

## **GENDER INEQUALITY ISSUE: A BANE ON SUSTAINABLE DEVELOPMENT IN NIGERIA**

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### **Abstract**

*This paper x-rayed gender inequality issue and its effects on sustainable development in Nigeria. This paper attempts to examine concept of gender inequality, identifies some areas of gender inequalities in Nigeria, and in the same vein x-rayed the concept of sustainable development and finally made some suggestions on how sustainable development can be used as a means of building societies where women and men can employ their full potentials in the productive and reproductive spheres of life, without discrimination or gender violence. Based on this, some recommendations were made. Among them are: That, there should be a policy put in place by the federal government as a target set to guarantee a sufficient level of gender balance in the country. There should be collaborative partnerships between schools, parents and relevant stakeholders in the education sector in providing quality education for both male and female children to ensure sustainable development in Nigeria.*

**Keywords:** Gender, Inequality and Sustainable Development

### **Introduction**

Education for all is a key to economic growth and sustainable development of any country. Lack of access to formal education and training is a key barrier to employment and advancement in our societies today. In Nigeria, female illiteracy rate was well over 50 per cent in 2007, compared to 38 per cent for men. Literacy classes for women have limited impact. But programmes linked to income generating activities have been most successful in Nigeria. In some areas, parents still prefer to send boys to school, seeing little need for education for girls. Again, teenage pregnancy, early marriage and girls' greater burden of household labour are obstacles to their schooling. Girls especially in the rural areas often do not go beyond primary education, and school curricula have not been guided by this reality and their content is not geared towards helping girls acquire basic life skills. Furthermore the curriculum is full of gender biases and leads girls into stereotypical "feminine" jobs in teaching, nursing and clerical work (Fapohunda, 2012).

Gender is a range of characteristics distinguishing between male (masculinity) and female (femininity), particularly in the cases of men and women. In the context of this, the discriminating characteristics vary from sex to social role and gender identity (Abosedo, 2015). Ewuim, Agbodike and Igbokwe-Ibeto (2015) opined that every society has a set of accepted norms to which male and female are expected to conform with. Men and women are expected to play their feminist and masculinity roles and capacities which vary from one society to another. These socially and culturally determined differences are what constitute gender.