

Gender on the higher education learning agenda internationally: Co-constructing foundations for equitable futures



# NIGERIA COUNTRY REPORT

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## Executive Summary

The project, Gender on the higher education learning agenda internationally: Co-constructing foundations for equitable futures started in March 2021. This project funded by Global Challenges Research Fund (GCRF) was set out to address gender inequality in international contexts by interrogating and increasing gender inclusion and sensitivity in the focus and approach of higher education (HE) teaching in universities across five countries and three continents. The research adopted a cross-national case study approach involving universities in India, Kazakhstan, Morocco, Nigeria and the UK. It was led by an interdisciplinary team of feminist academics from each university to collaboratively generate new insights from staff and student surveys and interviews across disciplines. This report details the findings of the survey and interview responses from participants to identify challenges and opportunities related to gender inclusion in higher education in the university. Data was collected from five higher education institutions around the world using a mixed method research approach. Responses from the participants pinpoint on the persisting gender biases in HE and this will assist in the provision of equal opportunities for both genders in the near future.

The major findings from this study centered on four research questions: the presence and relevance of gender, the absence and challenges of gender inclusion and gender awareness in higher education teaching. The group of individuals that agitate for gender inclusion in higher education, as well as insights into the teaching and learning process, were among the data obtained. Participants' opinions on the presence and absence of gender in their HE curriculum and pedagogy were highlighted in survey and interview responses; 73% agreed that gender inclusivity aligned with their departmental goals, while about 55% agreed it was a priority at the university and national higher educational level; However, 45% of the participants from the three departments indicated that gender inclusiveness does not reflect in the aims of their university. Besides culture and religion, teacher expertise has been

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identified as an important component that influences gender inclusion and awareness in higher education.

An important recommendation from the study is that women's efforts should be acknowledged, and illiteracy should be eradicated through mass adult literacy and girls' learning. It is also necessary to work toward a shift in gender equality culture which involves increasing access to and inclusion in higher education for all genders, increasing participation and representation, and developing and implementing appropriate curricula.

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## Project Introduction

This Report discusses insights from one institutional case study carried out as part of a larger international project exploring gender equality and awareness in higher education teaching and learning. Gender on the Higher Education Learning Agenda Internationally (GOTHELAI) is funded by the British Academy under the Global Challenges Research Fund (GCRF) through a targeted programme stream ‘Humanities and Social Sciences Tackling Global Challenges.’ The research is funded from January 2021-December 2022 and includes research teams at universities in five partner countries: India, Kazakhstan, Morocco, Nigeria and the UK. The GCRF sets out with a remit that includes to ‘strengthen capacity for research, innovation and knowledge exchange in the UK and developing countries through partnership’ (GCRF 2021). The key thread unifying our research team is expertise and commitment around gender equality and feminist approaches across disciplinary and international contexts, with the shared agenda of co-constructing more equitable futures. In line with the priorities of the GCRF, we are committed to the importance of equality in gender and education for its own sake, but also for the importance of this to wider processes of equality, democratisation and development for all across wider, interrelated social, economic and political spheres.

The research set out to answer four core questions:

1. Where is gender present and absent in the curriculum focus and approach of the five institutions?
2. How is gender presented as an issue and awareness in curriculum focus and approach across the five institutions?
3. Which individuals, values and agendas are driving the inclusion, rejection and co-opting of gender as a curriculum focus and approach across the five institutions?

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4. What are the challenges and opportunities in developing more gender equitable approaches in curriculum?



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## Background to Gender and Higher Education in Country Context

### Gender Equality

Gender equality' means equal outcomes for women, men and gender-diverse people. 'Gender equity' is the process to achieve gender equality. Gender equity recognizes that women and gender-diverse people are not in the same 'starting position' as men. Gender equality remains an issue of concern in the Nigerian Higher Education due to the patriarchal values and traditional gender roles. The gender equity gaps in the Nigerian Tertiary Education system could be traced to a pre-colonial patriarchal arrangement whereby predominant occupational skills within the family are transmitted to boys (for example, farming, fishing, carpentry, masonry, black/gold-smiting among others), while skills relating to reproductive functions are transmitted to girls, including house-keeping, and child-rearing. Thus, traditionally, skill training was gendered, as there were distinctive gender roles across traditional cultural groups.

As of 2015, Nigeria had not met Millennium Development Goal number 3 (now Sustainable Development Goal 5) – the promotion of gender equality at all educational levels and in women's empowerment; this inequality persists not only in relation to gaps in student enrolment or other gender discriminatory practices, but also in the provision of equitable opportunities for both sexes (MDG Monitor, 2015; Aina et al., 2015; Nigeria Voluntary National Review, 2020). Currently, the Nigerian government has enacted various policies geared towards attaining gender equality *vis-à-vis* access to every level of education (primary, secondary and tertiary). The National Policy on Education (FRN, 2004 edited 2016) emphasized the need for equality of educational opportunities to all Nigerian children, irrespective of any real or imagined disabilities, each according to his or her ability.

Given the strong commitment within the government to promote gender equality, it is expected that Nigeria should have made remarkable progress in gender-equitable access to university education. Conversely, the outcome continues to fall short of the objectives (equal

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educational opportunities for both boys and girls) which were targeted as girls continue to trail behind boys in access to university education in Nigeria. As noted by Oyebade (2008) the challenge here is that nineteen years after UNESCO's call (1988), and eleven years after UNDP's call (1996) to address gender disparity, there still exists a wide gender disparity in university education/admission in Nigeria. In other words, Oyebade stressed, there is yet to be equality in access to university education between females and males.

### **National Higher Education Context**

In Nigeria, there are 170 universities (43 Federal Universities, 48 State Universities, and 79 Private Universities). (Statista 2020) The largest number of universities are in Ogun, Lagos and Edo state respectively. Nigerian tertiary education started in 1948 with the establishment of the University College, Ibadan, followed by the first indigenous university, the University of Nigeria, Nsukka in 1960. Others include Ahmadu Bello University, Zaria in 1961, the University of Ife (later changed to Obafemi Awolowo University (OAU)), Ile-Ife in 1962, University of Lagos, Lagos in 1962. Since then, many more Universities have been founded in Nigeria giving a total of 170. Nigerian Universities are grossly underfunded, as the percentage of the total budget is still far short of the UNESCO and World Bank recommendation of 26%. Also, Nigerian universities are replete with outright gender biases and discrimination, including sexual harassments (see Aina, 2005). Yet, according to Gunawardana *et. al.* (2005), 'gender' concern is often not seen as a priority in the context of what is regarded as more pressing problems in African universities. Gender inequality has eaten deep into the Nigerian university system in areas such as student enrolment, staff employment, and administrative policies and programmes. Evidence of this can be found in Abubakar (2004) report that Joint Admission Matriculation Board lamented the decline in the number of female candidates who sat for the examination from 438,703 in 2013 to 353,834 in 2014.

The most noticeable gender disparity is seen in student's enrolment, with the percentage of females in Higher Education in Nigeria being only 39.9% (with most of them in the

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Humanities). The access of females to university education increased from a ratio of 1 to 40 (f/m) in the 1950s, to 1 to 4 (f/m) in 2001. Notably, a wide disparity exists in traditionally male-dominated disciplines such as the field of Engineering where the ratio is about 1:20 (f/m) (Situation Analysis Report, 2002). The situation has since changed dramatically and the ratio is almost 1:1 in engineering fields.

In Nigerian universities, the number of males admitted into some courses is consistently higher than that of their female counterparts. A case study of the University used for this research (name withheld) between the year 2012-2016 and in the academic session 2012/2013, revealed that the percentage of students in the undergraduate admissions was 49.3% males and 50.7% females with a total of 1071 males and 1103 females respectively but in later years, the percentage of male students admitted were higher than female (2013/14, 53.5%-46.5%, 2014/15; 53.55-46.5% and 2015/16; 53.3%-46.67% respectively) Proportions of females and males in admissions into Nigerian tertiary institutions lies at 43% to 57% (Amoo, 2018).

Furthermore, looking at gender participation in university education in Nigeria based on faculty enrolment, Adeyemi & Akpotu (2004) found the highest proportion of female enrolment (42.13%) came from the faculty of education followed by the faculty of arts (36.2%) while the lowest percentages were obtained in the faculties of engineering, technology and environmental design in universities in Nigeria. In 2017, 1.7 million undergraduate students and 234 thousand postgraduate students were enrolled in Nigerian universities. Among the Master's students, women accounted for 36 percent of the total, while the female percentage was still slightly lower among bachelor students (Statista 2020).

Nigerian HE curriculum is basically driven via institutional policies and approved by government (National University Commission. NUC). There are numerous research studies keyed towards closing persisting gender gaps, and pressing forward issues around gender equity (e.g. Fapohunda, 2010; Morris *et. al.* 2020).

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## **Brief Summary of Institutional Case Study**

The research institution used was established in 1948 and is one of the oldest universities in Nigeria. It happens is the only institution founded before the country became independent in 1960 and is a federal-controlled public university located in the western part of Nigeria. As of 2018 it had an enrolment of over 41,743 students and staff strength of 5339. The University is made up of 92 academic departments organized into 17 faculties and 15 academic units which act as research institutes. The university has thirteen different colleges or schools, including Colleges of Medicine, Agriculture and Forestry, Law, Education, Public Health, Veterinary Medicine, and Technology. The campus also has 13 halls of residence for undergraduate and graduate students. Other university facilities include a botanical garden, a zoological garden, the University bookshop and the University Media Centre, which houses the campus radio station. The university is located in the third-largest city in Nigeria with a total population of 3,649,000 as of 2021, and over 6 million people within its metropolitan area. The principal inhabitants of the city are the Yoruba people, as well as various communities (notably Igbo, Hausa, and Efik) from other parts of the country. Gender issues have recently entered the mainstream of the university, and it hosts the centre for gender mainstreaming in the university which has been in the forefront of gender research and advocacy in Nigerian and African universities. In September 2006, the Association of African Universities (AAU) chose the university as the trialling centre for its training modules on gender mainstreaming Project in African Higher Education. The unit is committed to promoting a gender-sensitive institutional culture and to widen the scope of gender mainstreaming in Nigeria. It is centred on educating and publishing informative series on gender interacting with contemporary issues, monitoring and evaluation, mentoring and advocacy, and investigation of gender and sexual harassment issues.

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## Methodology

Our approach in this international case study research was one of multi-directional learning (O'Shea 2015) within and between disciplines, institutions and countries; to collaboratively build new understandings and approaches (ILO 2012; CohenMiller and Lewis 2019). The intention of such a cross-national approach is not direct comparison seeking out a most effective approach, but complementary parallel case studies (Hantrais, 2009) as a powerful tool to generate new perspectives on existing challenges through the benefit of what might be learned from each other (Boddy et al. 2013). In line with the principles of our funding through the Global Challenges Research Fund and as feminist researchers, we set out with the aim of collaborative research design from the beginning of the research, as an international, interdisciplinary team. While we recognise that gender is nuanced in being more than a binary between male and female, for the purposes of this report we have identified male, female, and other gender categories that participants selected as part of their survey and interview responses. These identifiers are intended to provide a reference point for readers alongside other key aspects of participant identification. We identified three academic disciplines (one science, one social science, one humanities) that were represented within our national case study university alongside all of the other partner universities.

Within each discipline we invited teaching staff ( $n=7$ ) and final year undergraduate students (those anticipated to have the most extensive experience of being taught within their university) ( $n=7$ ) to complete an anonymous online survey that included quantitative and qualitative responses, yielding a total of 42 institutional survey responses. Initial analysis of survey responses informed design of interview questions subsequently targeted to a sample of four teaching staff (three department Heads and one institutional teaching lead) and three student representatives within the university. Interviews were carried out online via zoom, generating audio recording and written transcript which was cleaned up and anonymized for analysis. Analysis themes were agreed between country teams via an interactive process. Quantitative and qualitative analysis was carried out

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using Excel for widest international team access. The research received institutional ethical approval. As a next stage our national data will form part of international data analysis, culminating in publication of a subsequent project report.



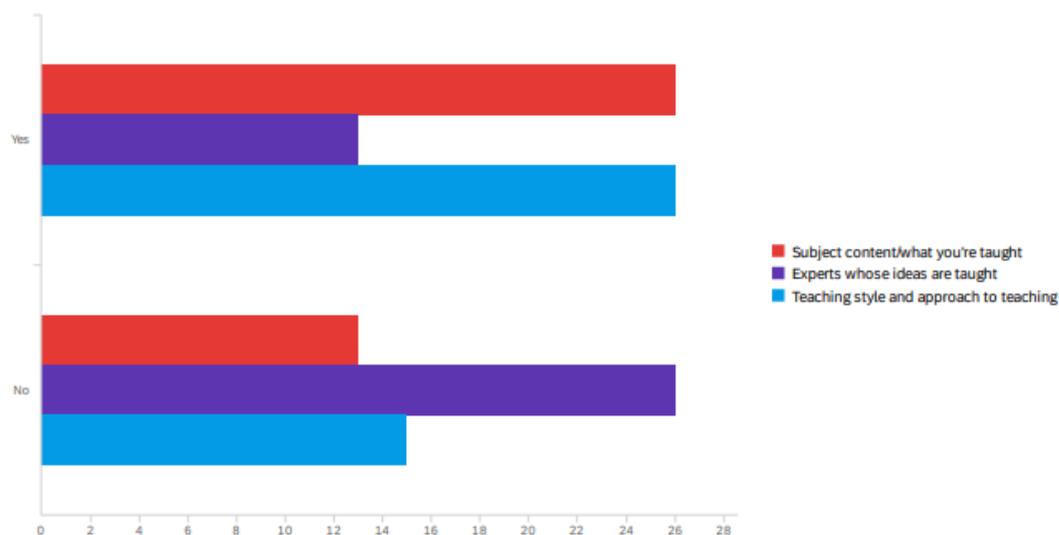
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## Findings

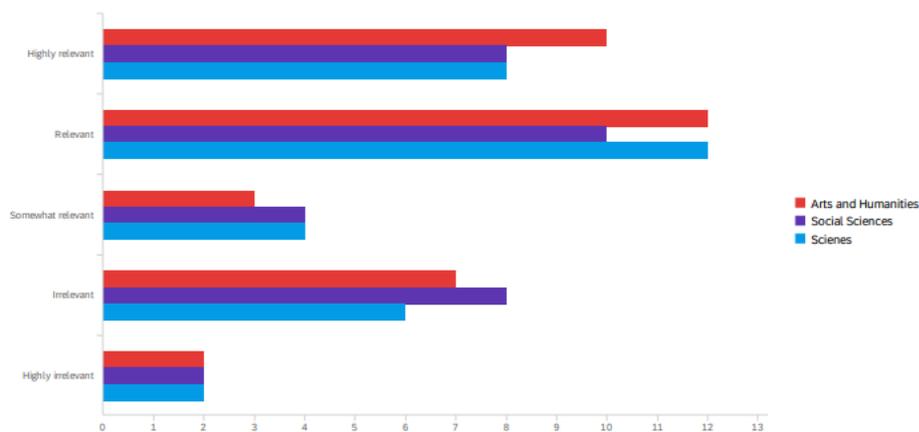
The findings from the survey and interviews conducted are presented below under the four research questions:

### 1. Where is gender present and absent in the curriculum focus and approach of a Nigerian HE institution?

From the survey as shown in Figure 1a & 1b, the perceived relevance of gender to teaching and learning in the faculties of Arts and Humanities, Social Sciences and Sciences are highlighted. Participants from Arts and Humanities mostly agreed to gender issues being represented in the subject content/what they are taught, and teaching styles/ approach to teaching.



**Figure 1a. The presence and absence of gender in the curriculum focus and Approach of the University**



**Figure 1b. Relevance level of gender to teaching and learning in the faculties**

A higher percentage (66.7%) of participants identify representation of gender in subject content, 63.4% identify teaching style and approach to teaching, while 66.7% identify that gender is inadequately represented in terms of experts whose ideas are taught. Experts whose ideas are taught was perceived as less important in the humanities discipline compared to Social Sciences.

Male participants are most likely to perceive that gender is present in the teaching style and approach to teaching while female participants saw gender as more present in subject content/ what is taught and teaching style and approach to teaching. In terms of where gender is present in the curriculum, responses from some staff identified a lack of gender representation in their curriculum. Curricula in Social Sciences was seen as lacking in terms of gender issues. Participants perceived that lack of gender inclusion in teaching focus should be tackled at both the theoretical and practical levels (Nigerian Social Science Male Staff).

When asked to indicate when, if ever, they feel that gender should be part of HE teaching and learning, 67 % of Social Sciences participants indicated that it should be dependent

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on teachers' interest while equal percentages (42%) of Humanities and Science participants agreed that gender should be an integral part of all students' higher education experience. They also observed that there is need to include gender related topics in the teaching curriculum as well as sensitivity to gender in teaching styles: *'In curriculum, yes gender equality should be a requirement. It should be considered to avoid misrepresentation but in promotion, there should be a level ground for all and everyone should meet the criteria for promotion. In teacher hiring it should be a requirement for balance'* (Nigerian Institutional Lead Male Staff).

Interviews conducted with science staff indicated perceived lack of attention to gender parity in student enrolment while greater balance was perceived in staff recruitment: *'Yes, in terms of teaching staff recruitment, we have gender present and balanced in my department. It is absent in terms of student enrolment'* (Nigeria Science Male Staff). Further perceived areas of significance include how teachers teach, the methods they use and their sensitivity to gender roles:

*'Gender is present in my classroom because lecturer tends to carry everyone along and encourage female students to answer questions and speak up if he or she sees one of the gender being passive'* (Nigeria Social Science Female Student).

*'Gender is present in my department in all aspects. A course titled "Primary Health Care" is mostly focusing on gender issues and roles are assigned to both genders in my class'* (Nigeria Science Female Staff).

*'A further motivation to include gender is for balance to exist in student enrolment, employment and others'* (Nigerian Science Male Staff).

Another female student (Nigerian Humanities) explained how:

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*'Of course commitment to gender is important to curriculum development because women now believe that there is more to life than sitting at home. The way a woman tackles a problem will be different from how a man does so we complement ourselves.'*

When asked *'in what ways, if any, do you see gender as relevant to teaching and learning in your discipline?'*, half of science participants expressed interest in *'how teachers teach.'* This included for example, actively using gender-inclusive examples, and inviting contribution from students of different genders.

Gender was identified as represented in terms of student's role, participation and interest in HE by participants including:

*'An example I've got where gender is present in my university is that when we called for class representatives, both genders are nominated for voting and currently we have a female class representative'* (Nigerian Social Science Female Student).

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## 2. How is gender presented as an issue and awareness in curriculum focus and approach at a Nigerian HE institution?

Responses from staff and students recognised gender as an issue and awareness in University curriculum focus and approach in significant ways. The most important aspect was that of experts whose ideas are taught. One student from Humanities expressed how the thinking of female theorists is insufficiently foregrounded even in gender-based courses:

*To be candid, I feel there is not much representation of the role of women generally. I offered a course where the role of men and women in history were mentioned, yet only few women were mentioned. She pointed out the need to include women contributions in history. However, my department have recently introduced more gender inclusive courses' (Nigerian Humanities Female Student).*

Participants also identified which gender issues and awareness are seen to be represented in curriculum focus and approach in courses assigned and taught by different lecturers. As one social science staff identified:

*'No classes are assigned based on gender, and I do not teach with gender in mind. Our courses are gender-neutral, but we should be aware of concerns of gender and balance when instructing students' (Nigerian Social Science Male Staff).*

This was specified in conjunction with the consciousness that 'although gender has become a point of interest in University HE, there is yet to be a balance in teaching staff: *'Gender is not present and felt in my department because right now we have only one female among all staff because women do not really apply for teaching positions in my department' (Nigerian Social Science Male staff).*

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Participants were more likely to perceive their female lecturers as working actively to include gender. Participants from the humanities were most likely to agree that gender in HE should primarily be based on teacher interest. The perception was that each lecturer has responsibility to reflect on curriculum and include elements that will encourage communication around gender issues and engender discussions on the role of men and women (NG Arts/H Male Staff)

Another teaching staff member identified how gender issues can be incorporated into content where necessary but that it is not always relevant. One academic staff commented that:

*'I don't pay much attention to gender when choosing teaching materials, but I do utilise instances that all students can connect to rather than using a term or vocabulary that is biased toward one gender.'* With regard to subject content and teaching style, I believe there are more opportunities. A more gender-inclusive teaching approach is also needed' (Nigerian Humanities Male Staff).

When participants were asked *'in what ways if any do you see gender as relevant to teaching and learning in your discipline?'*, the male participants (61.54%) mostly agreed to gender being relevant via the topics that are taught. 80% of the male participants compared to 20% of the female participants were interested in experts whose ideas are taught and valued, irrespective of gender. One staff interviewee responded that:

*'If gender is relevant to the course content I am teaching, I include it, if it's not relevant? I do not'* (Nigerian Institutional lead).

Looking at the responses in term of discipline, it is observable that participants from Humanities and Science consider gender to be relevant in the topics that are taught.

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However, participants from Social Sciences more often identify that gender is not relevant to teaching and learning in their discipline. This may run counter to expectations around perceived priorities in different disciplinary areas.

A further aspect of importance was how the curriculum accommodates gender issues. Most of the participants in Sciences and Social Sciences felt their curriculum was flexible for gender inclusion although not in all courses. One female staff (Nigerian Science Female Staff) responded that:

*'It has never been a major consideration besides the curriculum is flexible and as such both genders can blend without difficulties. Motivation for not including gender comes as a result of a specific study area.'*

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### **3. Which individuals, values and agendas are driving the inclusion, rejection and co-opting of gender as a curriculum focus and approach at a Nigerian HE institution?**

From the survey responses, a large percentage (73%) of participants agreed that gender inclusivity aligned with their departmental goals while about 55% of participants agreed it was a priority at the university and national higher educational level respectively. A cumulative 45% of participants from the three departments (Sciences, Social Sciences, Humanities) indicated that gender inclusion is not reflected in the goals of their university.

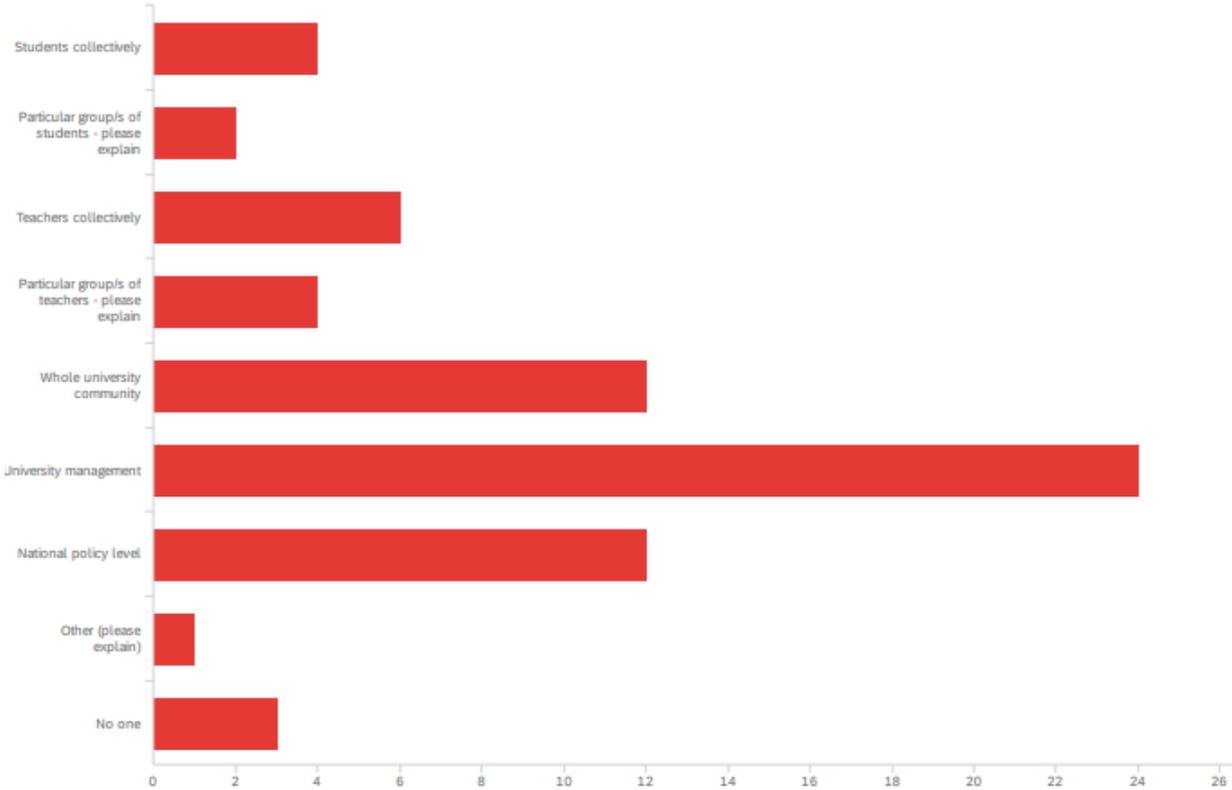
When the question of priorities, values and goals was asked, one participant (Nigerian Institution lead Male) identified that the university prioritises gender inclusion and currently has a department that is dedicated to driving gender inclusion. One female student interviewed indicated that women mostly drive this inclusion of gender. She stated that:

*'Women, I believe, are the ones that drive inclusiveness and agitate for gender equality. I only have one female lecturer, and she makes an effort to incorporate gender studies into the courses she teaches, such as the role of women in history'* (Nigerian Humanities Female Student).

Another group that also seen as driving the inclusion of gender were religious groups in the institution:

*'Some religious groups strive for inclusion of gender by giving women platform to perform and carry out functions. Although he as well pointed out the reason for non-inclusion stating that some work organizations tend to accept males to work with them because they feel female are vulnerable'* (Nigerian Science Male Staff).

When asked, *who takes responsibility in your university for including gender in HE teaching and learning?* as represented in Fig 2 below, most participants (92%) perceived this to be the university. This was followed by an equal number of participants supporting the inclusion of gender by whole university community and at the National policy level.



**Fig 2. Who takes responsibility in your university for including gender in HE teaching and learning?**

When the question of who *should* take responsibility for including gender in HE teaching and learning emerged, most participants (59% female and 40.9% male) felt it should be the university management closely followed by the whole university community. Also, approximately 50% of participants in Sciences, 27.3% of participants in Humanities and

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22.7 % of Social Sciences identified that gender inclusion should be the responsibility of the university management. One participant identified that teachers should be responsible for gender inclusion during teaching:

*'It is the responsibility of teachers to integrate this in their curriculum'* (Nigerian Science Female Staff).

Another participant identified that:

*'There should be recognition of everyone in developing a nation. This includes efforts of the women'* (Nigerian Social Science Male Staff).

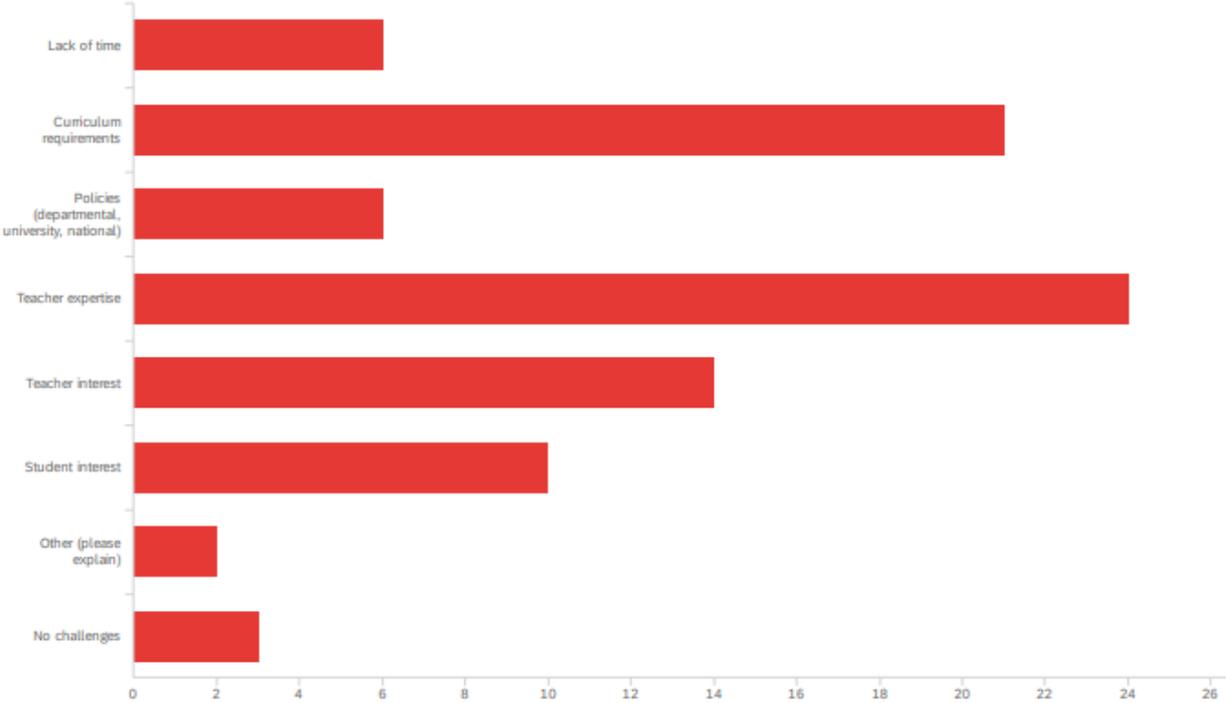
Some participants identified that there is awareness of gender inclusion but that it is not always enforced. For example, one participant noted that:

*'If you look at it in this way, gender awareness is there but enforcement is difficult. Once the head of unit is aware of not having one gender then it is not a problem. Attitude of individuals matters in gender'* (Nigerian Social Science Male Staff).

Overall, it appears that gender is not new in terms of university focus and approach but needs to be enforced and more awareness needs to be created.

**4. What are the challenges and opportunities in developing more gender equitable approaches in curriculum at a Nigerian HE institution?**

Gender inequalities cut across ethnicity, race and culture, thus creating educational and societal marginalisation. Teacher education, administration, monitoring and evaluation approaches may prolong or conceal gender preferences. However responses to this research question identify the challenges against incorporating gender equality in HE teaching and learning. 80% of participants identified challenges against incorporating gender equality into HE teaching and learning in the following order of priority: teacher expertise, curriculum requirements, teacher interest, student interest, lack of time and policies as shown in Fig 3 below:



**Fig 3. What are the challenges, if any, of incorporating and representing gender in more equitable ways in HE teaching and learning?**

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There is an identified need for teacher expertise in terms of challenges and opportunities in developing more gender equitable approaches in curriculum. 27.91% identified lack of teacher expertise as being the major challenge to gender equity. 47.62% of participants from Humanities identified curriculum requirements while 50% from Humanities identified teacher interest as another challenge. A staff member from Arts and Humanity observed that:

*'Right now we have only one woman among all the academic staff in my department because women do not really apply to teach in my department' (Nigerian Art/H male staff).*

Many participants identified that curriculum is overstretched, meaning that it is not seen as easy to integrate a gender equity perspective in the design, content and teaching approaches. One of the ways to develop gender equity is through reviewing curriculum, and 24.42% participants acknowledged curriculum requirements as a major challenge. One participant identified that:

*'Some of the diversity and equality issues are now federal constitution issues in Nigeria therefore federal character, educationally disadvantaged states etc. are being considered in admission processes into higher institutions. If you look at it in this way, gender awareness is there but enforcement is difficult' (Nigerian Social Science Female Student).*

However, many participants expressed believing that students have greater motivation to increase gender equality focus on teaching and learning compared to their teachers.

On the issue of lack of time, a female student from Arts and Humanities commented that:

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*'Yes there may be challenges as people will feel it is an additional workload which is not related to their discipline'* (Nigerian Humanities Female Student).

One male staff member spoke of women staff being perceived as not having time to carry out their responsibilities in the workplace:

*'Some people see women as not readily being available for work because of domestic chores. Professionally people believe women do not have enough time to render for quality work which is not true'* (Nigerian Humanities Male Staff).

A female student from the Faculty of Social Sciences commented that:

*'Most of the cultural and religious issues revolve around gender. It's the stereotype. If it can be corrected, then people will see things in equal perspective. In this part of the world some people still have the mentality that women should be in the kitchen and not in the political space. It is basically cultural issues, although others are working hard to change the narrative that there are things and places a man should be and not woman'* (Nigerian Social Science Female Student).

One survey participant also identified that:

*'Cultural and societal norms make even educated elites challenge equality and cultural barrier can be a factor against gender teaching in higher education in Nigeria'* (Nigerian Art/H Female Student).

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## Recommendations

Mainstreaming gender awareness and inclusion in higher education teaching is central to bridging the wider gender equality gap. Insights from staff and student surveys and interviews in this research have identified challenges and barriers to achieving this goal. Based on these findings, the following recommendations are made to assist in the successful incorporation of gender sensitivity into teaching and learning in HE.

- Illiteracy should be eradicated through mass adult literacy and schooling for girls to enable women to progress to higher education.
- There is need to work towards higher education culture change around gender equality. This requires developing support for access and participation in higher education for women; representation of women staff at all levels; and curriculum development to include gender in equitable ways.
- There is a need to acknowledge, act upon and support gender equality agendas advanced from grassroots activism.
- Gender equality awareness should be promoted amongst all in universities, particularly among female students about their rights.
- Social media platforms and online resources such as Ted Talks should be utilised as accessible means to supporting gender equality awareness and strategies.
- Redressing persistent gender inequalities within the home and the gender socialisation of girls and boys is central to providing the conditions for women to be able to participate fully as students and staff in higher education.

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- Policy development is necessary to work to equalise the balance of male and female staff and encourage women to develop their careers and occupy leadership positions.
  - Campaigns and information should be utilised as tools to address gender inequality and discrimination in higher education.
  - Gender sensitisation programmes (Nabbuye, 2018) and mainstreaming gender approaches (Aina et al., 2015) can contribute valuably to such culture change.
  - Leadership training can support both women and men to develop the skills for effective, gender-aware leadership.

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