



### Gender mainstreaming in the education sector: Impacts on social transformation

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**Abstract**

*Socio-cultural norms, especially in developing nations, have an undeniable effect on all aspects of human lives and development, cutting across the social, economic, political, and personal development of individuals and groups of people. The consequences of which have driven unfair representation, participation, and benefitting of programs, policies, and projects aimed at improving the standard of living of citizens. The benefits of education to the growth and development of individuals and the state have been widely addressed in the literature. From helping people with the necessary skills required to gain significant competitive advantage in the growing markets, to increasing the quality manpower needed to build the infrastructures of a society, it cannot be denied that it is an essential human right of every individual. Despite this, not all individuals are given equal rights to pursue education either formal or informal based on their gender. This paper, therefore, engaged in an extensive review of literature in understanding the global fight for equality in education – the Sustainable Development Goal 4, gender mainstreaming as a useful tool to aiding this fight, Nigeria's efforts in aligning to the global agenda through gender mainstreaming, socio-cultural factors impeding these efforts as well as recommendations for a better gender-sensitive approach to mainstreaming gender in education.*



Furthermore, this paper employed mainly secondary sources of data collection to arrive at its findings and conclusions. In its findings, it noted that gender inequality saddled by cultural connotations of what it is to be a woman or a girl child is the primary reason for the unequal participation, representation, and benefiting of girls in education. It also established that despite Nigeria's efforts to increase the participation of girls in schools, until it addresses the root causes of this disparity in number, using a bottom-up approach, nothing much will be achieved. It, therefore, recommends having a strategic plan that looks at the roles of everyone in society from the government to those at the grassroots level in advocating for proper gender mainstreaming mechanisms in education.

**Keywords:** Gender Mainstreaming, Education, Social Transformation, Sustainable Development, Sustainable Education

### **Introduction**

One of the primary obstacles to human development is gender inequality. The United Nations Sustainable Development Goals state that gender equality is not only a basic human right but also a prerequisite for a society that is peaceful, wealthy, and sustainable (United Nations, 2023). When it comes to the economic growth of developing markets, gender equality is often cited as a critical problem. The world's worst nations for gender equality have been identified as those that have repeatedly failed to offer equal opportunities for women as they are accessible to men in their respective fields (Archibong, Bassey, & Nwagbara, 2018). According to its calculations, the World Economic Forum has ranked Nigeria ninth out of the bottom ten nations in terms of equality. The Global Gender Gap Report in 2013, published by the World Economic Forum, examined the discrepancies between men and women in 136 nations throughout the world (Sauter, Hess, & Frohlich, 2013).

Women's economic and educational prospects, health and survival, political empowerment and political representation, and health outcomes were much lower in the countries with the poorest gender gap scores than in the other countries. Iceland (0.874), which has 1.6 times the number of women over the age of 25 who continue to postsecondary education in the nation, was found to be the greatest country for gender equality in 2016, while Yemen (0.516) was found to be the worst. Countries fared worse on each metric when the disparity



between men and women was the greatest for that particular measure (Archibong, Bassey, & Nwagbara, 2018).

According to the research, Nigeria had a score of 0.643 out of 100. The disparities between men and women in economic participation and political empowerment continue to be large, although the country has made progress in closing the inequalities between men and women in secondary school enrolment and pay equality. Despite all efforts on a global and local level, inequality continues to worsen, and this is a stark reality that must be acknowledged (Sauter, Hess, & Frohlich, 2013). The need for improved knowledge of gender relations between men and women and the critical role that gender relations play in achieving sustainable development objectives is thus imperative.

According to most definitions, sustainable development is defined as development that satisfies the needs of current generations without jeopardising the capacity of future generations to satisfy their development requirements (Hanachor & Wordu, 2021). For example, a succinct definition of sustainable development provided by the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2016) is as follows: "Sustainable development is an organising concept for global development that promotes the welfare of both people and the environment."

The notion of sustainable development itself has been contested and differently confirmed, with different imperatives being emphasized in different ways. Nevertheless, the development of this paradigm is significant for the global society, considering the myriad social, environmental, and economic difficulties that the world is now confronting (Hanachor & Wordu, 2021). In Nigeria, almost all sustainable development objectives are being implemented.

This paper, however, is primarily focused on gender mainstreaming for better gender-sensitive educational policies and practices as it influences social transformations. In line with Sustainable Development Goal 4, which is concerned with the global agenda of providing high-quality, equitable, and all-inclusive education to all people, regardless of gender or sexual orientation, this paper also analyses how the achievement of that goal has contributed to the global agenda on gender equality and women's empowerment, particularly in Nigeria.



## **Theoretical Discourse**

### *Feminist Institutionalism*

Institutional complexes – the complicated ways that things are done in organizations – are of particular interest to feminist researchers who are interested in the power structures, interactions, and inequities that exist within institutions (Lowndes, 2014). It is helpful to use Acker's (2006, p. 443) definition of inequalities in institutions, which identifies them as "systemic disparities between participants in power and control over goals, resources, and outcomes; workplace decisions like how to organise work; opportunities for promotion and interesting work; security in employment and benefits; pay and other monetary rewards; respect; and pleasures in work and work relations".

By extending on this and using the gender perspective of the Education Institution (EI) context, we can say that gender inequalities within EIs and the educational sector as a whole involve "the differential evaluation of men and women, girls and boys, and of predominantly female and predominantly male educational and/or employment areas" Because of their power to shape or, more often than not, frustrate "the intentions of reforming actors", to put gender-equity initiatives into practice, social and political institutions are of particular interest to feminist researchers (Lowndes, 2014, p. 689).

A gender-sensitive educational sector where the academy is reimagined as reflecting more inclusivity in our knowledge of gender and intersectionality has the potential to entrench gender-just acts and policies more deeply than is currently existing (O'Mullane, 2021). In order to inform and enhance gender equality programs and tactics, researchers are attempting to understand how and why institutional rules, procedures, and norms affect the way in which institutional change may be incorporated. The masculine norms that are intricately entwined with institutions become apparent to us thanks to feminist theory, and we see how masculinity is a major contributor to the creation and perpetuation of gendered institutional cultures (Lovenduski, 2014).

A consensus has emerged in the field around social construction feminism, fundamentally concurring that gender is a key factor in organisational activities. By examining "organisational practices, the places of tangible institutional functioning", the feminist theory also warns us against the development and redevelopment of a gendered under-structure (O'Mullane, 2021). One may recognize certain processes and activities, which reflect aspects of social life. There are some that are open and evident, while others are deeply



ingrained and unseen. In actuality, social and political institutions are manifestations of gender regimes; they reflect and include masculinist and feminist roles, identities, and relationships (Lovenduski, 2014).

Acker's work laid the groundwork for feminist and institutionalist scholars to collaborate in order to develop an analytical lens known in this paper as Feminist Institutionalism (FI), that would adequately enable exploration of gendered institutions and their gendering effects. This was made possible by the work of notable scholars in the field of institutionalist studies, particularly Hall, 1986; March and Olsen, 1989; and North, 1990 (Lowndes, 2014). According to Lovenduski (2014), the FI method sheds conceptual light on the gendered aspects of power systems and behaviour. The institutional function of informal institutions, also known as informal structures, processes, values, and norms, is one of FI's main areas of concern (O'Mullane, 2021).

With a strong foundation in the interpretative perspective of sociological institutionalism, FI offers a method for examining how informal institutions interact with formal, codified rules and procedures of institutions and how this interaction results in gendered outcomes. It draws attention to how institutions are gendered, highlighting the roles played by gendered laws, actors and results (Lowndes, 2020). Even after formal norms have changed, these can nevertheless shape relationships and behaviour and undermine them. Feminism strengthens institutionalists' approaches conceptually by identifying shifting gender relations as a potential driver of institutional change. This gives FI the ability to investigate the causal relationships between rules and actors when determining why institutions change, how they change, and most importantly, why they do not change (O'Mullane, 2021).

Gendered power relations and the mechanisms that uphold or undermine them contextually in the educational sector are made evident through the theoretical lens of FI. It is therefore an effective method for addressing research concerns regarding the distribution of power in public life – the accessibility, level of impact, and affordability of basic educational rights of girls and boys as addressed in the Sustainable Development Goal 4. When using a FI lens, it helps to approach institutions from this perspective, where power is conceptualized as being stratified and unequally distributed within society, according to gender, race, sex, sexuality, ability, and economic status. Institutions are therefore understood as instruments of social organization that exercise collective power over a number of generations (O'Mullane, 2021).

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**Inclusive and Equitable Quality Education and the Promotion of Lifelong Learning Opportunities for All (Goal 4) for Social Transformation in Nigeria**

Women in Nigeria have faced a variety of obstacles in their pursuit of equal educational opportunities in all types of formal education in the country. Education is a fundamental human right that has been recognised since the introduction of the Universal Declaration of Human Rights in 1948 as a fundamental human right (Ihuoma, 2019). There is a favourable relationship between the enrolment of females in primary school and the growth of the gross national product, and the rise in average life expectancy. As a result of this relationship, school enrolment constitutes the single most significant component of every society's investment in human capital. It has been noted that the quality of women and the level of education they get in a country directly impact the nation's socio-economic growth. Women's education provides them with the predisposition to continue their lifetime pursuit of information and ideals and attitudes, competence, and abilities (Nussbaum, 2003).

Although it may seem at first sight that everything is well in the world of female education in Nigeria, this is most definitely not the case. Although there are institutions dedicated only to the education of females, Nigeria's female population still has deficient levels of literacy (Ihuoma, 2019). The Federal Ministry of Education has a number of support programs. To maintain the long-term viability of the GEP, the Federal Ministry of Education has launched a variety of initiatives and projects to develop the program and assure its sustainability. Some of the activity nodes are as follows:

1. UNESCO, World Bank, DFID, and other international development partners collaborate on quality control capacity-building efforts to address the falling standard of teaching and low learning achievement among pupils.
2. The Federal Inspectorate Service will be restructured as a result of these efforts. This is intended to improve instructors' competencies and pedagogical abilities (Ihuoma, 2019). For this reason, the Inspectorate service is being expanded to build a framework to guide quality assurance at the basic and secondary levels of educational institutions.
3. In addition, the National Commission supports adult literacy for Mass Literacy, Adult and Non-Formal Education (NMEC), which collaborates with UNICEF, UNESCO, and the Cuban government to broadcast educational radio programs and provide supporting materials to the general public. This joint program strengthens the link



between adult literacy and girls' education by bringing them together.

When it comes to giving education to nomadic communities, the use of radio is a critical technique. Therefore, interactive Radio Instruction (IRI), which is reinforced by print and audio-visual materials, is a required method. The National Commission for Nomadic Education is in charge of implementing the plan, which includes two components (school-based IRI and adult education IRI) divided into two parts (NCNE). Increased school dropouts and limited access to education have resulted from the effect of HIV/AIDS, which has also increased the number of school-age children who are not in school (Ihuoma, 2019).

However, Nigeria has recorded some success when it comes to the actualisation of SDG 4. The latter part of this paper will explore whether these plans and policies are gender-sensitive. Nigeria's federal government works with state and local governments and the private sector to construct and develop "best-in-class model" vocational and technical institutions. After the Plan term, the goal was to enrol about 500,000 students in technical schools. In addition, the Federal Ministry of Education created a Ministerial Master Plan (Education Strategic Plan) to revitalise postsecondary trade centres and technical institutions. Upgrading school infrastructure, providing instructional aids and equipment, and improving the school curriculum are all part of their strategy.

The Education Strategic Plan, dubbed "Education for Change," aimed to improve educational quality and access by motivating teachers' performance and developing their capacities. The techniques outlined in their strategy were designed to encourage schools to develop and execute conventional teacher coaching programs, including peer evaluation through classroom visits, collaborative lesson preparation, and weekly sessions (Federal Republic of Nigeria, 2017). The provisions of this plan are intended to be implemented in collaboration with relevant education stakeholders to ensure appropriate and adaptive program objectives, track progress and performance, and facilitate effective intervention and integration of lessons learned from the intervention.

In addition to improved teacher abilities and improved educational quality, the plan intends to increase the number of teachers with minimal teaching certification (the National Certificate in Education). The Federal Government's other major initiatives included significant expenditures in science, technology, engineering, and mathematics



(STEM) education to develop a critical mass of capabilities for industries that will revolutionise the economy. The revamp and evaluation of the ICT curriculum, which includes computer science, information technology, and digital literacy, was speculated to begin at the elementary and secondary school levels. Partnerships with private entities were also developed to host innovative ICT contests and support professional certifications for ICT graduates (Federal Government of Nigeria, 2017). The government also planned to prioritise girls' education and Almajiri education by building special schools for females in 13 pilot states, totaling 501 classroom blocks. In addition, in several northern Nigerian states, a total of 125 days and boarding Almajiri and nomadic education-based schools were proposed to be created as of 2017 (Federal Government of Nigeria, 2017). Further, these schools were outfitted with cutting-edge technology and instructional assistance.

Plans to leverage multiple financial structures to promote academic success and improve access to enrolling via the Tertiary Education Trust Fund (TETFUND) have also been created by the Federal Government. The TETFUND was used to incentivise and encourage students in high-achieving universities. As a result, new scholarship programs were created, and current programs were evaluated. In addition, state and local governments and private sector groups encouraged scholarships and endowment funds at trade centres, technical schools, universities, and post-university skills development institutes (Federal Government of Nigeria, 2017).

Through its Digital Skills for Africa initiative, OSSAP-SDGs partnered with Google to teach 125,000 youths throughout the nation. The federal government of Nigeria also made plans to achieve SDG 4. The training goal is to improve young Nigerians' digital skills, critical for future jobs. The program also intends to provide the recipients with the necessary information and exposure in order for them to get quality employment, reduce income poverty, and become essential contributors to Nigeria's economy. The OSSAP-SDGs also intended to broaden the scope of this training's beneficiaries to include more young Nigerians, as it will help to achieve SDG 1 on poverty reduction, SDGs indicator 4.4.1 on youths and adults with information and communication skills, SDGs indicator 8.5.2 on lowering the unemployment rate, and SDG 17 on forming partnerships to implement the SDGs.

Access to an excellent education at elementary and secondary school levels is a significant concern in many states. In Northern Nigeria, the situation is considerably more intense and complicated

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for girls. The Universal Basic Education Commission (UBEC) has aided States in developing strategic plans with an emphasis on increasing early childhood education access and gender equity. As a result, all Nigerian states have made primary education free and obligatory (Federal Republic of Nigeria, 2017). To increase school enrolment and retention, interventions such as the supply of extra classrooms and furnishings, the recruitment of competent teachers, the training and retraining of current instructors, and the provision of learning and teaching materials are implemented.

The Federal Government has also implemented the Home-Grown School Feeding Program (HGSFP) in collaboration with the states to promote enrolment and encourage children to remain in school. The measures targeted at improving access and enrolment include subsidised school meal programs, bigger classrooms, recruitment of trained instructors, and supply of teaching and learning aids.

On the one hand, Nigeria acknowledged that gender gaps in education must be eliminated, and girls must have equal access to education at all levels, according to policy thrusts at the subnational level. Their goal is to establish gender equality regarding access to high-quality education. Gender studies, human rights, and skill development are all part of the tertiary education curriculum in Nigeria, which fosters sensitivity and inclusion of individuals at the bottom of the economic pyramid (Federal Republic of Nigeria, 2017). This includes increased human and women's rights advocacy, which will liberate a substantial section of Nigerian girls and women from economic enslavement and servitude.

On the SDGs-4, the Civil Society Action Coalition for Education for All (CSACCEFA) held a capacity-building workshop for 60 national education stakeholders. Participants in the education sector included CSOs, youth, and government officials from several Ministries, Departments and Agencies. They also advocated for the education of internally displaced children (IDPs). This program aimed to enrol 43,665 out-of-school children in 737 facilities in the northern states (Adamawa, Bauchi, Borno, Gombe and Yobe States).

At the Local Government Education Authority (LEA) elementary school in Kado-kuchi, E-Way for Development ran a scholarship programme aimed at providing excellent education to women, girls, and boys. Scholarships were available for select girls and boys at the LEA elementary school as part of the programme. It also had a Women's Literacy Program adult literacy centre for women in Kado-kuchi LEA elementary school (Federal Republic of Nigeria, 2017).



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## **Socio-Cultural Factors Disrupting the Implementation of SDG4 With a Gender-Equal Agenda for Social Transformation in Nigeria**

While Nigeria has implemented programs and plans toward achieving SDG 4, some identified socio-cultural factors prevent the actualisation of this in a gender-equal approach. These socio-cultural factors are discussed as thus:

### **Child Labour**

Children, especially girls from disadvantaged, marginalised, and socio-economically backward areas of society, are more likely than not to be involved in child labour activities. Child labour is defined as a practice in which persons who are under the age of 18 are forced to participate in any job that requires physical labour (Hanachor & Wordu, 2021). When minors under the age of eighteen are discovered hocking during school hours in Nigeria, they are jailed, and their mistress is arrested and punished for engaging in child labour. This practice has evolved into a barrier to the pursuit of higher education in recent years. An extension of this is evident in Nigeria's "housemaid" system, which has a higher rate of girls than boys. As a result, when children are involved in child labour, they are more likely to drop out of school. Moreover, because employment and school hours are often scheduled simultaneously, children cannot carve out time for studying.

### **Beliefs and Values of the Family**

When it comes to educating their daughters and sons, families that live in rural regions sometimes have divergent perspectives. When they have little financial means, they prefer to have their sons educated because they believe that excellent career prospects will arise due to their education, increasing their reputation and producing riches for the family. Those who believe that girls will ultimately marry and go into another family believe that they should be taught how to undertake domestic tasks and that school education is not intended for them are opposed to this idea. Even when they do, they do not recognise the need to educate the girl since she is a member of the husband's family. Boys are seen as superior to girls, and their parents work hard to ensure that they have a quality educational experience (Hanachor & Wordu, 2021).

### **Concepts of Adulthood**



There is no certain age at which someone should begin their schooling. However, some individuals consider themselves to be adults, and as a result, they are unable to get an education. This belief is incorrect since people may get an education by enrolling in adult education and training programs. Basic issues affecting women and education include marital difficulties, home obligations (including childcare), child development requirements, the needs of senior family members, and other domestic tasks that weigh women down (Hanachor & Wordu, 2021). They cannot pursue their educational goals due to their involvement in these activities. These variables are also associated with an increase in the incidence of absenteeism in educational institutions. Because of this, students are unable to attend courses, are missing, and as a consequence, face adverse repercussions on their academic performance.

### **Early Marriage**

Early marriage is one of the most important causes of the loss of educational opportunities. There has been a high frequency of child marriage in the nation in the past, which refers to girls being married before the age of 18 and boys getting married before the age of 21. Involvements before and after marriage provide challenges for persons who are enrolled in school, and in most cases, they must abandon their studies for this reason. Marriage puts a plethora of duties on people, particularly young women, robbed of their childhood hobbies and educational opportunities (Hanachor & Wordu, 2021). Although boys may continue their studies after marriage, it is more common for girls to abandon their education and get involved in executing domestic tasks after marriage. Following marriage, they cannot make any use of the education they have received.

### **Economic Situation of the Family**

In order to get an education and make appropriate use of it, the family's economic situation is regarded as necessary to consider. When people have the financial means to do so, they may even send their children to other areas and nations for them to seek higher education opportunities there (Hanachor & Wordu, 2021). When parents are faced with a lack of money, on the other hand, they are unable to send their children to even the most convenient schools, regardless of whether or not the schools meet the required criteria. It is common for parents to urge their children to participate in work options rather than pursuing any kind of education when the family's economic situation is disadvantaged. In Nigeria, free education has

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been provided at some levels to close this gap, and children have been provided with uniforms and books.

### **Educational Qualifications of the Parents**

The parents' educational level is also one of the most critical elements that influence the children's ability to complete their education and achieve success in life. Education is a win-win situation because educated parents stimulate and encourage their children to advance in their educational abilities (Hanachor & Wordu, 2021). If they do not have a formal education, they urge their children to seek work options to support their family's living expenses or teach them, particularly young females, in terms of domestic obligations. Well-educated parents will be able to offer their children support and aid and steer them on the proper route.

### **Family Disunity Caused by Divorce or Death**

There have been situations of people who have just one parent because of a divorce or death. When parents are single, they are responsible for a wide range of responsibilities. When they have sufficient financial resources, parents may be able to enroll their children in reputable educational institutions. On the other hand, when they are not financially stable, they may be unable to give an education at reputable educational institutions. As a result, individuals choose to remain with their single parents and aid them financially by taking on part-time employment or volunteering.

Consequently, individuals may either abandon their studies or fail to enroll in educational institutions where they may pursue a higher degree. As this argument emphasises, the division between parents resulting from divorce or death may result in their children being forced to support them by giving up their ambitions and aspirations to help them. When it comes to education, finances play a critical role in allowing people to get and apply the necessary training and knowledge (Kebede, Demissie, & Estifanos, 2015).

### **Recommendations**

#### *Practical Steps to the Actualisation of Gender Mainstreaming in the Educational Sector that Drives Women's Development in Nigeria*

Gender equality and women's empowerment are lofty aspirations in Nigeria, and achieving them would be a monumental challenge. Although it will inevitably come to pass, it depends on several

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variables for it to happen. The truth of the above argument is further shown by the fact that the circumstances are a prerequisite to achieving sustainability described above in Development Goal 4, but that a pragmatic approach is a desideratum as a matter of course (Ejumudo & Bryan, 2013).

The following are the requirements that must be met:

1. **A Pleasant Climate**

A climate is a collection of generally stable traits over time, typifying an organisation or a system and differentiating it from other organisations or systems in the same or other industries (Knowles, 2010). Having a unique environment inside any system and the ability to influence the attitudes of its members (Pritchard & Karasack, 2010) is crucial to the achievement of gender parity and women empowerment in Nigeria. Therefore, the Nigerian government must create a climate that embodies political will and signifies a genuine commitment by the government to action plans and policies, legal and administrative framework, adequate human, institutional, and financial capacity, active partnership and participation by government and non-governmental stakeholders, socio-cultural reorientation, as well as an effective and systematic monitoring and evaluation mechanism at all levels of government (Ejumudo & Bryan, 2013). This will ensure that there is no disparity in the level of access both girls and boys have to quality education.

2. **The participation and partnership of government and non-government stakeholders are also important.**

Women's emancipation and gender equality in education need the engagement and collaboration of the Nigerian government at all levels and non-governmental organisations and civil society organisations. The primary responsibility rests with the governmental partners, mainly because they are expected to provide the necessary policy and action environment that will galvanise and coordinate the efforts of the various stakeholders (Ejumudo & Bryan, 2013). However, all partners must play a critical role in actualising well-defined partnership arrangements, programs, and service delivery mechanisms, regardless of their political affiliation. The government must also face the issue of creating gender policies that are consistent with and have a beneficial influence on the overall development objectives. As a result, gender equality will move beyond the legal conceptualisation to a broader developmental context that will necessitate the retooling of development frameworks that would be tailored to suit gender equality, as well as the incorporation of a

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gender perspective into all facets of policy formulation, direction and implementation in the actualisation of the SDG4 (Ejumudo & Bryan, 2013). Also noteworthy is that the activities of the various government ministries and agencies and non-governmental organisations (NGOs) are consolidated, synthesised, integrated, and well-targeted so that the processes involved in participation and partnership by all stakeholders are made easier to navigate. A corollary impact will be the continuation of gender-related problems across all industries and levels.

### **3. Socio-cultural Reorientation**

The persistent socio-cultural tendency in Nigeria that favours and supports gender inequalities or disparities has generated an environment of conservatism and hostility to the relevance of gender equality in achieving sustainable national development. Individuals, organisations, institutions, and agencies (both governmental and non-governmental) must thus re-orient themselves toward gender equality concerns to effect attitudinal change and responsiveness, which is critical to the effectiveness of gender equality and women empowerment in the country. As a result, it is necessary to establish a culture of respect for human and gender rights in Nigeria.

### **4. Political Will and Commitment**

No matter how many policies are formulated, how many programs are designed, or how much money is spent on human resources, institutional development, and infrastructure development, they will remain dormant until they are activated by the appropriate political will and genuine commitment that is expected to translate gender-responsive policies, programs, and activities into concrete reality. To achieve this, all levels of government must demonstrate active commitment by participating in and identifying with gender equality and women empowerment plans and concerns, as well as by involving and participating in and identifying with the issues of other levels of government (Ejumudo & Bryan, 2013). The government's exemplary conduct is at the heart of its commitment to gender parity in Nigeria, and it serves as an indication of its supportive approach toward the job and obstacles to achieving gender parity in Nigeria.

In this context, political will or genuine commitment does not end at the level of enacting policies; instead, it must include the implementation, monitoring, and evaluation of gender policies, plans, and programs in order to assess their performance and progress in order to make revisions, enhancements, and goal attainment recommendations. This anticipated genuine dedication, which will be

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discernible and inferred by other stakeholders, will inevitably inspire their support and cooperation, as well as their cooperation.

### **Conclusion**

The aim of the 2030 Agenda for Sustainable Development Goal 4 which seeks to ensure inclusive and equitable quality education and the promotion of lifelong learning opportunities for all, and its consequences for girls' education and women's empowerment in Nigeria, have been studied in this paper. The 2030 Agenda is universal, transformational, and founded on human rights principles.

The 2030 Agenda Goal 4 for Sustainable Development in education recognizes that gender equality in the sector is an essential women's human right and is critical to and underlies international development. One of the most critical aspects of this research is its recognition that gender equality in education is necessary for achieving all of the Sustainable Development Goals that directly translate to social transformation.

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