develop a partnership implementation plan to maximise on partnership benefits having shared aims, joint investments and fundraising, clear roles and responsibilities and shared expectations, based on FUNAB gender policy. The plan is to facilitate a proactive approach and develop value-adding partnerships. It will require a budget and personnel or have the role be assigned to someone in the gender unit
24. **A gender day** designated and promoted by university leaders. The entire population is to be sensitised on the importance of gender equality. Each year should have a strategic theme for the gender day. To include the use of programmes or activities, like sports, training sessions, seminars, sharing publications, tours to activity sites, etc. in different departments, to make the day memorable and impactful. Could be rotational between the main campus and field sites.
25. Develop and launch a communication strategy to intensify **awareness creation** campaigns **among staff and students,** making use of all available avenues – social media, university website, and radio, TV – **to** ensure wide dissemination of information and support for gender equality and inclusion efforts**, a**nd **to promote acceptance,** and publications – pamphlet as part of gender orientation of students and staff**.** In a robust communication strategy also lies the potential of becoming a gender-responsive role model University in the nation, region and beyond.