| Research Article

Gender Mainstreaming and Tertiary Education in Nigeria: A Proposal to Replace Structural Violence with Peacebuilding

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Abstract: This paper discusses Gender mainstreaming and tertiary institutions in Nigeria: A proposal to replace structural violence with peacebuilding. Gender mainstreaming is a gender-based proposal that is initiated to replace gender discrimination and structural violence with peacebuilding. Gender mainstreaming is a proposal because it has not been embraced and accepted by all and sundry for effective implementation to achieve the purpose for which it was initiated. The paper employed documentary research methods; specifically the secondary data were collected from both print and online publications. The paper found among other things that; The study revealed that a reduction in gender inequality, implementation of gender programmes and policies, women's involvement in decision-making on gender issues, empowerment of women in population and development activities in tertiary institutions and generation of reliable sex-disaggregated data are gender mainstreaming proposals that can enhance peacebuilding - where female gender have equal ability with their male counterpart to address their fundamental rights and human needs. Based on the findings of this study, the paper recommends among other things that the Federal Government of Nigeria should work towards the reduction in gender inequality, implementation of gender programmes and policies, women's involvement in decision-making on gender issues and generation of reliable sex-disaggregated data to reduce the level of gender discrimination, inequality and disaffection, to install peacebuilding..

Keywords: Gender Mainstreaming, Tertiary education, peacebuilding and structural violence

INTRODUCTION

Gender mainstreaming is a gender-based proposal that is initiated to replace gender discrimination and structural violence with peacebuilding. Gender mainstreaming is a proposal because it has not been embraced and accepted by all and sundry for effective implementation to achieve the purpose for which it was initiated. Gender discrimination is the practice of granting or denying rights or privileges to individuals based on their gender to deny them their rights, opportunities or resources (Chauraya & Mugodzwa, 2012). Gender discrimination is a form of structural violence because it denies people certain basic rights that are due to them. Structural violence is taking place when people are being denied certain rights, opportunities or resources. On the other hand, peacebuilding is taking place or about to take place when there is an attempt to give people what they are due for or when people are being given what rightfully belongs to them. Gender discrimination is a form of structural violence. This gender discrimination is closely related to gender stereotypes and sexism which often is a barrier to developing a harmonious working environment. This kind of

discrimination manifests in the form of sexist language, sexual harassment or discrimination on the job (Maruzani, 2013; Olaogun, Adebayo, & Oluyemo, 2015). Gender discrimination on the job is a structural violence that hurts the victims because it makes them worse off. The attempt to compensate for the various discriminations and ill-treatment that victims of structural violence faced and are still facing has led to the introduction of a phenomenon called gender mainstreaming, where the disaffection experienced by the female gender is addressed. An attempt to install gender mainstreaming is gaining momentum among the female gender, and their focus is to address discrimination, and marginalisation among others that is similar to installing peacebuilding.

Gender mainstreaming has been a burning issue in contemporary society for some time now. More important is the fact that the Nigerian state has signed many international declarations that are geared towards the promotion of gender mainstreaming. Some of the conventions that Nigeria signed and ratified include, The United Nations International Declaration of Human Rights (1948), The Convention on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of All Forms Of Discrimination Against Women (CEDAW, 1979), Beijing Declaration and Platform for United Nations. (1995), SADC Declaration on Gender and Development and its Addendum on the Prevention and Eradication of Violence Against United Nations (1997), the Millennium Development Goals (2000) and the African Union Protocol on the Rights of Women in Africa (2004) (Gberevbie et. al. 2014; Olaogun, et al 2015). The various international conventions where issues of gender mainstreaming were agreed upon and ratified were proposals to ensure all forms of discrimination against the female gender are addressed, a development that many believe will ensure greater peace, where peacebuilding is inaugurated.

Despite all these gender mainstreaming-based conventions and declarations entered into by the Nigerian state, it appears that the female gender is still facing discrimination in the wider society and the government's institutions in particular. For instance, the staffing of academic staff of Universities is presented using the NUC norm of Professors, Readers (Associate Professors), Senior Lecturers, Lecturers I and below by University, by Gender, and by Ownership. A total of 73,443 academic staff were reported for 2019, comprising 56,063 males and 17,380 females. The non-academic staffing of Universities is presented using the NUC norms of Senior Technical Staff, Senior Administrative Staff (Non-Secretarial), Senior Administrative Staff (Secretarial), Junior Technical Staff, and Junior Non-Technical Staff by University, by Gender, and by Ownership in academic units and non-academic units, as well as overall total number of non-academic staff. A total of 152,475 non-academic staff were reported for 2019, comprising 95,997 males and 56,478 females (Nigerian University System Statistical Digest, 2019). The high level of gender inequality in employment between male and female genders that favours the former in tertiary institutions poses a threat to gender mainstreaming and encourages structural violence, instead of facilitating peacebuilding. The above development makes more male gender favoured in employment and ability to provide for their fundamental basic needs than the female gender.

Not only that but in the same tertiary institution in Nigeria. It was revealed that in the area of student enrolment, a total of 2,159,461 students are enrolled directly by the NUS at both undergraduate and postgraduate levels through full-time and part-time modes, out of which 931,523 (43.1%) are females. The undergraduate new entrant enrolments are also presented by University, Mode, Programme, Discipline, and Ownership. There were 785,259 new entrants' undergraduate students in Nigerian Universities in 2019, comprising 438,260 males (55.8%) and 346,999 (44.2%) females (Nigerian University System Statistical Digest, 2019). In terms of output, the total output across all types and modes is also presented. In 2019 there were 267,229 graduates across all programmes and all modes, comprising 150,731 males and 116,498 females (Nigerian University System Statistical Digest, 2019). When a society has more male gender as tertiary institutions graduates when compared to female gender, what it means by default is that more male gender will be empowered soon than their female counterparts. This development has negative implications for gender mainstreaming that are intended to promote gender equality soon, where structural violence will be replaced with peacebuilding.

It is based on the above inequality between male and female genders that this study aimed to discuss gender mainstreaming and tertiary education in Nigeria: A Proposal to Replace Structural Violence with Peacebuilding.

Objectives of the Study

To examine how gender mainstreaming can enhance peacebuilding in Nigerian tertiary institutions

To investigate the problems that militate against gender mainstreaming to produce structural violence in Nigerian tertiary education

Methodology

The objective of this article is to discuss the benefits of Gender mainstreaming in the tertiary institutions in Nigeria: A proposal to replace structural violence with peacebuilding. The study employed a documentary research method. The study relies on published secondary data from reputable sources including a review of published articles from reputable international journals such as CEON, Elsevier, Hindawi, JSTOR, IEEE, LearnTechlib SAGE, Nebraska and Springer amongst others. This research work used the Content Analysis and elimination method in the selection and

analysis of papers, journals and abstracts used for the article. The design adopted for this article was to show an understanding of the intention of gender mainstreaming in the tertiary institutions in Nigeria. This study employed the content analysis method by selecting the relevant content of the various literature related to this study; and the literature review enabled the overall development of the study, which ordinarily centred on theoretical and conceptual exploration (Adapted from Ogunode & Ajap, 2021).

Literature Review

Concept Clarification of Terms:

Tertiary Education

The goal of tertiary education is to contribute to national development (FGN National Policy on Education (2013; Ogunode, et al, 2023). The essence of university education is to enhance development. The above is validated by scholars who noted that university education enhances the flow of funds that the presence of tertiary institutions brings to the host community (Ayeni & Ezirim, 2023). Thus, Tertiary education is defined by National Policy on Education (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). Tertiary education is the education final stage of education that handles the production of manpower for the social, economic and technological development of a country. Tertiary education is an organized education that deals with intensive teaching, research and provision of community services (Akin-Ibidiran, Ogunode & Ibidiran John 2022). The realization of the roles of tertiary education depends on leadership. Therefore, scholars have argued that the degree of success or failure of any human society or organization has its roots in leadership at all levels (Muhammed, & Ayeni, 2018). Tertiary institutions are a micro section of the larger society. Tertiary institutions are an organized fraction of the whole society curved out for teaching programmes, research and provision of community service. The tertiary institution can also be seen as a subset of the general society that is made of a collection of different people, different cultures, different lifestyles and different values (Ogunode & Odo, 2023).

Ogunode, Edinoh and Okolie (2023) conceptualized tertiary education as a planned and organized educational system designed for the total development of man/woman and for the total transformation of society through the utilization of teaching, research and provision of community service. Tertiary education can also be viewed as post-basic and secondary school education that embraces advanced teaching, research and community service (Ogunode, Ayeni, & Ogwuche, 2024; Ogunode & Ayeni, 2023). Tertiary education is an advanced educational system meant for human capital development through teaching, research and provision of community service. Tertiary education is the third tier of education that is designed for the production of skilled professionals for socio-economic and technological advancement. Tertiary education is designed to enhance peacebuilding by default through the function they are created to perform. Therefore, the objectives and goals of tertiary education are likely to be realised under a condition that encourages gender equality and women empowerment, a development that is almost becoming a norm in developed societies where gender mainstreaming has been accepted as a tool and strategy for reducing gender inequality in their societies. Gender mainstreaming in tertiary institutions is expected to ensure that both women and men have equal opportunities and benefits from the academic environment to participate in the community as well as the country's development process. Therefore, gender mainstreaming is expected to ensure women participate in the discussion of the programme, design and implementation of the activities of tertiary institutions.

Gender mainstreaming

Gender mainstreaming is a proposal aimed at addressing gender imbalance in every sphere of society or institution. It is aimed at addressing gender concerns by the inclusion of gender programmes and policies in an action plan for implementation. UNFPA (2005) defines gender mainstreaming as a strategy for integrating gender concerns in the analysis, formulation and monitoring of policies, programmes and projects. It is therefore a means to achieving peacebuilding where people's ability to meet their basic needs is not hindered, rather than structural violence that hurts human ability to provide for their fundamental basic needs.

Put differently, gender mainstreaming involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, to promote equality between women and men, and combating discrimination (United Nations 2002). The definition of gender mainstreaming put forward by the United Nations implies that gender mainstreaming has been embraced internationally as a strategy towards realising gender equality in some countries. The implementation of gender mainstreaming policies should not contribute to a marginalization of either male or female gender in any area of reproductive services. Nor should they contribute to the evaporation of gains or advances already secured by women. Rather, they should consolidate such gains that are central building blocks towards gender equality (UNFPA, 2005).

UNFPA has adopted the mainstreaming of gender concerns into all population and development activities as the primary means of achieving the commitments on gender equality, equity and empowerment of women stemming from the International Conference on Population and Development. The mainstreaming strategy is implemented in somewhat different ways concerning activities such as research, policy development, policy analysis, programme delivery, or technical assistance activities. The opportunities and processes are different for each area of work (United Nations 2002). Gender mainstreaming should emphasise ensuring that no gender is marginalised or discriminated against in every sphere of productive endeavour like tertiary institutions.

Structural violence

There are diverse definitions of structural violence by scholars, according to the proponent of the concept of structural violence; structural violence is the deliberate hurt of fundamental human needs by actors of governance (Galtung, 1969). The above scholar believes that structural violence is when people are denied basic human needs by the ruling elite. The ruling elite are the state actors that can provide the enabling environment for people to be able to provide for their basic human needs. Another definition that is close to the above definition is the one put forward by Lee (2016), this scholar holds that structural violence is when the political structure of government makes it difficult for people to provide for their basic needs. This study adopted the previous definition of structural violence as put forward by Galtung; the reason is that the content of the definition entails a denial of fundamental human needs by actors of governance, which is what gender mainstreaming (independent variable) of this study stands for.

Peacebuilding

There are many definitions of peacebuilding, however, the one that appears very relevant to this study is the one put forward by Ayeni, Uzoigwe, Sani and Dubu (2019), they defined peacebuilding as "all the processes employed to ensure harmonious relationships among the people in the society, devoid of oppression, extortion, exploitation, absolute poverty and violation of fundamental human rights" (p. 80). The above definition of peacebuilding is relevant and coterminous with what the thesis of gender mainstreaming aimed to achieve - to ensure that there is no oppression, extortion, exploitation, absolute poverty and violation of fundamental human rights. The above is validated by scholars who argue that poor countries are poor because the politicians and public officeholders who have power make a choice that creates structural violence like poverty through budget implementation (Ayeni, & Ezirim, 2023b).

Theoretical Framework - Radical Feminism Theory

        This paper is anchored on radical feminism theory. The theory was propounded by Kate Millet in the 1960s. The book titled "Sexual Politics", written by Kate Millet in 1968 laid the foundation for radical feminism theory and movement. The theory believes that the main cause of gender inequality or discrimination is based on social roles and institutional structures being constructed from patriarchy, male supremacy and the desire to control women (Armstead & Teasley, 2023; Guy-Evans, 2024; Millett, n.d). Therefore, radical feminists believe that the only way to uproot gender inequality is through systematic change and activism, rather than through legislation and economic change (Guy-Evans, 2024). Radical feminism theory opposes patriarchy (not men) since it is believed that patriarchy is a tool used to oppress women.

Radical feminism theory opposes existing political and social organisations in general because most of them started from patriarchy. According to Kate Millett - the foremost proponent of this theory:

When one group rules another, the relationship between the two is political. When such an arrangement is carried out over a long period, it develops an ideology – feudalism, racism et cetera. All historical civilisations are patriarchies – their ideology is male supremacy. Consequently, oppressed groups are denied education, economic independence, the power of office, representation, an image of dignity and self-respect, equality of status, and recognition as human beings. Throughout history, women have been consistently denied all these, even today (Millett, n.d, p. 365).

Radical feminism theory is opposed to structural violence meted out by the male gender to the female gender and manifests through the denial of fundamental human rights and human needs of women. The theory, therefore calls for cultural change that supports patriarchy. This is on the ground that patriarchy endorses male supremacy and undermines female gender. The word "Radical" in the 'Radical feminism theory' implies "going to the root", and is used to describe this type of feminism because they believe that patriarchy is the root of the problem. Radical feminism seeks to abolish patriarchy by challenging existing social norms and institutions, rather than through a purely political process. This includes challenging the notion of traditional gender roles (Olaogun, et al 2015).

Radical feminism theory is relevant to this study 'Gender mainstreaming and tertiary institutions in Nigeria: A proposal to replace structural violence with peacebuilding' because most Vice Chancellors, members of the Governing Council, management staff and every other staff of tertiary institutions in Nigeria are dominated by male gender who exercises male supremacy and control over female gender.

Result and Discussion

Gender Mainstreaming in Nigerian tertiary institutions: A proposal for peacebuilding

The following are the various initiatives or proposals of gender mainstreaming that are expected to enthrone peacebuilding in society and government institutions, rather than the current state of structural violence that the feminists want to replace. The study employed a proposal because gender mainstreaming has not yet come to stay, unlike the developed societies.

Reduction in gender inequality

Gender mainstreaming aims to reduce gender inequality that is causing disaffection among female gender. This disaffection itself is a form of structural violence that gender mainstreaming wants to replace. This disaffection can only be addressed by actors of governance that determine who gets what, when and how in the society. There is bound to be satisfaction by the group who feel dissatisfaction when actors of governance can reduce gender inequality, and place female gender at par with their male counterparts. However, the inability of the governance structure to reduce this gender inequality proposed by gender mainstreaming is capable of bringing disaffection in the tertiary education sector, a development that breeds structural violence. The above is corroborated by scholars who argued that the inability of the governance system or structure to perform its roles is also hurting the educational system (Ogunode, Ayeni, & Olorundare, 2024; Ayeni & Nwaorgu, 2018). The gender that experiences disaffection at work will not be motivated to put on his or her best in ensuring the achievement of the organisational goal. Gender mainstreaming in tertiary institutions in Nigeria will help to dramatically reduce gender inequality in employment and appointment in positions of authority.

Gender mainstreaming will eliminate the widening gap in the research programme between women and men in the various tertiary institutions across the country. Scholars like Ogunode, Kasimu, and Tusayi (2023) have posited that since Academia is saddled with the responsibilities of carrying out research and sharing the findings within and outside the country, more opportunities for women in tertiary institutions will make female gender feel a sense of belonging and enhance peacebuilding. Ogunode, Kasimu, and Tusayi (2023) further noted that gender equality in tertiary institutions will help to increase the number of community service providers. Gender equality will ensure the equitable provision of community services and address other pressing challenges in the community. Not only that, Gender equality will lead to an increment in knowledge transfer among the communities and society at large because when one woman is empowered, many women will be empowered. This is because social work is a female professional project, where women constitute a vast majority of the professionals (World Bank, 2005; Sutherland, 2008). Gender mainstreaming when allowed to manifest as proposed by feminists is capable of reducing gender inequality and enhancing peacebuilding, as there will be equal opportunity and a sense of belonging.

Implementation of gender programmes and policies

Gender mainstreaming in tertiary institutions in Nigeria will aid the full implementation of gender policies and programmes at the faculties, departments and units of the various institutions. United Nations (2002) remarks that gender mainstreaming has been rooted within the United Nations. Many member countries of the United Nations have started implementing gender programmes and policies that will enhance peacebuilding among female gender and reduce their level of disaffection in great dimension. Medium (2020) and Gender Equality Glossary (2020) concluded that gender mainstreaming does not only aim to avoid the creation or reinforcement of inequalities, which can have adverse effects on both women and men. It also implies analysing the existing situation, identifying inequalities, and developing policies which aim to redress these inequalities and undo the mechanisms that caused them. Implementation of gender mainstreaming programmes and policies creates equal opportunity in employment that will aid the empowerment of women in tertiary institutions and put them at par with their male counterparts. Implementation of a gender mainstreaming programme will ensure effective communication in the organisation, where everybody is being carried along in decision-making. It has been noted that effective communication is when co-employees are carried along in the decision-making process (Ayeni, Sani, & Uzoigwe, 2019). The female gender no doubt wishes to be carried along and will not stop until that is achieved if peaceful co-existence must be achieved with the dissatisfied gender.

Women's involvement in decision-making on gender issues

Gender mainstreaming in tertiary institutions will guarantee effective decision-making on gender concerns in the various institutions across the country. Gender mainstreaming in tertiary institutions will encourage equal consideration for both male and female gender in tertiary institutions. This will give women more empowerment in the areas of leadership, admission and recruitment into various institutions, a development that will make them feel satisfied and happy – achieving real peace through peacebuilding. Sattar, Imtiaz and Qasim, (2013); UNFPA (2005) and World Bank (2005) opined that gender mainstreaming ensures that policy-making and legislative work is of higher quality and has a greater relevance in the various tertiary institutions because it makes policies respond more effectively to the needs of all citizens – women and men, girls and boys. Gender mainstreaming attempts to empower women more (not more than men) to enhance peacebuilding since there is a failure of leadership in Nigeria, where the male gender is

predominant (Ayeni, 2018b). The failure of leadership is one of the reasons for gender mainstreaming. The above observation is aptly corroborated by scholars who argued that for a society like Nigeria to function efficiently and adequately, actors of governance must perform their duties with commitment, sincerity and efficiency (Ayeni & Nwaorgu, 2018). Gender mainstreaming is on the notion that what a man can do, a woman can do it even better. Gender mainstreaming believes that decisions have not been made in the best interest of people, especially the female gender. Gender mainstreaming expects that the female gender is to be allowed to take part in the decision-making process that concerns them for effectiveness and efficiency to give room for quality and equal representation where no one is discriminated against. This development will enhance peacebuilding and put smiles on the faces of the marginalised female gender.

Empowerment of women in population and development activities in tertiary institutions

Gender mainstreaming in the various tertiary institutions will assist in the empowerment of women in the population in the various institutions and also empower women to be involved in leadership positions to decide for institutional development. Women empowerment implies financial security for the female gender and a good omen for gender mainstreaming. The above is corroborated by scholars who posited that the provision of financial security for people undergoing structural violence is an attempt at peacebuilding (Ogunode & Ayeni, 2024). This is because empowerment of women aids social, economic and political development. Integration of gender programmes into the tertiary institution programme will guarantee women's development in the academic institutions. United Nations (2002) maintains that gender mainstreaming is essential for securing human rights and social justice for women as well as men; it also increasingly recognises that incorporating gender perspectives in different areas of development ensures the effective achievement of other social and economic goals. Gender mainstreaming intends to enhance peacebuilding. Mainstreaming can reveal a need for changes in goals, strategies and actions to ensure that both women and men can influence, participate in and benefit from development processes. Not having the ability to influence, participate and benefit from the development process by the female gender is as good as a university without a functional library. A scholar explained that a university without a standard library for serious academic work lacks university integrity (Ayeni, 2018). This illustration creates conducive organizational environments for the female gender to contribute to the development discourse in the institution, thereby promoting gender equality and enhancing peacebuilding.

Generation of reliable Sex-disaggregated data

Gender mainstreaming will help to provide comprehensive data on gender issues in the various institutions across the country, especially in tertiary institutions. United Nations (2002) observed that the availability of sex-disaggregated data and other data relevant to documenting the status of gender (in) equality within the organization appears to be a precondition for the impact of measures and initiatives to be designed. The pre-existence of such data, their accessibility and, in case they are not present, the launch of in-depth auditing processes in the forms of surveys, focus groups, and pilot interviews, do provide necessary grounds for the design of effective strategies. Indeed, making proposed measures evidence-based not only allows for adequately distributing resources and tackling problems but also for overcoming potential resistances and monitoring achievements. Having almost equal quantum of the female gender as researchers of tertiary institutions will enable them to carry out gender-based research all by themselves for policy decisions, this development will help to give a thorough picture of gender-based issues as they affect female gender.

Problems Militating against Gender Mainstreaming in Tertiary Education that Resulted in Structural Violence

There are many problems militating against gender mainstreaming in Nigerian tertiary institutions. Some of these problems include; low access to tertiary education, inadequate human capital and personnel among the female gender, weak monitoring and evaluation system and lack of academic will.

Low access to tertiary education

Developing countries like Nigeria among others are yet to provide free access to education for their population. This is evidence of the country's inability to fund the educational sector as expected. This development has led to the inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by UNESCO. Underfunding of tertiary institutions in Nigeria is responsible for the poor implementation of programmes and policies that ought to have better repositioned the institutions for better performance (Hassan, Ogunode & Muhammed, 2023; Ikwuegbu, 2022; Olonade, et al, 2021; Olorunda, and Ngunan 2011; Omoregie, & Abraham, 2009). Lack of proper funding of the educational sector by the Nigeria government prevents most Nigerians, especially the female gender from having access to tertiary education. This development has hindered many people from obtaining tertiary education certification, as against access to tertiary education that is expected to empower people to enable them to provide for their basic needs (Ayeni, Sani, Idris, & Uzoigwe, 2019). This development has led to situations where only people who can sponsor themselves or have someone sponsor them can attend tertiary education. This development brings about disaffection among people who want to further their tertiary education, but have no means to do that. The female gender is a major victim of this negative phenomenon since most of them are not as strong as

their male counterpart to engage in hard labour to train themselves up to tertiary education level. This low level of access to education has resulted in the absence of popular participation and involvement in the decision-making of government and that of tertiary education (Ayeni, 2017). This development does not bring happiness to the greatest number of citizens, even now that Nigeria as a country is under a democratic regime. The above is corroborated by Ayeni and Sani (2021) who noted that democracy itself is capable of bringing about political development where there is happiness for the greatest number of citizens. This happiness is what gender mainstreaming seeks to promote, rather than suffering and abject poverty - a sign of structural violence that lack of tertiary education is making many people pass through, especially female gender.

Inadequate human capital and personnel among the female gender

Inadequate human capital and personnel among the female gender have frustrated gender mainstreaming in various tertiary institutions. Capacity is needed for tertiary institution personnel to be able to instil and fix gender programmes and policies into the various institutions' budget programmes, policies and general institutions programmes for ease of implementation as institutional programmes. In developing countries like Nigeria, it has been noted that the absence of an educated population is one of the missing links why developing countries like Nigeria find it difficult to achieve economic development (Ayeni, Abdullahi, Andeshi, 2021). The low level of educated population in Nigeria has a great effect on the female gender; hence the reason for lower number of personnel among the female gender has negative implications on gender mainstreaming. The above is corroborated by scholars who argued that inadequate human capital and personnel among the female gender in public and private institutions for decades has limited and prevented full gender mainstreaming in various institutions (Lauer & Lauer, 2002; Ogunode, & Salman 2023). Inadequate carrying capacity building of the female gender is a source of concern and dissatisfaction that fuels structural violence in tertiary institutions across the country. A study carried out by Ekwukoma (2018) on "gender imbalance in the staff strength of selected faculties of the University of Benin" revealed a very insignificant gender disparity (in favour of the female gender) in the number of lecturers in the Faculty of Education and a very wide gender gap (in favour of the male gender) in the staff strength of the Faculties of Engineering and Environmental Sciences of the University of Benin as at 2016/2017 academic session. The above observation showed that there is more male gender than female gender as lecturers in most faculties at the University of Benin, a development that shows that more males gender are empowered, while the female gender is insignificant in terms of population and influence.

Weak monitoring and evaluation system

Another factor that may prevent the effective integration of Gender programmes into the tertiary institutions' programme for full implementation is the weak monitoring and evaluation system that appears to be in place in the various institutions saddled with the responsibilities of full implementation of gender policies and programmes across the institutions. Most of these federal and state government institutions mandated to ensure full implementation of a legal framework that recommends 35 per cent affirmative action of women participation in elective and appointive positions appear weak and ineffective in carrying out their mandate. National Gender Policy, Federal Republic of Nigeria (2006) notes that the National Gender Policy puts in place both institutional and operational frameworks that are to ensure that all gender equality imperatives are effectively implemented. The Gender Management System (GMS), with its 4 pillars – enabling environment; GMS structures; GMS Mechanisms and GMS processes - is adopted for the management of the gender equality framework. Importantly, the responsibility for gender equality is that of all government agencies, line ministries, state and community apparatuses as well as the civil society and the private sector. However, the Ministry of Women's Affairs and its organs (both at the Federal, State, and Local Government levels) have responsibility for the effective coordination of all gender equality and women empowerment institutions, and the implementation of gender equality and women empowerment programmes and activities. Poor monitoring and evaluation in the implementation of the gender programme have hampered the implementation of the gender programme (Ogunode and Salman 2023). This development has a negative consequence for gender mainstreaming that consequently leads to structural violence.

Lack of academia-will

The lack of academic will to support gender mainstreaming in the various tertiary institutions hurts effective Gender programme integration into the tertiary institutions' programme for smooth implementation. Many academic leaders may not be committed wholly to the Gender main streaming programme in their respective institutions due to their cultural and religious beliefs. National Gender Policy Federal Republic of Nigeria (2006) opines that in Africa including Nigeria, the culture of patriarchy has been allowed to infringe very seriously on the human rights of women. Ogunode and Salman (2023) assert that lack of academic will is another factor that is responsible for poor gender literacy among the stakeholders in tertiary institutions. Lack of academic will refers to the inability of leaders in an academic environment to support policies, programmes and initial technique support for gender programme implementation and gender sensitization programmes in the various tertiary institutions. The proponent of radical feminism theory explains the above by observing that the female gender is systematically programmed out of and

excluded from the knowledge of where power lies (Millett, n.d). Academic will is very crucial in gender literacy implementation in tertiary institutions. Gender literacy programme needs support and academic will to be successfully implemented in tertiary institutions. Lack of academic will is incumbent on the lower percentage of females gender that occupy important positions in tertiary institutions, this development contradicts gender mainstreaming and breeds structural violence.

Discussion of Findings

The study revealed that reduction in gender inequality, implementation of gender programmes and policies, women's involvement in decision-making on gender issues, empowerment of women in population and development activities in tertiary institutions and generation of reliable sex-disaggregated data are gender mainstreaming proposals that can enhance peacebuilding - where female gender have equal ability with their male counterpart to address their fundamental human rights and human needs.

Further findings revealed that low access to tertiary education; inadequate human capital and personnel among the female gender, weak monitoring and evaluation system and lack of academia-will were identified as problems militating against gender mainstreaming in Nigerian tertiary education, a development that brings about disaffection and structural violence. The finding of this study correlates with the finding of a previous study that posited that there are low females in the leadership (principal officers) positions of public universities in North-Central Nigeria (Dada, Ogunode & Ajayi, 2022). The gender inequalities that exist in tertiary institutions despite the gender mainstreaming proposal promote structural violence, rather than enhance peacebuilding.

Conclusion

This study has been able to examine "Gender mainstreaming and tertiary institutions in Nigeria: A proposal to replace structural violence with peacebuilding". The paper identified a reduction in gender inequality, implementation of gender programmes and policies, women's involvement in decision-making on gender issues and generation of reliable sex-disaggregated data as benefits of gender mainstreaming in Nigerian tertiary institutions that can enhance peacebuilding, where dissatisfied female gender are happy.

The paper also listed inadequate human capital and personnel among the female gender, weak monitoring and evaluation system and lack of academia as problems militating against gender mainstreaming in Nigerian tertiary institutions – a development that sustains structural violence, rather than enhances peacebuilding.

Recommendations

Based on the above findings, the study recommends that: the Federal Government of Nigeria should work towards reducing gender inequality, implementing gender programmes and policies, ensuring women's involvement in decision-making on gender issues and generation of reliable sex-disaggregated data to reduce the level of gender discrimination, inequality and disaffection, to install peacebuilding.
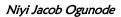
The Federal Government of Nigeria should work towards ensuring adequate human capital and personnel in tertiary education among the female gender, in addition to building a strong monitoring and evaluation system that is not gender biased to address structural violence.

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