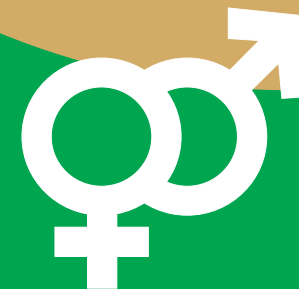




# GENDER POLICY

**FEDERAL UNIVERSITY OF AGRICULTURE  
ABEOKUTA, NIGERIA**





**Federal University of Agriculture, Abeokuta Nigeria (FUNAAB) Gender Policy:**  
*Gender Integration for improved Institutional Outcomes*

Federal University of Agriculture, Abeokuta Nigeria  
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For further information contact:

**Gender Mainstreaming Office**

Department of Agricultural Extension and Rural Development  
College of Agricultural Management and Rural Development  
Federal University of Agriculture Abeokuta, Nigeria

This Gender Policy can be downloaded free on FUNAAB webpage

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## Acronyms

AE&FM	– Agricultural Economics and Farm Management
AMREC	– Agricultural Media Resources & Extension Centre
ANN	– Animal Nutrition
ARD	– Agricultural Research and Development
AWARD	– African Women in Agricultural Research and Development
CBOs	– Community Based Organizations
CEDAW	– Convention of All Forms of Discrimination against Women
ICEGEMS	– International Center for Gender Mainstreaming and Interdisciplinary Studies
CGNS	– Communication and General Studies
FUNAAB	– Federal University of Agricultural Abeokuta
GFPs	– Gender Focal Persons
GMO	– Gender Mainstreaming Office
GMPC	– Gender Policy and Mainstreaming Committee
GOs	– Government Organizations
GRARD	– Gender Responsiveness in Agricultural Research and Development
ICTREC	– Information & Communication Technology Resource Centre
ILO	– International Labour Organization
INA	– Institutional Need Assessment
NAREs	– National Agricultural Research and Extension Services
NGOs	– Non-Governmental Organizations
NiWARD	– Nigeria Women in Agricultural Research for Development
SDGs	– Sustainable Development Goals
SLIDEN AFRICA	– Sustainable Livelihood Development Network for Africa
TETFund	– Tertiary Education Trust Fund
UN	– United Nations
UNDP	– United Nations Development Programme
USAID	– United States Agency for International Development



## Foreword

Since 2018, African Women in Agricultural Research and Development (AWARD) has been implementing the Gender Responsive Agricultural Research for Development (GRARD) initiative, which aims to support select Agricultural Research and Development (ARD) institutions to prioritize and integrate gender in their processes, policy, and practice.

The GRARD initiative has two interrelated objectives: (i) To leverage the talents of diverse research teams while growing their ability to design and conduct more inclusive, better-targeted research responding to the needs and priorities of a diversity of men and women across agricultural value chains; and (ii) to strengthen prioritization of gender and diversity at the workplace and in the overall research process, from design, implementation to dissemination.

In this context, AWARD partnered with the Federal University of Agriculture in Abeokuta (FUNAAB) to implement various interventions jointly identified as priority areas for FUNAAB.

The AWARD-FUNAAB collaboration covered a series of interventions, including designing and delivering a customized Institutional Mentoring Model and its Progress Monitoring, and tailored training on Science Writing, Leadership, Assertiveness, and Gender in Agriculture for FUNAAB Senior Management.

In addition, AWARD supported an Institutional Needs Assessment (INA) exercise and the revision of FUNAAB's Gender Policy. The updated Gender Policy is a product of several months of reflection, consultation, and analysis to determine specific aspects for consideration and critical entry points for promoting gender responsiveness in policies and practice at FUNAAB.

Gender responsiveness allows us to understand how different types of men and women are positioned differently across agricultural value chains. FUNAAB's Gender Policy recognizes the need for structural changes to strategically elevate the organization's position in the gender and agricultural policy agenda.

The new perspectives in the revised Gender Policy will provide an excellent platform for FUNAAB to engage further with its key stakeholders on the relevance and prioritization of gender responsiveness in the organization's policies and practices.

I am proud to note that AWARD has enjoyed a splendid partnership with FUNAAB, which has set a foundation for scaling our work on strengthening the production and dissemination of more gender-responsive agricultural research and innovation on the continent. We look forward to seeing some concrete actions that will spearhead the implementation of FUNAAB's new Gender Policy.

**Susan Kaaria, PhD**  
Director, AWARD



### **Ag. Vice-Chancellor's Remarks**

Federal University of Agriculture Abeokuta Nigeria is a sector leader in gender equity with a long history of championing efforts to increase the representation of women in leadership roles, reduce the gender disparity in staff recruitments, students' enrolments and promote workplace flexibility. In this regard, the University has been recognised:

- • As an institution that is gender friendly with zero tolerance for Sexual harassment and Gender based Violence;
- • A major Pioneer on Institutionalizing Mentoring/ Mentees initiative since 2019; and
- • As one of the top nine Universities in Nigeria by Times Higher Education World University Rankings (2022).

In light of recent global events, it is more crucial than ever that we continue to empower and engage the University community to be gender responsive in research, learning, character and community engagement for transformative development. This will enable the University continually be in the front row in leading inclusive practices, ensuring the University is well positioned to respond to emerging gender equity challenges for all round progress and development. In 2016, the University took laudable steps to be more gender committed and accountable by documenting and

institutionalizing FUNAAB Gender Mainstreaming Document. To further these strides, Gender Document Review Committee was constituted in 2021 by the Senate to review the existing gender documents and come up with operational Gender Policy for FUNAAB.

It is with great pleasure that the Committee has completed their TORs and introduced the Gender Policy Document to the University Community. I have personally gone through the Policy Document and can summarily say that:

1. This policy provides the framework to ensure that the University is guided by the principles of equal opportunity, respect and inclusion and complies with the spirit and intent of federal and state legislations.
2. All members of the university community have a responsibility to contribute to the achievement of an equitable working and learning environment and the policy applies to all members of the University community including staff, students, contractors, visitors or individuals engaged in official relations with the University.

The University cherishes the beautiful collaborations and developmental relationships between our great University and African Women in Agricultural Research and Development (AWARD) since 2008. Over the decade of these interactions, FUNAAB has benefitted immensely with some of our staff (over 200) advancing directly from AWARD different gender responsive initiatives to date. Other sister institutions in our neighborhood has also benefitted directly from FUNAAB which has placed the University in good standing with other top world class similar Institutions.

Whilst we have made good progress, continued dialogue and actions are needed and the University Management is strongly committed to ensure this. We must continue to challenge the beliefs and attitudes that undermine progress. Gender equity is a fundamental human right and we must be innovative and creative in how we overcome the barriers that women and other individuals face. Together we can continue to build the University's proud reputation as a sector leader in gender equity.

A handwritten signature in black ink, appearing to read 'O. B. Kehinde'.

**Professor O. B., Kehinde**

**Ag. Vice - Chancellor, Federal University of Agriculture, Abeokuta Nigeria**





### **Acknowledgements**

The Gender Policy Review Committee of the Federal University of Agriculture Abeokuta (FUNAAB) hereby acknowledges the former Vice- Chancellor, Professor .F.K. Salako, Acting Vice Chancellor, Professor O. B., Kehinde and other University Management Officers for taking proactive steps and creating enabling environment to institutionalize Gender Responsive Agricultural Research for Development in the University.

The major contributions of Professor Grace Sokoya (AMREC) and her committee that started the Gender Mainstream Guidelines document in 2016 is highly appreciated. Their major efforts created the basis and template that The Gender Policy Review Committee set up in 2021 were able to work on to produce this New Edition of FUNAAB Gender Policy (2022). The major contributions, support, commitment and cooperation of the six (6) persons Gender Policy Review Committee members: Prof. M.A. Shittu (AE&FM), Prof. A. O. Fafolu (ANN), Dr. F. M. Alayaki (Civil Engineering), Dr. S. I. Kuye (Mechanical Engineering) and Mrs O. O. Sorinmade (Committee Secretary) are highly commended.

The major contributions, support and dedication of the A-TEAM Trainer - Ms. Monica Kapiriri N. who served as external Consultant from AWARD to the Committee is highly recognized and appreciated. Sincere gratitude go to the University Internal Lawyer (Barr. Oluyemisi Daramola) for covering the legal component of this Policy. The University Management appreciate and is honoured to be associated with African Women in Agricultural Research and Development (AWARD) for her major contributions backstopping GRARD Project and technically supporting this research process. We acknowledge USAID for funding this research.

Gratitude is given to some independent reviewers: Prof Lateef .O. Sanni, Prof. Olukayode Akinyemi and Prof. Comfort Onifade (CGNS), Prof. Fehintola Onifade (University Librarian) Dr. Mercy Akeredolu (Independent Consultant on Gender, Education and Agriculture) and Mr. Oluwabunmi O. Adeuyi (SLIDEN AFRICA) for their invaluable inputs. Sincere gratitude is conveyed to the Directorate of ICTREC, FUNAAB and Mr. Temitope Soretire, for their robust professionalism at joint graphics and cover-page design of the document. I also appreciate all the staff of AWARD especially – Director AWARD- Dr. Susan Karia, Deputy Director- Dr. Michele Mboo-Tchouawou and Kenneth Macharia for the candid reviews and other logistics supports.

**Professor Petra .B. Abdulsalam-Saghir Ph.D; FAWARD**  
Chairperson, FUNAAB Gender Policy Review Committee.

## 1.0 A Brief on FUNAAB

The Federal University of Agriculture, Abeokuta (FUNAAB) Nigeria was established by the Federal Government of Nigeria in 1988, (Federal Universities of Agriculture Decree No. 48 of 1992) a specialized Institute essentially with a purposive mission of conducting Agricultural Research and conducting Rural Development studies, towards sustainable National Development. The distinguishing features of FUNAAB mandates is its tripartite nature, which comprises teaching, research and very strong Community engagement (Extension Services with adopted villages and other research institutions) .This ensures bridging the gaps that could exist between 'the town and the gown'. Presently, FUNAAB consist of 10 Colleges, 45 Departments and 30 Centres/Directorates. FUNAAB is known throughout Africa and in other continents as a leading champion in food security, environmental resources and agricultural research through its research engagement with national and international stakeholders. FUNAAB is the host of multi-million dollar agricultural based projects linking smallholder farmers to the best agricultural innovations to increase their productivity, promote value addition, social marketing and implementable policy thrust.

The University is the recipient of numerous National and International Awards and Fellowships stemming from staff dedication and commitment to excellent topnotch delivery of mandates. The University has enviable records of accomplishment with measurable indicators of successful collaboration with other multi-Partners/Stakeholders in conducting major Award winning multidisciplinary Projects and Programmes in agricultural food systems. The University is a proud host to The World Bank African Centre of Excellence in Agricultural Development and Sustainable Environment in 2013 and currently awarded another Center of Excellence in Cassava and Poultry Production in by TETFund 2022. FUNAAB is continually making its laudable marks and progressing towards more excellence in its tripartite mandate in the committee of allied Institutions.

## 1.1 Entry Point for FUNAAB on AWARD GRARD

Pluralistic approaches are never mere conduits for technology transfer but they also provide links through which research can more effectively contribute to the innovation processes in institutions and various stakeholders. AWARD selected eight (8) **African ARD institutions in six (6) African Countries in 2017**, of which FUNAAB is one to pilot GRARD initiatives. FUNAAB keyed in and aligned with this progressive change to benefit from opportunities GRARD project offered for institutional capacities strengthening/enhancement to conduct gender responsive researches for all-round development. Under the AWARD-FUNAAB partnership, series of institutional capacity development interventions were conducted. These include:

1. **Institutional Mentoring Orientation Workshop**
2. **Progress Monitoring Meeting (PMM)**
3. **Science Writing Course**
4. **Leadership and Assertiveness Course**

More than **163 FUNAAB staff members (Junior and Mid-level Administrators and Researchers, Senior Managers and researchers)** were trained to better articulate the role of science and leadership in relation to gender, and the importance of accountability to gender integration leading to transformative agricultural and rural development. AWARD and FUNAAB are pursuing this collaboration with a **series of additional activities** undertaken between **September 2021 and October 2022** include:

1. **Institutional Needs' Assessment (INA)** using gender perspective
2. **Short training modules** (2 virtual half-day training on gender with FUNAAB staff members and Sister institutions selected in the six (6) geo-political zones of Nigeria)

3. **Communication campaign** - gender policy socialization
4. **Coaching clinics** for FUNAAB staff members who participated in the Science Skills Course in September 24-28, 2019
5. Review of the **FUNAAB's Gender Policy Document** in line with the INA results and recommendations. This culminated with a **two-day workshop** to validate the revised FUNAAB Gender Policy Document
6. **Two-day stakeholder meeting** with a maximum of 50 participants from FUNAAB (25 staff members) and selected NIWARD members and partners (25 delegates from the different Nigerian regions)

In 2021, the Senate approved the review of the Gender Mainstreaming Guidelines and a new six (6) Person Gender Policy Review Committee was constituted with the responsibility to review the 2016 Gender Mainstreaming Document for updating. Subsequently, a detailed virtual Institutional Needs Assessment (INA) and focus group discussions were jointly commissioned and conducted by FUNAAB and AWARD Consultant to FUNAAB Staff and Students.

Main conclusions and recommendations can be viewed on ([https://funaab.edu.ng/wp-content/uploads/FUNAAB%20Gender%20Needs%20Assessment\\_opt.pdf](https://funaab.edu.ng/wp-content/uploads/FUNAAB%20Gender%20Needs%20Assessment_opt.pdf))

## 1.2 Definitions of Key Concepts

### 1.2.1 Gender

Gender is a social construct of *prescribed* (pre-arranged) roles, responsibilities, expectations, characteristics, behaviors, rights, privileges and *exclusions* assigned to people based on their multiple identities as defined in the word Intersectionality. Intersectionality is the complex, cumulative manner in which the effects of different forms of discrimination combine, overlap, or intersect to inform the experiential reality of individuals and groups of people, *Adapted from The Secret Life of Dictionaries by Kory Stamper. Multiple identities include sex, age, class, religion, profession, livelihood strategy, etc.*

### 1.2.2 Gender mainstreaming (see Page 55 and 56)

Gender mainstreaming is an approach to policy-making that takes into account both women's and men's interests and concerns. Gender mainstreaming has been embraced internationally as a strategy towards realizing gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programs, with a view to promoting equality between women and men, and combating discrimination. <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>

### 1.2.3 Gender equality

Refers to sameness of results attained by rights, responsibilities and opportunities of women and men and girls and boys. Gender equality is a result and achieving it implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Adapted from <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

### 1.2.4 Gender equity (see Page 55 and 56)

Gender equity is **the process of ensuring fairness to females and males in their diverse categorization**. To ensure fairness, strategies and measures must often be available to compensate those disadvantaged and to address factors perpetuating disparities, to achieve a level playing field. Equity leads to

equality.

### **1.2.5 Gender sensitive**

“Gender sensitivity” is **the way of engaging male or female as a cultural norm of an organization or society. It is the aim** of understanding and taking account of the societal and cultural factors involved in gender-based exclusion and discrimination in the most diverse spheres of public and private life <https://eige.europa.eu/thesaurus/terms/1218>

### **1.2.6 Gender inclusive**

In most cases refers to language, means speaking and writing in a way that does not discriminate against a particular sex, social gender or gender identity, and does not perpetuate gender stereotypes. It also refers to an approach that does not discriminate or perpetuate gender stereotypes. Using gender-inclusive language or approach is a powerful way to promote gender equality and eradicate gender bias, adopted from <https://www.un.org/en/gender-inclusive-language/>

### **1.2.7 Sexual harassment Issues**

A behavior characterized by the making of unwelcome and inappropriate sexual remarks or physical advances in a workplace or other professional or social situation. Sexual harassment can be verbal, body language, or physical. There is need to isolate sexual harassment from genuine courtship behavior.

### **1.2.8 Affirmative action**

The practice or policy of favoring individuals belonging to groups known to have been discriminated against previously; it is positive discrimination.

### **1.2.9 Gender responsive (See annex for principles)**

Gender responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities and which make an effort to encourage equal participation and equal and fair distribution of benefits. Gender responsiveness is accomplished through gender analysis and gender inclusiveness.

(<file:///C:/Users/MN/AppData/Local/Temp/UNDP%20Gender%20Responsive%20National%20Communications%20Toolkit.pdf>)

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 (AWARD)

## **1.3 FUNAAB Gender Policy Statement**

The University is committed to ensuring gender responsiveness in integration of the principles of equal opportunity for all staff and students in University policies, procedures, decisions and operations.

The University values the diverse skills and perspectives people bring to the workplace because of their gender, age, language, ethnicity, cultural background, challenges, religious beliefs working style, educational level, professional skills, work and life experiences, job function, socio-economic background, geographical location, marital status and family responsibilities.

The University acknowledges:

- a. the disadvantaged position some individuals have had historically in the workplace and general community because of their gender; and
- b. that achieving gender equality may require different treatment of men, women and diverse people in some circumstances to achieve



similar outcomes.

The University aims to:

- a. engage fairly and equitably with all staff and members of our University community, regardless of their gender, in a positive, respectful and constructive manner;
- b. promote a gender-aware and gender-responsive culture throughout the Institution that values gender equality and integrates gender considerations in each aspect of the workplace;
- c. overcome barriers to gender equality in the workplace, including gender biases and gender-based stereotypes;
- d. ensure all employees and students have an understanding of gender issues and the objectives of this policy; and
- e. ensure all employees and students have equal opportunity in their categories to participate in and contribute at all levels of the University and to receive appropriate acknowledgement and equitable reward for that participation and contribution.

All members of the University community are responsible for supporting gender equality in the workplace, and providing services and conducting their researches with a view to eliminating gender inequality and unconscious bias.

University activities are reinforced by the principles that:

- a. all members of the University have the right to be treated fairly and equitably;
- b. there is equitable access to education for students and equitable access to conditions and benefits of employment for all staff;
- c. all members of the University are entitled to a work and study environment free from unlawful discrimination, harassment, vilification, bullying or other adverse and inappropriate behaviours;
- d. diversity is respected and appreciated as contributing to the richness of the teaching learning environment;
- e. an inclusive and flexible environment, including the implementation of special measures when required, provides the best outcomes for the varied needs of the diverse staff and student community;
- f. equal opportunity does not mean treating everyone in the same way and that to redress the past disadvantages of particular groups, special measures are needed to improve employment and educational opportunities for people from these groups. These groups include women, young people, people with a various forms of challenges and people from culturally and linguistically diverse backgrounds; and
- g. staff and students have the right to raise complaints in good faith under the University's complaints procedure without fear of retaliation or victimization.

This policy should be read in conjunction with relevant University policies and related documents, including:

1. FUNAAB Policy Document;
2. Gender Mainstreaming Document;
3. FUNAAB Sexual Harassment Policy and;
4. Other Policy Documents associated with FUNAAB

### 1.3.1 FUNAAB Vision on Gender Issues

FUNAAB vision statement in its Gender Policy is **'to be a World Class Center of Excellence in knowledge generation for sustainable global development, where a culture of gender responsiveness, equity, justice and inclusion principles are incorporated into every aspect of Teaching,**

**Research, Extension and Management and other operational Services'.**

### **1.3.2 FUNAAB Mission on Gender Responsive Research for Development**

Some of FUNAAB mission statements include '**to produce inclusive graduates, who are empowered with transformative gender responsive knowledge, skills and attitudes in research and development to contribute effectively towards Personal, National and Global Development.**

**FUNAAB mission is also striving towards being a role model and high-impact institution in the sub-Saharan region with conscious, transformative sustainable interests and actions in gender issues'.**

### **1.3.3 Roles and Responsibilities**

- 1 The University has a legal and a moral obligation to provide equal opportunity in staff employment and students' enrolment and a workplace free from discrimination and harassment. While progress has been made in many areas, the success of the equal opportunity and diversity programs depends on the cooperation of the whole University community and not whole rest on the University Management.
- 2 All staff and students are accountable for ensuring that their own behaviours comply with the University's commitments and relevant state and federal legislation.
- 3 The University Council, Vice-Chancellor and all Management Officials, Deans and Directors/Heads of Units, Professors and other staffs have accountabilities for the implementation of equal opportunity, gender equity and diversity within the University.

### **1.3.4 FUNAAB Gender Policy Purpose**

The purpose of the policy is to fast track the effectiveness of FUNAAB to spearhead gender responsive teaching, research, learning and community engagement in institutions of higher education, towards achieving equal academic excellence for both female and male students, through proactive nurturing of a supportive environment that enables all gender categories (among students and the staff) to perform their best.

### **1.3.5 FUNAAB Institutional Gender Policy Objectives**

1. To establish the framework for the provision of a secured and gender friendly environment to guarantee adequate safety and security for all gender categories among the staff, students, service-providers and other Stakeholders of the University .
2. To enable Women and Men have equal voice and opportunities for leadership at all levels of decision-making power in the institution to shape relevant legal frameworks, policies and programmes.
3. To guide the development and application of gender mainstreaming approaches in every aspect of the University administration, enhance gender equity in decision-making and maintain a gender-responsive organizational culture
4. To establish procedures to address gender issues in students' welfare, enrolment, curricular, performance and retention across disciplines and programmes
5. To be a role-model and high-impact institution in the West-Africa sub-region, demonstrating the value of gender responsive design and delivery of university mandates (with conspicuous sustainable interest and actions in gender issues).
6. To provide procedures for gender equity in the recruitment, capacity-building schemes, advancement and welfare of female and male staff at all levels for optimal productivity and academic excellence.
7. Based on principles of gender, diversity and inclusion, to establish procedures for equitable access to opportunities and ensure that all students

- and staff attain their educational and career goals,
8. To empower all stakeholders with necessary information, education and skills required for gender responsiveness, social transformation and advocacy for gender equity
  9. To provide overall guidance in the adoption of gender-responsive and gender-inclusive strategies in extension and community development services to reach out to farm-families in the University's mandate area, for equitable livelihood improvement and agricultural productivity
  10. To establish procedures for gender based resource-mobilization and budgeting for adequate budgetary allocations to gender- mainstreaming in the University
  11. To institute a “Gender day” that will:
    - bring together all stakeholders to show case department and units achievements against targets,
    - review and deliberate on the relevance and performance of the policy,
    - partnership building and publicity,
    - continuous awareness building among staff and students in the University through seminars, workshops and conferences on key areas of need and,
  12. To provide structure for management and facilitation of the gender policy objectives

#### **1.4 Operationalization of this policy requires three other documents**

##### **1. 3- 5 years strategic plan**

This strategy will clearly indicate those actions that will be covered in each year, and a Gantt chart; also specifying those actions for subsequent years until all the section of the policy are fully functional. The policy implementation should be strategically phased to remain realistic, flexible and achievable.

##### **2. Comprehensive communications plan**

Communication Plan will specify priority for publicity, community engagements and general audiences, isolating and targeting information, supporting proactivity in public education and influence information on gender issues packaged and communicated to different Stakeholders in FUNAAB and beyond.

##### **3. A detailed Monitoring, Learning and Evaluation (MLE) system**

A strong MLE systems should be put in place for measurable FUNAAB specific indicators and transformative impact that is evidence based and means of verification.

#### **1.5 Scope of FUNAAB Gender Policy**

##### **1.5.1 Persons**

The FUNAAB Gender Policy shall apply to all member of the University community as follows:

1. All staff of the University
2. All students of the University
3. All Contractors and Service Providers to the University
4. All Visitors and other groups of people including Children and Wards of members of the University Community

### 1.5.2 Issues

1. Teaching
2. Research
3. Community Service and Extension
4. Management and Organizational Culture including Human Resources

### 1.6 Policy Strategy and Approaches

FUNAAB will work in close collaboration with Members and a wide range of partners, including Community Based Organizations (CBOs), National Research Institutions (NAREs), Government and Non-Governmental Organizations (GOs & NGOs), Farm Families and the private sector to advance these gender equality objectives. While the ultimate responsibility for the achievement of the objectives lies with FUNAAB Management, this Policy holds the University accountable for systematically pursuing them, by integrating gender equality as a priority in its strategic framework and related implementation mechanisms. The Policy will be complemented by a Gender Action Plan, which will identify priorities in the medium-term and set time-bound and measurable outputs, deliverables and targets to track progress over time.

The University will adopt two major strategies for the promotion of gender equality and women's empowerment in the Institution. These are **Gender Mainstreaming and Deliberate affirmative actions towards Targeted Interventions**. Adoption of **Gender Mainstreaming** strategy that will ensure FUNAAB systematically integrates a gender perspective and responds to the different needs, interests and capacities of various cadre of staff and students. Other social dimensions and interactions that intersect with gender (such as age, marital status, disability status, religion, race, ethnicity, socio-economic status, etc.) and can create and reinforce inequalities, social interactions not only between women and men but also, how FUNAAB interact with partners/collaborators and among women and among men shall be considered.

**Deliberate affirmative actions towards Targeted Interventions:** When it is observed that the increase in Gender Disparity in students admission quotas, staff recruitments, enrolment patterns and/or other systemic issues, FUNAAB will deliberately take affirmative actions and steps to narrow such gaps if/when/ where such exist. The policy will specifically target/focus on the promotion of gender justice and equity integration and gender-transformative approaches that not only take into consideration the different needs of staff and students irrespective of gender but also actively seek to redress unequal power dynamics at the root of identified persisting gender inequalities.

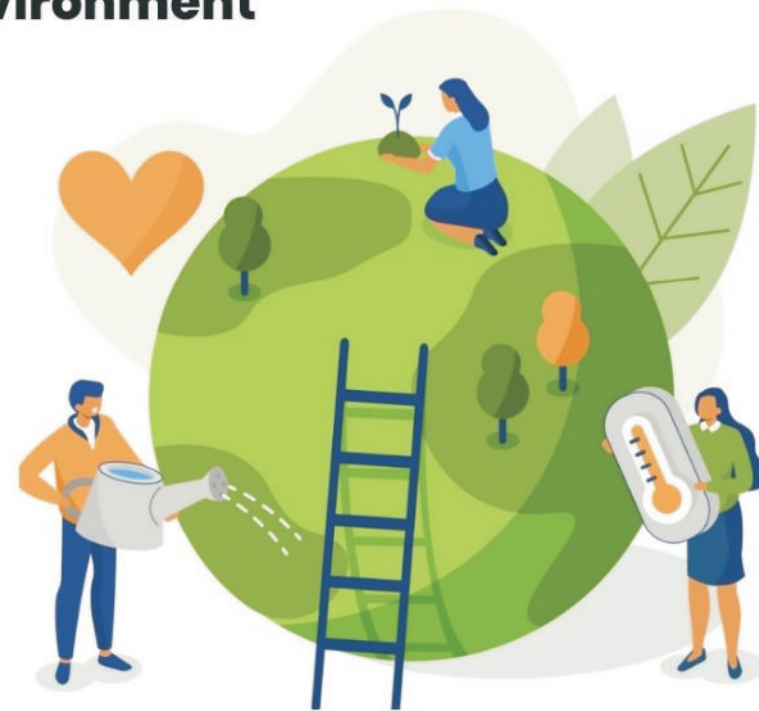
### 2.0 Minimum Standards for Gender Mainstreaming

The Policy recognizes that a Gender-Responsive Institutional environment is necessary to achieve progress towards its objectives. The Policy identifies 15 minimum provisions and related strategic actions for adequate gender integration in all FUNAAB institutional processes and functions. These Provisions and Action plans are shown in Figures 1-32.



## PROVISIONS OF FUNAAB GENDER POLICY AND STRATEGIC ACTIONS

### **Maintaining a Secured and Gender-Friendly Environment**



The University is committed to creating a secure and gender-friendly environment to guarantee adequate safety and security for gender categories among the staff, students, service providers and other members of the University community

Figure 1

## Strategic Actions: To achieve a secure space, the University shall:



Develop guidelines for the security of the University environment so that teaching-learning facilities and timing of academic as well as non-academic activities are safe and responsive to gender-specific and safety needs of female and male members of the University community.



Educate all staff, students and other members of the university community about the security guidelines and the importance of gender-friendly space for the safety and security of all people.



Ensure that all hostels, on-campus residences and lecture theatres are mandatorily served with security and safety measures for female and male which are the benefits and prerequisite for maintaining safety and security in the University Community.



Develop and enforce procedures prohibiting all forms of gender-based violence, sexual harassment and other behaviours that disrespect human dignity, by developing and implementing a University Sexual Harassment Policy.



Set up a Center for Gender and Inclusive Development Studies (CeGenIDS) at the University community for continual assessment of gender issues, sensitization about the procedures for seeking redress on gender equity and justice.



Commission periodic assessment of gender issues to inform University management and decision makers on priority areas relating to gender discrimination, gender injustice, gender-based violence and sexual harassment with promptness and taking appropriate disciplinary measures



Set up gender-based counselling services and other support services to members of the University community (e.g. counselling clinic accessible to members and other safe places for open dialogues about gender issues) in particular students, through the CeGenIDS and other designated structures.



Enlist and train Gender Focal Persons (GFPs) and Peer Educators on the provisions for a secured and gender friendly environment and provide necessary facilities for them to function.



Organize capacity-building training on gender-sensitivity for the various categories of stakeholders in the University



Scale up the numbers of crèches and child centers on campus to ensure security and safety of children and babies while on campus

Figure 2



## MAINSTREAMING GENDER INTO DECISION- MAKING, POLICY DOCUMENTS AND ORGANISATIONAL CULTURE



The Federal University of Agriculture, Abeokuta (FUNAAB) is committed to maintain a gender-sensitive, tolerant and inclusive organisational culture, enhance gender responsiveness and equity in decision-making and ensure the incorporation of gender perspectives in University administration

Figure 3

## Strategic Actions to Mainstream Gender, the University shall be committed to:

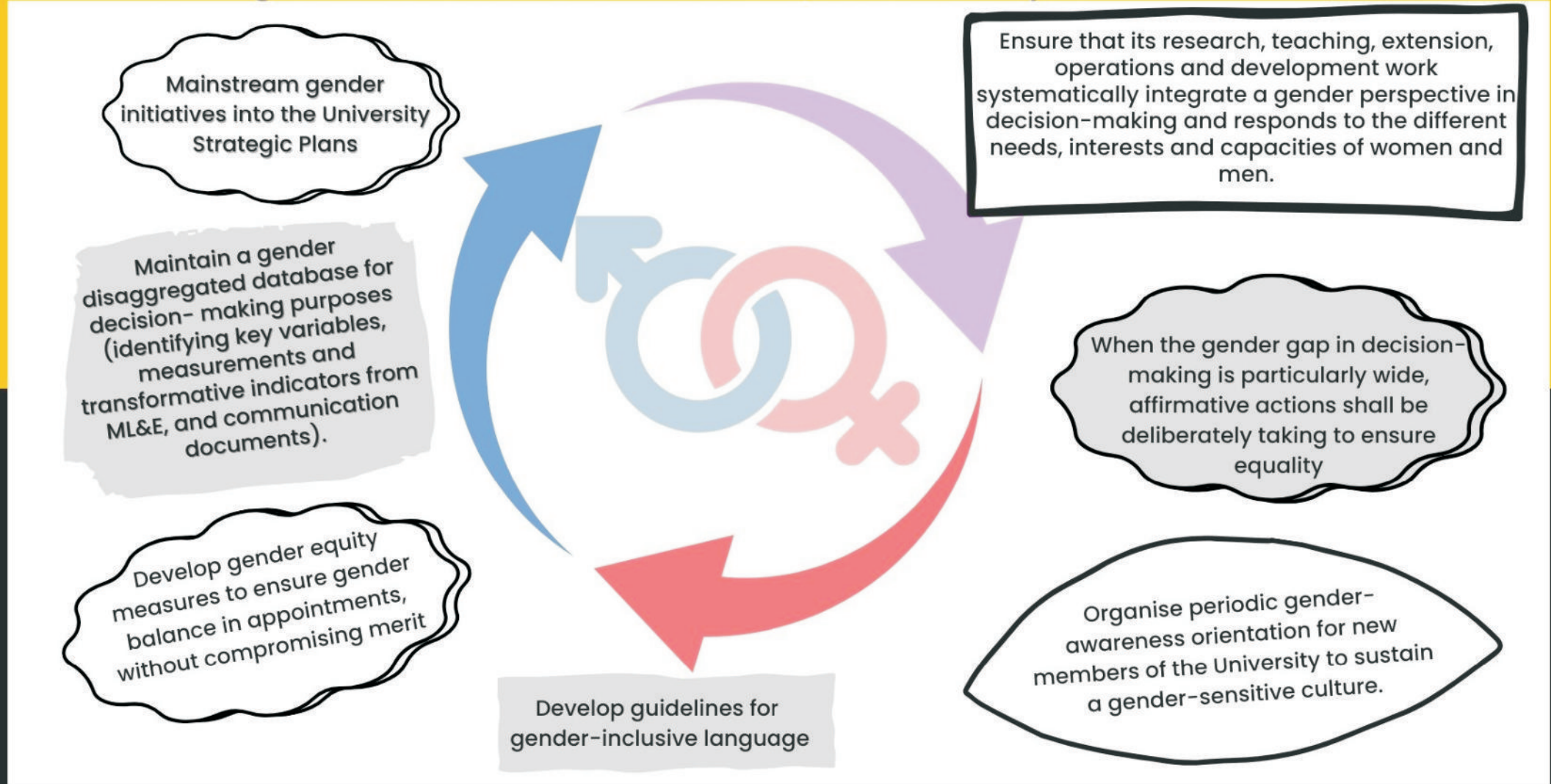


Figure 4



## MAINSTREAMING GENDER INTO ACADEMIC CURRICULA



The University shall promote Gender Mainstreaming in course contents and course materials

Figure 5

## Strategic Actions to Mainstream Gender, the University shall be committed to:

Facilitating and monitoring the incorporation of gender perspectives into academic curricula across disciplines and programs.

Introducing a compulsory course in 'Gender and Development' for undergraduate and post-graduate students at the earlier stage.

Every 2-3 years, commission a survey to establish factors leading to dropout of both male and female students, and poor performance. This will feed into the 3-year plans

Develop guidelines for gender balanced enrolment, retention and performance improvement to bridge gender disparity



Figure 6

## MAINSTREAMING GENDER IN STUDENT ENROLLMENT, PERFORMANCE AND WELFARE



The University is committed to ensuring gender balance in the enrolment, retention and performance of students across all disciplines, without compromising merit

Figure 7



## Strategic Actions – The University shall:

- |   |   |   |  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Develop detailed procedures for gender balance in students' enrolment without compromising merit.</li> <li>• Take affirmative actions to ensure gender balance especially in STEM courses enrolment to ensure more female students are given opportunities to enrol in such courses without compromising merit.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide students' support services to enhance successful completion of their programs</li> <li>• Provide guidelines for a gender-inclusive alternating leadership between male and female students; student-unionism to foster the interest of female and male students</li> </ul> | <ul style="list-style-type: none"> <li>• Provide procedures for a functional gender-friendly Students' Union Building with adequate recreational facilities for female and male students</li> <li>• Strengthening the capacity of the University Health Centre to provide gender-responsive healthcare to staff and students with no bias.</li> </ul> | <ul style="list-style-type: none"> <li>• Formulate and implement a University Policy on pregnant students and those with infants (to include for example, Leave of absence for Ante-Natal and Post-Natal Care; Provision of functional child-care/ Crèche facilities easily accessible by departments- either in each department or shared between neighboring departments.</li> </ul> |
|---|---|---|--|

**Figure 8**

STAFF-  
RECRUITMENT,  
CAPACITY-  
BUILDING,  
ADVANCEMENT  
AND WELFARE



The University committed to integrating gender perspective in human resource matters without compromising merit

Figure 9



## Strategic Actions - The University shall:

- |  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• Provide guidelines for 'gender equity as one of the criteria for staff recruitment, capacity-building and appointments without compromising merit and competence in each instance, management will identify specific gender identities relevant to equity considerations – sex numbers, age, years of service, academic qualifications, marital status, etc. for selection and appointments.</li> </ul> | <ul style="list-style-type: none"> <li>• Implement Affirmative Actions' enhance knowledge-sharing and capacity-development in gender issues</li> <li>• Provide a functional gender-friendly Staff Club with adequate recreational facilities for female and male staff</li> <li>• Strengthen the capacity of the University Health Centre to provide gender-responsive healthcare to female and male staff.</li> </ul> | <ul style="list-style-type: none"> <li>• Establish strategic gender-specific mechanisms for addressing reproductive health needs of female staff (e.g. Provision of facilities and privileges of Ante-Natal and Post-Natal Care; functional child-care/Crèche).</li> </ul> | <ul style="list-style-type: none"> <li>• All employees undertake mandatory gender training to acquire an understanding of gender issues related to FUNAAB's mandate. CeGenIDS to periodically assesses staff capacities and, based on identified needs, provides gender integration trainings</li> <li>• FUNAAB establishes and maintains corporate incentives and award mechanisms to promote good performance and delivery of gender-related results</li> </ul> |
|--|--|--|---|

Staff-Recruitment, Capacity-Building, Advancement and Welfare

Figure 10

## NETWORKING, PARTNERSHIPS AND ADVOCACY



The University shall support gender advocacy and gender responsive network, and promote partnerships, within and outside the University

Figure 11

## Strategic Actions - The University shall:

- |   |  |  |   |   |
|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Identify and support participation of staff and students in local, national and international programs that enhance knowledge sharing and capacity-development in gender issues</li> </ul> | <ul style="list-style-type: none"> <li>• Provide opportunities and support platforms for staff and students to connect with other interested partners on gender-related matters</li> </ul> | <ul style="list-style-type: none"> <li>• Institutionalize and conduct mentoring programs to foster beneficial mentee/mentor transformative collaborations in gender related courses</li> </ul> | <ul style="list-style-type: none"> <li>• Purchase and update gender and development related books, journals, briefs, monographs, virtual materials etc in the University Library for staff to assess</li> </ul> | <ul style="list-style-type: none"> <li>• The University gives visibility to and promotes gender-related work, including on the results achieved in the implementation of the FUNAAB Policy on Gender Equality through its corporate and internal communication activities.</li> </ul> |
|---|--|--|---|---|

Networking, Partnerships and Advocacy

Figure 12



## RESEARCH AND INNOVATION



The University shall inculcate a gender-responsive culture through processes that support the intellectual productivity of female and male members of the community

Figure 13

## STRATEGIC ACTIONS

---

Provide guidelines for composition of gender-sensitivity and gender inclusiveness research team

Incorporating gender perspectives into research and innovation

CeGenIDS systematically collects and incorporates sex-disaggregated data in all its major statistical databases and important platforms. These sex-disaggregated data are gender analysed and disseminated through periodic knowledge and communication products to expand the evidence base on gender considerations and its importance in research and development

Figure 14



## PEOPLE LIVING WITH PHYSICAL CHALLENGES (STAFF AND STUDENTS)



The University is committed to equal opportunity for all staff and students to attain their career and educational goals regardless of their gender and physical challenges

Figure 15

## Strategic Actions - The University shall:

- |   |  |   |  |  |
|---|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Provide appropriate accommodation and accessibility to University buildings and facilities to foster fulfilment of educational and career goals</li> </ul> | <ul style="list-style-type: none"> <li>• Develop measures in support of staff and students with physical, sensory and medical challenges to become independent in their academic pursuits</li> </ul> | <ul style="list-style-type: none"> <li>• Increase awareness in the University community about the policies, procedures, available resources and support available for staff and students with physical, sensory and medical challenges</li> </ul> | <ul style="list-style-type: none"> <li>• Provide adequate care for challenged (physical, virtually impaired etc) students and staff and their interests should be represented and considered in all segments and units of the institution</li> </ul> | <ul style="list-style-type: none"> <li>• Provide adequate mobility and other comfortable means of transport for students and staff living with different challenges</li> </ul> |
|---|--|---|--|--|

People Living with Physical Challenges (Staff and Students)

Figure 16

## IMPROVING AGRICULTURAL PRODUCTIVITY THROUGH GENDER RESPONSIVE APPROACHES



The University shall adopt gender-responsive and gender-inclusive strategies to reach out to farm-families in the University's coverage areas, to improve their livelihood status and boost agricultural productivity through dissemination of technological innovations and capacity-building

Figure 17



## Strategic Actions - The University shall:

- |   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"><li>• Build capacities of extension personnel and researchers in gender analytical and facilitation skills required for the identification of specific and strategic gender roles, needs, dynamics existing between men and women in communities; and development of appropriate extension packages to meet individual and collective needs</li></ul> | <ul style="list-style-type: none"><li>• Formulate and implement community development and extension services based on principles of gender equity, justice and inclusivity</li></ul> | <ul style="list-style-type: none"><li>• Establish an effective gender-based Monitoring, Learning and Evaluation System to ensure that Community Services and Extension follow set procedures for transformative impacts</li></ul> | <ul style="list-style-type: none"><li>• Present annually reports via CeGenIDS to governing council on the gender-related results achieved under its strategic framework and on the implementation of the minimum standards of this Policy and the performance in relation to adopted farm villages to bridge 'town and gown' gaps</li></ul> |
|---|--|---|---|

## GENDER MAINSTREAMING IN RESOURCES' MOBILIZATION AND BUDGETING



The University shall promote gender based resource mobilization and gender budgeting processes to ensure adequate budgetary allocations for gender mainstreaming in the University

Figure 19



## Strategic Actions - The University shall:

- |  |  |   |   |
|--|--|---|---|
| <ul style="list-style-type: none"><li>• Conduct annual surveys to determine gender based resource needs of the staff and students to be gender responsive.</li><li>• Create dedicated budget is allocated to gender-related work and reported to governing bodies.</li></ul> | <ul style="list-style-type: none"><li>• Develop and implement a gender based resource mobilization strategy for financing the objectives of the Gender Mainstreaming Guidelines.</li><li>• Deliberately allocate funds for gendermainstreaming processes in the University</li></ul> | <ul style="list-style-type: none"><li>• Develop and implement capacity-building training in gender resource needs analyses and gender budgeting for gender consideration.</li></ul> | <ul style="list-style-type: none"><li>• Leverage on its partnerships/collaborations at global and national level to mobilize voluntary funds and contributions to expand and consolidate its work on gender equality and women's empowerment. Financing priorities in this area shall be regularly presented to resource partners through strategic dialogues, donor consultations and pledging events.</li></ul> |
|--|--|---|---|

Gender Mainstreaming in Resources' Mobilization and Budgeting

Figure 20





## Strategic Actions - The University shall:

- |  |  |   |   |   |
|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Develop stringent guidelines and penalties to foster an environment in which all members of the community are safe, secure, and free from sexual harassments/misconducts of any form, including but not limited to, sexual assault, stalking, and domestic violence.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide guidelines to ensure that all interpersonal relationships and interactions (especially those of an intimate nature) are grounded upon mutual respect, open communication, and clear consent.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop and implement strategies to build capacities of community members with knowledge and skills that emphasizes respect for human dignity, by the Gender Mainstreaming Office and other appropriate organs.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop and enforce penalties for actions or behaviours that perpetuate and accentuate sexual harassment in the system thereby promoting the integral dignity of all individuals.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop code of conduct for university visitors and hold members of the University community responsible for any misconduct and violation of by their visitors.</li> </ul> |
|--|--|---|---|---|

ESTABLISHMENT  
OF CENTER FOR  
GENDER AND  
INCLUSIVE  
DEVELOPMENT  
STUDIES





## Strategic Actions: There are several submissions

- |  |  |   |   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• It is proposed that a Center/Directorate be established by the University Management to be named Center for Gender and Inclusive Development Studies (CeGenIDS) or any related name. The mandate of the Center shall be to facilitate compliance with the Gender Policy and related matters.</li> </ul> | <ul style="list-style-type: none"> <li>• Elevate the gender unit to a Center or Department with its own mandate and freedom to hold departments and units accountable on issues relating to gender. It will have a secretariat with strategically placed offices to handle all the sections of the policy</li> </ul> | <ul style="list-style-type: none"> <li>• The Center shall have her own Lead reporting directly to the Vice Chancellor and supervised by The Deputy Vice Chancellors as it relates to their jurisdictions</li> </ul> | <ul style="list-style-type: none"> <li>• The mandate of the CeGenIDS shall be to facilitate compliance to the Gender Policy. The University shall provide required infrastructures, facilities and adequate staffing for the CeGenIDS. A Lead, who shall be a gender-savvy academic staff, an Administrative officer, an ICT/Documentation officer, a Secretarial Staff and an Office Assistant shall be some of the staffing of the Center.</li> </ul> |
|--|--|---|---|

Establishment of Center for Gender and Inclusive Development Studies

Figure 24

## The functions of the CeGenIDS Office shall include:

Facilitate and monitor compliance with Gender policy of the University.
Develop and roll out a robust communications strategy within the university and outside. To include publicity of FUNAAB milestones to an effective gender responsive University.
Support and build staff and students' capacities in Gender Mainstreaming in Teaching, Research, Extension and Administration.
Promote gender-responsiveness in FUNAAB through periodic capacity building-building programs in Gender Mainstreaming.
Organize and Implement periodic gender awareness and sensitization seminars, workshops and advocacy meetings for the various stakeholders in the University.
Coordinate the production of materials to enhance gender awareness and sensitization.
Facilitate and encourage Inter and multidisciplinary gender research among staff and students within and outside the University.
Establish and sustain networking with relevant stakeholders and organisations having similar philosophy and objectives on Gender Mainstreaming for mutual benefits.
Assist in developing and Monitoring the curricular, programs and projects in the various departments and colleges for mainstreaming gender and ensuring compliance with FUNAAB Gender Policy and Guidelines.
Receive and investigate complaints regarding non- compliance with the FUNAAB Gender Mainstreaming Guidelines and policy.
Conduct periodic review of the FUNAAB Gender Policy and Guidelines

**Figure 25**

## CONSTITUTION OF THE GENDER MAINSTREAMING COMMITTEE



To facilitate the achievement of the highlighted functions of the CeGenIDS, the University shall constitute the Gender Mainstreaming Committee (GMC). The GMC shall in collaboration with the CeGenIDS be responsible to the Vice-Chancellor

Figure 26



## Strategic Actions: To mainstream gender, the University shall be committed to the following:

Membership of the Gender Mainstreaming Committee (GMC) shall be as follows:

The Director of the CenGenIs shall be the Chairperson of the Gender Mainstreaming Committee (GMC), while the Administrative Officer shall serve as Secretary to the Committee.

The Vice-Chancellor shall also appoint the following that are gender-savvy to serve in the committee:-

2 Academic staff (1 male and 1 female)

1 Representative each from:

Students Affairs (Counselling Unit)

Health Services

Public Relations

Legal Unit

Security Unit

Bursary Unit

The Director CeGenDIS shall organize quarterly meetings of the Gender Mainstreaming Committee (GMC) every year to appraise gender mainstreaming activities, monitor compliance with the Gender Mainstreaming Guidelines and develop further sustainable strategies for gender policy review, mainstreaming and operationalization in the University

**Figure 27**



## IDENTIFICATION AND TRAINING OF GENDER FOCAL PERSONS (GFPS) AND STUDENTS' PEER EDUCATORS (SPES)



The CeGenDIS shall identify and train Gender Focal Persons (GFPS) and students' Peer Educators (SPES) in all Colleges, Centres and Units on a regular basis

Figure 28

## Strategic Actions

Training of GFPs and SPEs to provide information, guidance, counselling and other services as may be required

The GFPs shall also monitor compliance with the FUNAAB Gender Policy in their domains

The GFPs shall conduct gender advocacy in collaboration with the CeGenDIS as required

**Figure 29**

## MOBILIZATION OF EXPERTS FOR THE EXPERTS ADVISORY COMMITTEE



In the formative years, the CeGenDIS needs to have a small Experts Advisory Committee, with gender integration experts, curriculum design expert, finance and M&E. This committee should have a set timeline with a clear base line, midline and end line results stemming from periodic M, L and E results every academic year

Figure 30

### Strategic Actions:

- ☐ Members shall include experts from partner agencies, the ministry of higher education, donors, etc.
- ☐ Centre, Departments, Units, Colleges and Administrative offices (decentralized and at headquarters) carry out a gender stocktaking exercise every three years to assess the extent to which gender is integrated in University work. They are also required to develop a follow-up plan of action to address the identified gaps, set priorities and allocate resources for gender mainstreaming at all level
- ☐ They will provide support, oversight and a bouncing board for the young Directorate and GMSC in section

**Figure 31**



## **2.1 Framework for Implementation, Monitoring and Evaluation of The Gender Policy**

### **2.1.1 Guiding Principles**

The short and long term impacts of the Gender Policy and the extent to which the Policy have benefited the University community members shall be periodically appraised in relation to the achievement of the set goals and objectives. To identify the gender indicators for Gender Impact Assessment (GIA), effective monitoring and evaluation will therefore derive from the set goals and objectives

#### **a) Gender Equity**

Gender equity is the responsibility of all FUNAAB staff in leadership and management positions. The effectiveness of the Gender Policy will however depend on the provision of adequate resources and enabling environment. This framework will therefore be guided by the core principles of Gender Analysis, Accountability, Benchmarking and Organisational Culture.

#### **b) Gender Analysis**

Gender analysis is a systematic methodology for examining the differences in roles, entitlements, expected behaviors and norms for women and men, girls and boys; the different levels of power they hold; their differing needs, constraints, and opportunities; and the impact of these differences in their lives. Gender analysis is the cornerstone of gender integration (adapted from <https://gender.jhpiego.org/analysistoolkit/gender-analysis/> ). Gender analysis shall be an integral part of the articulation, implementation, monitoring and evaluation of the policy; and gender perspectives will be considered in all aspects of teaching, research, extension and administration

#### **c) Accountability**

*Accountability* is the obligation to explain, justify, and take responsibility for one's actions. *Accountability* is the state of being *answerable for roles and responsibility assigned to them*. To achieve effective gender mainstreaming in the University, all Units shall be accountable for the Gender Mainstreaming Guidelines. All stakeholders shall take a role in the mandate for gender equity and equality. It is also vital for Staff in management and supervisory roles, to accept responsibilities for gender equity policies and practices.

#### **d) Benchmarking**

**Benchmarking** is the process of continuously measuring and comparing the business processes against comparable process of the leading organization to obtain the information that will help the organization to identify and implement improvement programs (<https://www.mbaknol.com/strategic-management/benchmarking-as-a-strategic-business-tool/> ). Benchmarking with other Universities locally and internationally is a comparison technique that allows for comparative analysis of best practices and compliance with the Gender Mainstreaming Guidelines; and is a valuable tool for appraising progress.

#### **e) Organizational Culture**

Organizational culture is defined as the underlying beliefs, assumptions, values and ways of interacting that contribute to the unique social and psychological environment of an organization (<https://gothamculture.com/what-is-organizational-culture-definition/> ). Incorporation of gender

perspectives into the University's organizational culture is the most important principle in the framework and requires that every activity and action be viewed through the 'gender lens.

In accordance with a guiding principle of the National Gender Policy, the implementation of these Gender Mainstreaming Guidelines shall depend on a cultural re-orientation that will be supported by policies and programmes on gender education, sensitisation, motivation and responsiveness, rather than only through legislations with great reference to the proposed University ICEGEMS Organogram (Annex 1)

Annex 1

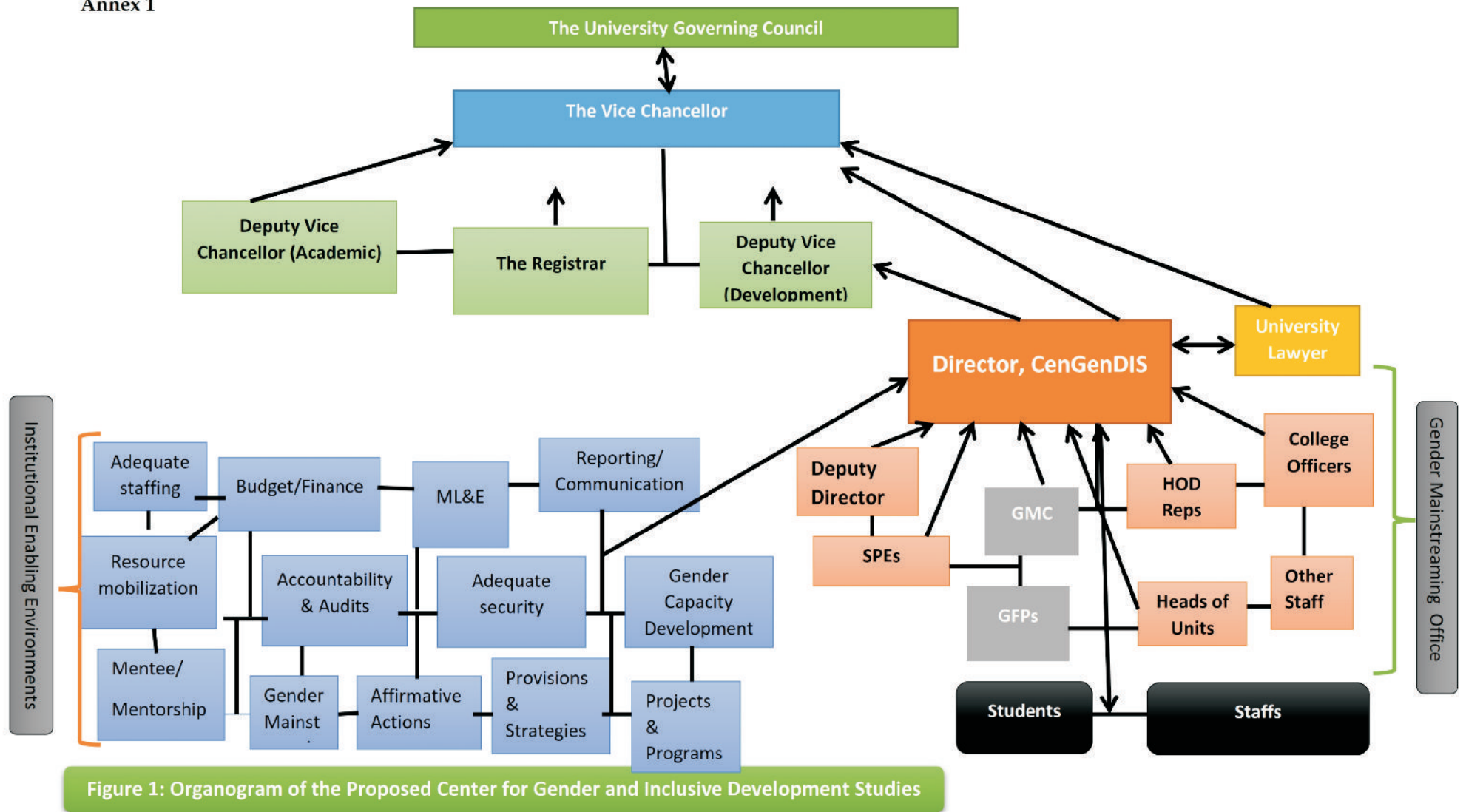


Figure 1: Organogram of the Proposed Center for Gender and Inclusive Development Studies

Figure 32

### **3.0 University Organs Responsible for Implementation, Monitoring and Evaluation of the Gender Policy**

While it shall be the responsibility of all staff, students, officers, service providers and persons associated with the University to observe, apply and comply with the Gender Policy in all ramifications, to ensure effective implementation, the proposed Centers shall be the custodians and responsible entity to facilitate implementation, monitoring and evaluation of the Gender Policy. The persons mentioned below, however, have particular responsibilities towards effective implementation of the guidelines.

#### **3.1.1 The University Governing Council**

- b. The University Governing Council shall ensure the provision of a gender-friendly and secured space for every member of the University Community, devoid of any form of discrimination, prejudice and deprivation
- c. The Council shall make adequate provision for all resource required for the effective implementation of the Gender Policy.
- d. The Council shall receive and consider bi-annually, a progress report from the Vice-Chancellor, on the gender mainstreaming strategies and targets; with particular regards to steps taken towards providing a gender-friendly environment and achieving gender equity in the University.

#### **3.1.2 The University Senate**

The University Senate shall be responsible for the following:

- a. Support effective implementation, monitoring and evaluation to ensure compliance with the Gender Policy.
- b. Support prompt redress of grievances arising from non-compliance with the Gender Policy.
- c. Receive reports from the Vice-Chancellor periodically, on the gender mainstreaming strategies and targets; with particular regards to steps taken towards providing a gender-friendly environment and achieving gender equity in the University.

#### **3.1.3 The Vice-Chancellor**

The Vice-Chancellor shall:

- a. Support the Center to ensure that every member of the University community have access to a copy of the FUNAAB Gender Policy.
- b. Support the CeGenDIS to ensure the implementation of the Gender Policy in every area of the University (Colleges, Centres, Departments and Units).
- c. Provide adequate infrastructural facilities, personnel and funding for effective operations of the ICEGEMS Offices
- d. Support the ML&E officer to ensure compliance with the Gender Policy, through the ICEGEMS.
- e. Receive and consider comprehensive reports from the ICEGEMS periodically, on activities and achievement of set objectives towards achieving gender mainstreaming and gender equity in the University.

#### **3.1.4 Center for Gender and Inclusive Development Studies**

- a. The Center (ICEGEMS) is the implementing arm for gender policy.
- b. The Lead shall:
- c. actively support and promote the University's core values of fair treatment and equal opportunity for students and staff;
- d. monitor and report on the University's equal opportunity performance under relevant federal legislation;
- e. assist and advise the University on meeting its key equity targets and equal opportunity obligations under legislation; and
- f. advise and assist the University on implementation of policies and practices that support a fair and equitable work and study environment.
- g. submit comprehensive reports compliance with the Guidelines. Gender Mainstreaming to the Vice-Chancellor and the University Senate



periodically on its activities and achievements of set objectives towards achieving gender mainstreaming and gender equity in the University.

### **3.2 Breach of the Gender Policy, Complaints and Grievance**

#### **3.2.1 Breach of and Attempt to Breach the Gender Policy**

Any attempt to breach any of the provisions of FUNAAB Gender Policy or the actual breach of same is prohibited by the University; as such act violates the University's organisational and gender-sensitive culture and disrupts the living, learning, and working environment for staff, students and other community members.

- a) When there is a breach or attempt to breach any of the provisions of these guidelines, each of the following persons is deemed to have taken part in the breach or the attempt, and may be disciplined accordingly:
  1. Every person who actually does the act or makes the omission which constitutes the breach or the attempt,
  2. Every person who does or omits to do any act for the purpose of enabling or aiding another person to breach or attempt to breach any of the provisions of the guidelines,
  3. Every person who counsels or induces any other person to breach or attempt to breach any of the provisions of the guidelines.
  4. Breach of or attempt to breach any of the provisions of these guidelines will result in disciplinary actions which can include but not limited to written warning, loss of privileges, mandatory training or counselling, probation, suspension, demotion, exclusion, expulsion, and termination of employment, including revocation of tenure.
  5. Any person who contravenes or attempts to contravene any of the provisions of these guidelines will be sanctioned, as would be determined by the University authorities.
  6. Person(s) who has a responsibility for ensuring compliance with the Gender Mainstreaming Guidelines and contravenes any of the resolutions will also be appropriately sanctioned.
  7. The University shall develop and publicize grievance procedures to address issues of gender discrimination, gender-based violence and sexual harassment

#### **3.2.2 Complaints and Grievance Procedures**

a) All gender-related complaints shall be made in the prescribed form to any of the following:  
International Center for Gender and Inclusive Development Studies (ICEGEMS);

1. ICEGEMS; investigate all complaints and make appropriate recommendations.
2. Deans of Colleges
3. Directors of Institutes/ Centres
4. Heads of Departments/ Units/ Programmes.

Where the complaint is made to (2) – (4) above, such complaints shall be forwarded to (a) 1) above.

- a. It shall be the responsibility of the International Center for Gender Mainstreaming and Interdisciplinary Studies (ICEGEMS) in collaboration with the Gender Mainstreaming Committee (GMC) to promptly investigate all complaints and make appropriate recommendations.
- b. All recommendations of the Gender Mainstreaming Office (GMO) shall be forwarded through the Vice-Chancellor to the University Senate and subsequently to the University Governing Council for Final Decision.

- c. The confidentiality of all parties to the grievance, including any informant, shall be protected as much as possible.
- d. No frivolous complaint shall be lodged.
- e. The University reserves the right to investigate any violation of Gender Policy even where no complaint has been made.
- f. The FUNAAB Gender Policy and Mainstreaming Guidelines augments, but does not over-ride the provisions of the Public Service Rules and the University Rules and Regulations.

#### **4.0 Alignment of FUNAAB Gender Policy to Gender-Related SDGs Targets**

Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for everyone to contribute to a progressive, healthy society. Learning benefits every human being and should be made available and transformative enough to bring desired change to all irrespective of gender, sex, race, caste ethnicity and creed. FUNAAB Gender Policy aligns with goal 4 of the Sustainable Development Goals. This goal and targets are:

##### **4.1 Goal 4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

##### **4.2 Goal 4 Targets**

##### **SDGs Goal 5 Targets**

**4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes

**4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

**4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

**4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

**4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

**4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

**4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Source: United Nations Sustainable Development

## 5.0 FUNAAB Gender Policy Theory of Change

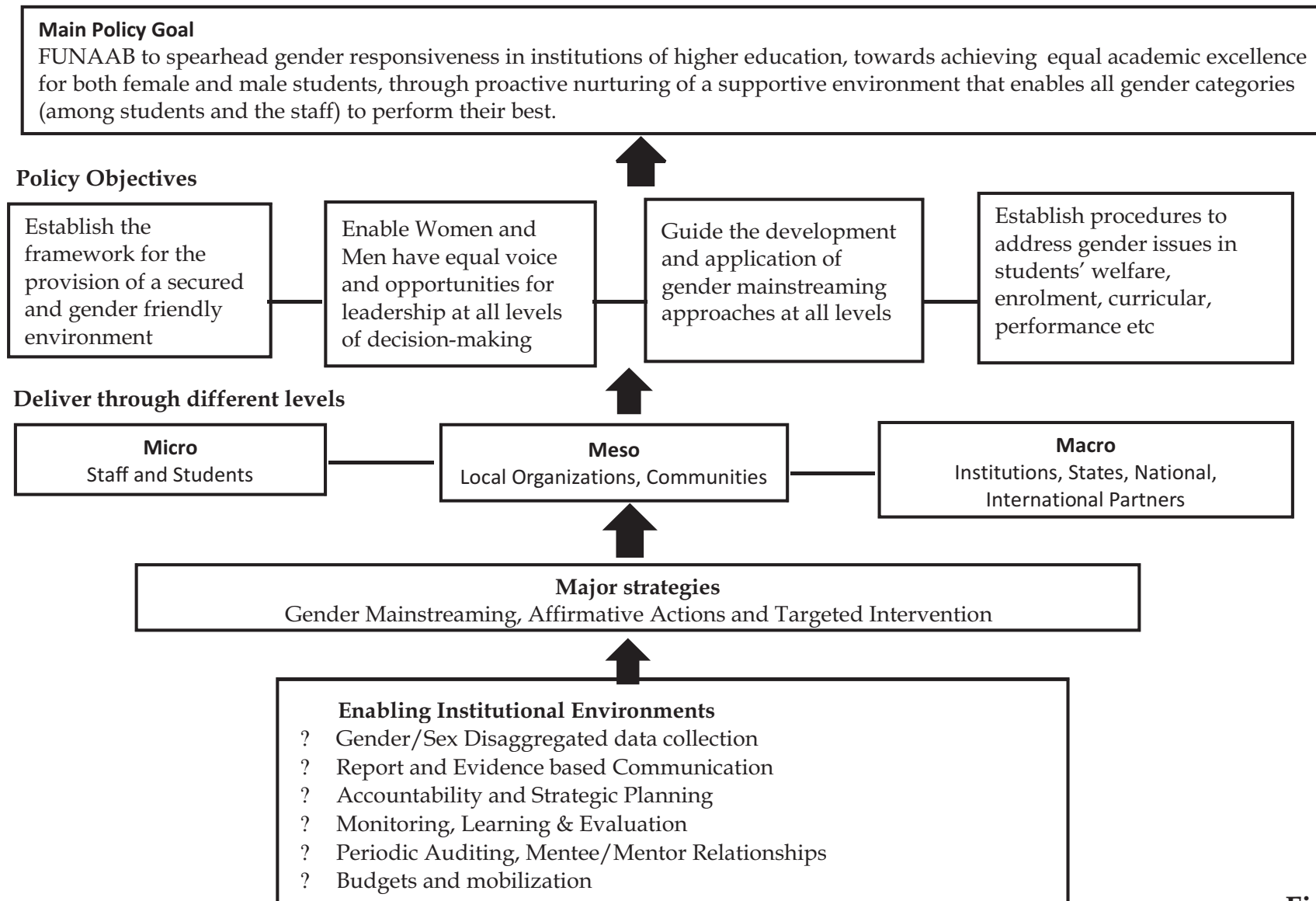


Figure 33



**Table 1: The Five Principles of Gender Mainstreaming**

PRINCIPLE	NARRATIVE
<b>Gender- sensitive language</b>	Texts referring to or addressing both women and men must make women and men equally visible. This applies to, amongst others, forms, documents, telephone directories, texts on the intranet and the internet, advertising for events, folders, posters and films. Attention must also be paid to a gender -sensitive choice of images when preparing public relations material.
<b>Gender-specific data collection and analysis</b>	Data must be collected, analysed and presented by gender. Social dimensions, such as age, ethnicity, income and level of education should also be reflected where possible. Gender-specific analysis of the initial situation must provide the basis for all decisions. Gender-sensitive statistics: Making life's realities visible
<b>Equal access to and utilisation of services</b>	Services and products must be assessed as to their different effects on women and men.
<b>Women and men are equally involved in decision making</b>	There are binding targets for a balanced gender ratio at all levels of decision making. Measures and strategies geared towards a balanced gender ratio must be taken at all levels of decision making. This is also important when appointing working groups, project teams, commissions and advisory boards. Workplaces must be structurally gendered and barrier free where possible (e.g. gendered signage, sufficient lighting, avoiding potentially frightening situations as in poorly accessible places, access without steps, social rooms for different occupations).
<b>Equal treatment is integrated into steering processes</b>	Steering instruments include quality management and gender budgeting, amongst others. It is important to note that: Paying attention to the different circumstances of women and men enhances - the success rate, effectiveness and maximum utilisation of staff and funds. All targets related to people are defined in terms of full equality and the targets attained are therefore presented by gender. Controlling routine as a matter of course includes gender-specific evaluation of results and a systematic steering of the gender ratio, in other words, the development and implementation of (new and adapted) targets, strategies and measures
<b>Additional Basic Principles of Mainstreaming (ILO)</b>	<ol style="list-style-type: none"> <li>I. Adequate accountability mechanisms for monitoring progress need to be established.</li> <li>II. The initial identification of issues and problems across all area(s) of activity should be such that gender differences and disparities can be diagnosed.</li> <li>III. Assumptions that issues or problems are neutral from a gender-equality perspective should never be made.</li> <li>IV. Gender analysis should always be carried out.</li> <li>V. Clear political will and allocation of adequate resources for mainstreaming, including additional financial and human resources if necessary, are important for translation of the concept into practice.</li> <li>VI. Gender mainstreaming requires that efforts be made to broaden equitable participation at all levels of decision-making.</li> <li>VII. Mainstreaming does not replace the need for targeted, women-specific policies and programmes, and positive legislation; nor does it do away with the need for gender units or focal points.</li> </ol>

(adapted from UNDP <file:///C:/Users/MN/AppData/Local/Temp/10principlesGenderResponsiveCommunications.pdf>)

**Table 2: Principles of Gender Responsiveness**

PRINCIPLE	COMMON PRACTICES
1. Go beyond featuring women	<b>Common mistake:</b> Engaging with gender equality issues does not mean simply featuring women and their accomplishments. <b>Good practice:</b> Explore different aspects of gender inequality through the specific experiences of women and men
2. Ensure fair visibility for men and women	<b>Common mistake:</b> Equal visibility for women and men is not enough. We need to ensure fair visibility. <b>Good practice:</b> Include both the perspectives of women and men in decision-making positions. Include perspectives of women and men who challenge expected gender roles.
3. Do not diminish women's contributions	<b>Common mistake:</b> We are conditioned to assume that activities dominated by men have more value than those associated with women. <b>Good practice:</b> Be mindful of the ways in which gender relations and stereotypes influence the way in which human activities are portrayed
4. Do not reinforce gender stereotypes	<b>Common mistake:</b> Avoid portraying certain jobs or roles as more appropriate for one gender. <b>Good practice:</b> Portray men and women in diverse roles that challenge gender stereotypes
5. Portray diversity	<b>Common mistake:</b> Don't assume all women face the same inequalities. Don't assume all men have the same privileges. <b>Good practice:</b> Look at the variety of experiences and needs of men and women of different backgrounds. Remember that any kind of discrimination has a gender dimension.
6. Use gender responsive language	<b>Common mistake:</b> Avoid using 'male' and 'female' as homogeneous groups, and just biological entities. <b>Good practice:</b> Use 'man' and 'woman', 'boy', and 'girl', even when you need an adjective. Professions and job titles should be gender inclusive.
7. Do not victimise	<b>Common mistake:</b> Don't erase people's abilities and power to find solutions to improve their lives <b>Good practice:</b> Show women and men as active participants to development instead of passive beneficiaries. Portray people in dignified ways as part of their daily routine.
8. Do not patronise	<b>Common mistake:</b> Be mindful of differences in cultural background and socio-economic status that can lead to personalize statements. <b>Good practice:</b> Portray women and men accomplishing great results in spite of structural gender inequalities, not in spite of their gender.
9. Present facts, not judgements	<b>Common mistake:</b> Avoid making judgements about gender relations based on personal experience and anecdotal evidence <b>Good practice:</b> When writing about traumatic situations, focus on presenting the facts and use quotes to personalize the story.
10. Be open	<b>Common mistake:</b> Avoid generalization, drawing from your understanding and experience and not from what is presented. <b>Good practice:</b> Be open to listening, learning and improving

(adapted from UNDP <file:///C:/Users/MN/AppData/Local/Temp/10principlesGenderResponsiveCommunications.pdf>)

