

CEGENSA Matters

Centre for Gender Studies and Advocacy, University of Ghana, Legon

About CEGENSA

The Centre for Gender Studies and Advocacy (CEGENSA) was set up by the Council of the University of Ghana in 2005 and launched in March 2006. The Centre was set up to carry out the following functions:

Institutionalise gender as a legitimate business of the University;

Coordinate and plan the teaching of courses on gender across the University;

Promote research on gender-related issues;

Provide documentation on, and dissemination of, gender-related research;

Provide services and facilities to meet some of the unique needs of female staff and students;

Promote advocacy and initiate policies on gender in the University;

Generate linkages with, and provide extension work on, gender with key stakeholders in government, NGOs, civil society and the donor community.

OUR MISSION

Our mission is to create an interdisciplinary space that positions CEGENSA as a leader in key areas of university policy making but also in curriculum development and service provision.

We aim:

To incorporate gender equity into the core values and business of the academy.

To create a working and learning environment and culture supportive of social justice for both men and women.

To be the place of choice for theoretically stimulating and socially relevant programmes and activities.

To serve as a key driver of advocacy on gender equity in Ghana but also in the West African sub-region and internationally.

To serve as a resource base and support centre for countrywide and internationally based gender networks and causes.

OUR VISION

Cegensa's vision is to be a credible and respected institution for promoting relevant and high quality research, teaching and learning on gender.

Our vision is to be a place of choice for accessing innovative and creative programmes and policies which are committed to ensuring that gender equity is enshrined in all aspects of the institutional and intellectual culture of the university and in Ghanaian society.

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Did you know

- The oldest part of our brains is the part which experiences pleasure
- Female:male ratio for faculty and administrators at the University of Ghana is 1:3.5 (22.2% female).

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Interview with Prof. Akosua Adomako Ampofo

Cegensa: Prof. could you tell me a little about yourself? (Family, education, religion, age etc).

AAA: I assume you mean my "immediate" family, or nuclear family as it is referred to? There is my husband, Dr Kwame Ampofo, and 2 daughters, Yaa Opabea and Akosua Asamoabea. Then there are my parents, Joseph and

Hanna Adomako, and my 5 siblings. On March 27th this year I will turn 49. I went to Christ the King Primary School here in Accra, and then on to Aburi Girls' Secondary School, where I was a Science student, and then switched to Arts in the 6th form. I went on to the then UST to study Architecture and later the Universities of Dort (Continued on pg 4)



PROFESSOR AKOSUA ADOMAKO AMPOFO HEAD OF CEGENSA

Launching Of Centre for Gender Studies and Advocacy University of Ghana

Remarks By Acting Vice-Chancellor, Prof C.N.B. Tagoe

14th March, 2006



Madam Chairperson, the Honorable Hajia Alima Mahama, Minister of Women and Children's Affairs, Acting Pro-Vice-Chancellor, Registrar, Director, Deputy Director and Faculty and Staff of the Institute of African Studies, The Head and Associate Head of the Centre for Gender Studies and Advocacy, Distinguished Invited Guests, Ladies and Gentlemen:

It is my pleasure to also welcome you all to the launching of the University of Ghana Centre for Gender Studies and Advocacy. As we have heard from the Director of the Institute of African Studies, gender is a social construct that is about much more than biology or sex, and it is about much more than simply disaggregating data by sex. It is very much about masculinity and femininity and how conceptions of these influence our ideas and actions, and hence also our relative positions in society.

We have also heard from the Director of the Institute how, although gender is not about one sex, gender research grew out of analyses of the situation of women (relative to men). Research from around the world has shown that gender inequality tends to slow economic growth and make the rise from poverty more difficult. The reasons for this link are not hard to understand. Half of the world's population is female, hence, the extent to which women and girls benefit from development policies and programmes has a major impact on countries' overall development suc-

cess. Research also shows that women and girls tend to work harder than men, are more likely to invest their earnings in their children, are major producers as well as consumers, and shoulder critical, life-sustaining responsibilities without which men and boys could not survive much less enjoy high levels of productivity. Women's empowerment is particularly important for determining a country's demographic trends - trends that in turn affect its economic success and environmental sustainability. Without a gender framework, the realisation of the Millennium Development Goals will remain elusive.

But, Madam Chairperson, beyond the instrumental or functional value of improving women's lives is the fundamental concern about every human being's right to live a life of freedom, health and general well being. These beliefs are, of course, also enshrined in our constitution.

Although women's studies, and more recently men's studies, have both grown as respectable academic disciplines, there still remains a great deal of ignorance, ambiguity, ambivalence, and even downright hostility, to the concept and study of gender in our context. This is unfortunate, but understandable given the fact that most people do not know what a gender analysis entails, nor do they appreciate that gender influences even the design of policies and the way different members of society experience them. An example is the now well noted differential effects of Structural Adjustment Programmes across the continent. As a

university we are committed to ensuring that this cloud over our understanding is slowly lifted.

2. Sex-disaggregated data: Staff

Let me at this point talk about the numbers of women and men at UG.

Female:male ratio for faculty and administrators is 1:3.5 (22.2% female).

Female:male ratio for senior staff is 1:2 (31.5% female).

Female:male ratio for Junior staff is 1:5 (16.5% female).

Sex-disaggregated data: Students

In 2005, females formed 38.3% of applicants, 39.3% of admissions and 40.1% of enrollments. The gap between application and admission sex-ratios reflects UG continuing commitment to affirmative action. The first Strategic Plan, developed in the early 1990's, aimed at achieving gender parity in 5 years. Since then females have been admitted at a lower cut-off aggregate than males.

3. How 'gender' fits into the UG vision in the Strategic Plan:

3.1 Key thrust: Mobilization of resources

3.1.1 UG should tap into the consumer (both government and CSOs) need for training in gender analysis, especially gender and development analysis.

3.2.2 If the UoG wants to increase international student intake many will want to be assured that there are firm gender, especially sexual harassment policies in place – objective criteria for addressing complaints

3.2 Key thrust: Transform and Professionalize Human Resource Practices

3.2.1 Gender analysis has become a key requirement in global research, teaching and administration even among the so-called hard sciences, and especially in the social sciences. Some basic proficiency is expected of scholars, even those not in gender/women or men's studies. Thus UoG needs to assist faculty to develop capacity in this area.

3.2.2 UG has as another key action in this area the creation/strengthening of a mentoring system. Female faculty in our society tend to be somewhat disadvantaged because of social expectations and familial roles.

3.3 Key thrust: Review governance for efficient management

When UG was established faculty, staff and students were predominantly male. That has changed and UG wants to make sure that male:female disparities continue to shrink. In addition, governance structures are not gender blind, although they may appear to be so. For example, the simple fact that women are in the minority on Academic and Faculty boards, means, by default, that they are less likely to be represented on statutory boards and committees of the Academic Board and faculty boards where major decisions that affect them are taken.

3.4 Key thrust: Infrastructure

Women and men use facilities differently and require or desire different facilities, especially perhaps, social infrastructure related to sports and entertainment. Even the location of a facility may be experienced as more or less advantageous depending on one's sex. For example, although robbers do not necessarily discriminate among targets on the basis of sex, a 'simple' fact such as the absence of street lighting on some parts of campus is likely to be perceived as more threatening to a female than a male, who, in addition to the risk of

robbers may also feel vulnerable to rape or unwanted sexual advances. Or, both among students, staff and faculty female 'safe' spaces may be needed where they can interact 'free' of 'interference'. This works well in the JCR concept for the single-sex halls as we used to have. But how about now, in the context of co-ed halls? And what about staff and faculty? These are areas for consideration in the medium to long term.

4. What University of Ghana is committed to:

At a workshop on gender mainstreaming in Ghanaian universities held in Agona Swedru in March 2005, the executive heads issued a communiqué in which they agreed to:

- develop and adopt gender mainstreaming policy for each university;
- introduce a common curriculum and a course on Gender and Development to be taken by all students who enroll in the universities in Ghana;
- establish a gender centre under the office of the Executive Head of each university to initiate, advise, monitor, evaluate, organize and disseminate information on gender; and
- establish an authentic and reliable database to be updated continuously to inform management decision making on gender issues.

By setting up a Centre for Gender Studies and advocacy, the details of whose mandate you will hear more about shortly from the Head of the Centre, the Council of the University of Ghana acknowledges the need to pursue issues of gender beyond mere enrollments. In 2005, a staff bungalow that will be converted to offices was assigned to the Centre. Further, we will ensure that the study of gender receives full attention by providing support for the design of new courses and the gendering of existing courses. We are also com-

mitted to addressing issues of policy reform, especially around thorny issues such as sexual harassment.

Madam Chairperson, ladies and gentlemen, the University of Ghana has lived up to the above communiqué and established the Centre, which we are launching today.

The Director of the Institute of African Studies and the Head of the Centre have enumerated the remit of the Centre.

Madam Chairperson, permit me to single out one of the above for comment, and that is to:

'Bring together a core of well qualified female and male scholars and students to conduct research on a range of topics to address poverty and other developmental concerns in Ghana'.

I consider this as a very crucial mandate since it will provide the basis for many of the things that we want to do at the Centre.

This is underscored, for example, by the problems with the Domestic Violence Bill on which numerous commentaries have been made and which are borne out of emotions rather than fact. It seems to me that either many of the issues are not supported by facts emanating from scientific research, or there is a serious communication gap somewhere. Another law that appears to have similar problems is the Intestate Succession Law. Is that law still in effect?

These are some of the challenges that have to be met by a Centre such as we are launching today. But I have every confidence in the ability of the Centre to deliver. I wish it well.

Madam Chairperson, ladies and gentlemen, it is now my pleasant duty to declare the University of Ghana centre for Gender Studies and Advocacy, duly launched.

Thank you.

Prof. C.N.B. Tagoe

Interview with Prof. Akosua Adomako Ampofo cont.

(Continued from page 1)

mund and UST to study planning. My Ph.D is in Sociology, from Vanderbilt University in the US. I was raised as a Catholic, abandoned formal religion in my mid teens, and then re-found it some years later at university. In Accra I am a member of a small Baptist church in Teshie.

Cegensa: Could you tell me where you grew up and how growing up as a child was like for you? Any fond memories?

AAA: I grew up in Accra, mostly, but also spent some time in Kumasi, which is where my paternal grandparents lived, and where my father worked for a few years. My grandparents pampered us a lot while my parents, especially my mother, were quite strict. My father kept diligent records of all matters pertaining to each child's education – from report cards, through fees, to school rules and PTA concerns – which he handed over to us when we became “of age”. It was not pleasant then, but now I can look back with fondness on being grounded if I came home with a less-than-adequate report card for it taught me to be focused. I also think fondly of being prayed for, and read to at bed time every night by my mother – no doubt this influenced my love of reading.

Cegensa: You studied architecture at KNUST, why the shift to social sciences and especially gender?

AAA: This was not carefully planned. In 1983 when I was in my first year of post-graduate training in architecture the universities were closed for 10 months because students had gone on *aluta* against the PNDC government. My older sister was in Germany and so I decided to join her. While there I gained admission to a graduate programme in Planning for Developing Economies at the University of Dortmund. The university was looking for a partner university in the South for the second year of the programme, and since there were 3 Ghanaians among the students we lobbied heavily for UST to be considered and it was. I thought I would come back and get my PG Dip in Architecture as well as my MSc in planning, but by then I had lost interest in focusing mainly on the physical environment, and

was very interested in social issues, especially issues of inequality. Reading some feminist theory during my training, and working with people like Prof. Takyiwa Manuh after I joined IAS fueled my interest in the question of how *development* was not gender neutral, and hence gender studies.

Cegensa: What are the areas of research you specialize in?

AAA: Let's call them my areas of interest: the Gendering of Identity Formations; Masculinities; Marital Power and Decision-making; Gender and Violence; Sexual and Reproductive behaviour; HIV/AIDS; the global sex industry and, recently, the representation of women in popular culture.

Cegensa: What are some of your experiences as a female academic (Both good and bad) considering the male dominated nature of the University? What are some of the challenges you faced going through the hierarchical ladder to become a Professor. (General challenges and specific challenges as a woman)?

AAA: It is actually interesting that for someone who works on issues of gender inequalities I don't have a catalogue of challenges to present. Thanks to my parents I was nurtured into 'activism' from a tender age just watching them speak and act out against social injustice in simple, everyday situations, even when it meant standing alone. I developed a consciousness about “justice”, even when the issues were ones I did not necessarily agree with or support. I guess after a while people recognise that if you are someone who speaks up (is 'too known') they can't 'cheat' you as it were. I suspect I've faced fewer overt, personal, challenges as a female than some of my colleagues. But when they do come – from snide references to 'madam gender', through having information withheld from you because a man is preferred, to undisguised antagonism, as well as challenges because the institution is itself very 'male' – my first instinct is to pray. My second, depending on the issues, is to seek counsel from my partner or a trusted friend or colleague. In terms of promotion, knowing how male-dominated the university is, I have (unfortunately, perhaps) tried (like many women) to make sure I do

'more' than is expected. If 12 publications will do, I will try and have 15. What I have found most disconcerting is when men render you invisible. You make a comment, no one acknowledges it, and then 5 minutes later a man says the same thing, not half as coherently or as elegantly as you did, and suddenly people heard what he said. Or the constant reference to 'he' when a position or responsibility is being discussed – suggesting that the idea that a woman would occupy that position or take up that responsibility has not even occurred to the speaker despite the fact that I am in the room. But universities by their nature are liberal and in many ways lonely places. You have a lot of colleagues but typically no one *really* teaches you the sub-text of navigating this space. For me it has been very helpful to be part of a network of women scholars/activists both in and outside the university. When you share your challenges in that space you are

For anyone who wants to do many things you have to be a good planner and well organised. I keep a list of all the things I have to do for each job which I review daily or at least a few times a week.

made to feel that you are neither mad, nor paranoid, and you get support and encouragement. I also have a few male colleagues whose support has been invaluable.

Cegensa: What do you think can be done to break some of our traditions and cultural practices that discriminate and abuse the rights of women?

AAA: Social justice never comes easy. There are always groups of individuals who benefit from the disadvantage of others, even if unconsciously. They will never let go of these privileges willingly or without being made aware that their privileges are at the price of someone else's situation. So to change things one has to educate people (particularly children, who are most

open to change) to let them understand that we are all equal before the law (and God if you believe in God) so neither custom nor religion can be used to mistreat someone on the basis of her sex. It's also about changing laws and policies, and actually executing these laws, and creating opportunities for women so that they are not financially and socially dependent on others. Those of us concerned about these things have to continue to advocate and advocate...

Cegensa: Your advice to young women who aspire to be like you?

AAA: The idea of someone aspiring to 'be like me' is a little scary, because I have my own shortcomings, one being that I am not the most patient person. But I think you are talking about progressing professionally without going insane or sacrificing things dear to you like family. I am

not advocating deliberately delaying marriage, but I think it helps to start developing one's career before marriage. That way you know what your own goals are, and you don't define yourself around your partner's goals. For those of us who do choose marriage, as most of us do, choice of partner is critical. It is important for a woman's partner to be confident in his masculinity irrespective of his wife, and to respect and value her as a person. That way, the man will not need to make sure that he does better than you, earns more than you, is better known than you, and is served by you and only you. He will be proud to support your personal and professional development, not sabotage it, for example, by insisting you be home to cook when you need to be in a meeting. I think it is also important to have personal space(s) and interests – for me it is trying to find at least one day a

week 'for me' when I write, swim, watch a movie or even sleep; having women friends to talk to, for example my women's bible study group, is also important for my growth. I think we also need to be clear what we stand for and what we want in life – and to be willing to take risks to make these things happen. If we don't take risks, if we constantly worry about what people think, we actually risk never achieving our own goals. And along the way we should never forget how to listen to others, especially our subordinates and children/young people, and to be open to criticism. It helps to have at least one person we are accountable to who gives us a reality check so we don't forget who we really are, and can remain humble.

The Cry Of The Twenty – First Century Woman

Written By Emmanuel Sarakpo, CEGENSA

The day has broken for long
And the world's gates are opened for thousands
But I still live in a high level of acrimony.
I get broken heart everyday from insensitive men

Of this unequally – blemished society.
At home, I am only branded a subordinate
Groomed in the kitchen
And in charge of nothing but household chores.

I am the victim of domestic violence
With numerous abuses.
Why is society silencing me in terms of decision – making
Though my contribution mostly, the best.
Why are my rights marginalized even in this enlightened era of the Twenty – First century?

I am hunted and raped day and night
I am offered a fetish priest to atone for sins I am innocent of.
How can a lizard eat pepper for a frog to bear the pain?
Never and never on earth.
Why do I suffer sexual harassment every where I go?
May the world never see war that sends chilling fears or pains down my spine?
War regimes slap my face with molestation and a cluster of abuses.

Where are the so called policy makers?
Have you no justice?

Have you forgotten me?
Assign me a role to empower the vulnerable and close the gaps between my male counterpart and I.

In me are priceless things for society.
Have you forgotten the pivotal role I play in bringing you up?
I give you the basic and fundamental education you need at childhood.

When you tried me a Prime Minister in Britain with the name Margaret Thatcher, didn't I amaze you?
In Liberia am I not Rehabilitating, Remobilizing, and Reconstructing the devastated countryside? Am I not ensuring peace with Sirleaf Johnson?
Am I not performing in my position as the first female chief justice in Ghana? I am living up to expectation as I, Georgina Wood, eavesdropped people say.

With new names and faces, I am admired at the varied positions I held, still holding as well as those yet to be held.
Let's close the doors of gender discrimination and seek equality which I stand for.
And you would see more dynamism and expertise in me.
Let's blow the trumpet of victory and put smiles on the face of the Twenty – First Century woman.

Don't let the toils of my disciples that are my advocates be in vain, but help them come out as victors of the Battle.



First Curriculum Development Workshop: 24th-28th April 2006

The first Curriculum Development Workshop was held from 24th - 28th of April 2006 at the Cisneros Hotel in Sogakope. The facilitator for the workshop was Dr. Charmaine Pereira from the Network for Women's Studies (NWSN) in Nigeria.

The aim of the workshop was two-fold, 1) to review and update existing courses on gender currently being taught at the University of Ghana; and 2) for participants to collectively design a new introductory course(s) in gender which could be taken by students in Ghanaian public universities.

There were eighteen (18) participants in the workshop one from University of Development Studies, one from the University of Cape Coast, 16 from the University of Ghana.



Workshop Plan

The workshop was planned for both morning and afternoon sessions, with a list of required and recommended readings prepared for discussions on each topic. Morning sessions comprised of a lecture followed by discussion and recommendations. Two lectures were presented to set the framework for discussions among workshop participants. The lectures were entitled as follows (1) "Curriculum Transformation in Women and Gender Studies" (2) "What is Feminist Pedagogy?" The final morning session was entitled "Pedagogical Strategies". This session was structured around practical hands on discussions among workshop participants on useful techniques of feminist pedagogy that can be applied in undergraduate and graduate classes of various sizes.

Afternoon sessions were mainly planned around presentation and discussion of the two foundation courses and revised individual syllabi prepared by several participants. In addition, some of the time was used for discussion of assigned readings on curriculum transformation and feminist pedagogy.

Overall Evaluation

Workshop participants were representative of various disciplines and had already developed or were interested in developing gender studies programs in their departments and institutions. They were also representative of professional ranks and gender. There were also a few non-academic workshop participants with technical and administrative backgrounds who were fostering alliances with CEGENSA with an objective of promoting gender transformation in their institutions and in their own lives.

Workshop participants were very much engaged in the lively discussions following lecture presentations and were prepared to discuss most of the readings assigned. There was also a lot of exchange of ideas and experiences in curriculum development among the group which formed a basis for conversations at dinner and in planning follow-up dialogue after the workshop, whether in the form of future workshops and e-mail chat rooms or listserves.

By the end of the workshop, revisions of both courses produced drafts that could be edited and completed for submission to the academic board of the University of Ghana for approval at the beginning of the 2007/2008 academic year.

Second Curriculum Development Workshop: 8th-11th May 2007

A second Curriculum Development Workshop was held from the 8th – 11th of May 2007 at Chances Hotel, Ho, in the Volta Region. Participants came from the University of Ghana (13) University of Cape Coast (2), University of Education, Winneba (1), Methodist University (1) and University of Development Studies (1).

The facilitator for the Workshop was Prof. Josephine Beoku-Betts from the Department of Sociology and the Women's Studies Center, Florida Atlantic University. The workshop was to review two draft courses on Gender and Culture and Gender and Development and discuss materials provided from a collection of readings on feminist pedagogy; review and revise existing courses on gender in the participating universities; discuss how to teach courses on gender taking into account the relatively large class sizes, the low levels of consciousness of students and the different degrees of familiarity with the subject of feminist pedagogy among workshop participants.



The Brain and Sex: The interplay between gender, sexuality and sexual behaviour



The University's Centre for Gender Studies and Advocacy organized this symposium to get the university community, particularly students, to ponder issues relating to the interplay between gender, sexuality and sexual behaviour. The MC for the event was Mr. Nortey Duah, a clinical psychologist at the University of Ghana Medical School and the resource persons were Dr. Angela Ofori -Atta (Dept. of Psychology, UG) and Mr. Adolph Awuku Bekoe (Coordinator of Domestic Violence Coalition).

Mr Awuku Bekoe explained that one's notions of masculinity result from one's socialization, and often men are constructed as superior to women, however, adherence to such traditions of patriarchy become problematic in contemporary times given changes in the capabilities opportunities and responsibilities, that both men and

women have. Men who benefit from the status quo find it difficult to change and tend to resort to violence or force to sustain their masculinity in the face of threats. The time has thus come for setting a new paradigm for (Ghanaian) masculinity to reflect increased awareness and consideration for women's human rights as well as contributions to development. Men need to be encouraged to respect the views of others, and to abandon the mistaken sense of entitlement to women's bodies, for "when men improve, everybody else wins".

Dr. Ofori-Atta noted that the brain is involved in a response cycle of electrical and chemical processes of communication within the body. The Limbic System, (the oldest part of the brain) is the pleasure centre where we appreciate music, food, drugs and sex through the transmission of neurochemi-

cals that fill spaces between the nerve cells (i.e. receptors). The body responds when excessive units of neurochemicals are produced, by increasing the number of receptors. This process is referred to as the Phenomenon of Tolerance, and is the principle behind the tendency for people to want more of whatever they enjoy. The increased receptors account for the cravings - "whew, it feels good, get more" and the idea "The more sex you have, the more you need to enjoy, just like the last". Dr Ofori-Atta then spoke about four chemicals, Testosterone, Dopamine, Prolactin and Oxytocin outlining their relationship to emotions such as sexual desire, love, friendship, intimacy and so forth. The speaker also highlighted the possibility for women and men to have asexual relationships, which can be equally satisfying as sexual relationships.

Symposium on Sex and Security Held at Legon



On the 9th of November 2007, the Centre for Gender Studies and Advocacy (**CEGENSA**) organised a symposium for students dubbed “**Sex and Security**”. The purpose of the symposium was to educate students on security precautions on campus.

The symposium was a follow up to a meeting held between **CEGENSA** and the head of the Legon police and Campus security. At this meeting, the two security officers raised some very important security concerns relating to safety on campus which **CEGENSA** felt should be passed on to students.

The discussions centered on; Areas prone to attacks on campus and what should be done by students to keep safe, Measures to be put in place by the University to ensure safety on campus and some examples of assault cases reported by students and handled by the security officers.

The Security Personnel also talked about some of the challenges they faced in performing their duties.

Speakers included; D.S.P Teku, Commander of Legon police, ACP Salifu, Head of Campus Security and Dr. Akosua Darkwah, Lecturer Department of Sociology.

Attendance was very impressive and students participated fully in the discussions.



International Women's Day Celebrated in Africa by the UNIC

International Women's Day was declared in 1910 by the German socialist leader Clara Zetkin at a conference in Copenhagen as a day of solidarity, and marked the fight of women for equal rights.

The day was officially recognized by the United Nations in 1975, the **International Women's Year**.

Countries around the world recognized International Women's Day on Sunday March 8 2009, with some marking it as a national holiday.

Celebrations in **Ghana**:

- A colloquium by UN Country Team to mark International Women's Day (Accra, 10 March).
- Joint forum organized by the UN Country Team with the Ministry of Women & Children's Affairs for women's and men's groups to discuss issues related to ending violence against women (Accra, 13 March).

Namibia :

International Women's Day in Namibia will be observed under the theme 'sharing responsibilities.' UNIC Windhoek together with the Ministry of Gender Equality and Child Welfare will concentrate on assisting women from all walks of life, especially those from rural areas to showcase their products on an open market on Saturday, 7 March 2009. The Open Market day initiative will emphasize a women's recognition as the primary producer of food, the pillar of her family and a champion of sustainable development. (7 March).

UNIC (United Nations Information Centres)

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In **Cameroon :**

A Media Outreach event with the UN Press Club on IWD Theme "Women and Men : Unite to end Violence Against Women" organized by UNCG with Government, UNIC as lead agency (Yaounde, 5 March)

NGO Outreach Event organized by UNIC with presentation by UNIFEM Representative and Chairperson of National Commission on Human Rights and Freedom (Yaounde, 6 March)

Participation of UNCT representatives and staff at official march with estimated 40,000 people from women's and men's groups for International Women's Day (Yaounde, 8 March).

Gabon:

Media outreach event and launch on the SG's Campaign to End Violence Against Women (Libreville, 12 March).

Lesotho:

UNIC Maseru plans to observe International Women's Day with an event led by the Department of Gender. (Leribe, 13 March).

Republic of the Congo:

UNIC to hold educational outreach activities in seven public high schools (Brazzaville, 2-5 March)

UNIC in partnership with UNFPA and UNDP to organize a mobile exhibition, a conference discussion with young people and a special TV programme on the occasion of the International Women's Day (8-31 March).