

Comparative Analysis of Gender Disparity Enrolment in Surveying Training in Tertiary Institution

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Key words: Education; Professional practice; "Millennium Development Goals", "Gender Mainstreaming Policy", "Gender Parity", "Enrolment", "Female Surveyors"

SUMMARY

Women represent a very large reservoir of untapped talent, capable of transforming lives in any situation they found themselves, therefore they need to be involved in developmental process in the society. An attempt to exclude them from such, does grave injustice not only to the women, but to the entire society in which they live. Globally, the growing importance of gender equality has been recognized and accepted thus leading to formation of goals and policies to get it accomplished. In achieving this gender equality, education has been found to be an effective tool of realization. This importance was recognized and realized in the Millennium Development Goal (MDG) agenda and made the MDG to place emphasis on how to bridge gender disparity within the period of 15 years (2000 – 2015). The question is, now that the period has elapsed, to what extent has this MDG agenda on bridging gender disparity been achieved in the training acquired by the women, most especially in technical education? This paper focused on the assessment of the extent of achievement of the MDG in surveying training in Nigeria using female enrolment in the Surveying and Geoinformatics Department, Kaduna Polytechnic, Kaduna, Nigeria as a case study. The period of assessment covers 1990/1991 academic year to 2014/2015 academic year. The paper also examined the need to encourage and educate more females in surveying profession. Major findings indicate that before the implementation of the MDG action, there was a very wide gap between the male and female student populations in favour of males. After the implementation of the MDG action, there was slight improvement in the gender equality gap bridging. The paper made useful suggestions and proclaimed Gender Mainstreaming Policy to narrow the gender gap in the tertiary institution enrolment in the nearest future. These include among others sustained enlightenment programmes, stakeholders shared vision on gender equity and accommodating females under the educationally disadvantaged admission policy. It concluded that, although the goals are not achievable based on 2015 benchmark, if the strategies suggested in this study are carefully and sensitively taken care of, tertiary institutions in Nigeria will be able to achieve the

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MDGs with regards to bridging gender disparity.

Keywords: Millennium Development Goals, Female Surveyors, Gender Parity, Gender Mainstreaming Policy.

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