

Journal of Geography & Development



**Volume. 9 No. 1
December, 2019**

Journal of Geography & Development

Volume 9, No. 1, December, 2019

A Publication of
The Department of Geography,
Benue State University, Makurdi, Nigeria.

Editor-in-Chief

Dr. S. A. Iorkua
*Department of Geography,
Benue State University, Makurdi, Nigeria.*

Assistant Editor

Prof. Jonathan Ogwuche
*Department of Geography,
Benue State University, Makurdi, Nigeria.*

Co-ordinating Editor

Dr. Daniel P. Dam
*Department of Geography,
Benue State University, Makurdi, Nigeria.*

Advisory Board

Prof. Anongo Lyam

*Urban & Regional Planning,
Benue State University, Makurdi, Nigeria.*

Prof. Timothy T. Gyuse

*Urban & Regional Planning,
Benue State University, Makurdi, Nigeria.*

Prof. J. I. Tseayo

*Department of Sociology,
Benue State University, Makurdi, Nigeria.*

Prof. O. F. Ati

*Department of Geography & Regional Planning,
Federal University, Dutsin-ma, Katsina State*

Prof. C.Y. Oche

*Department of Geography & Regional Planning,
University of Jos, Nigeria.*

Prof. A. Tarhule

*Department of Geography & Environmental Sustainability,
University of Oklahoma, Norman, USA.*

Table of Contents

Authors	Articles	Page No.
Ali Williams BUTU., Queen Ozohu SADIQ and Abdullahi Abubakar BICHI	Assessment of the Safety Levels of Some Heavy Metal Contaminants in River Romi, Kaduna, Nigeria	1089
Agbebaku, Henry Usiobaifo	An Empirical Analysis of the Indices of Environment and Sustainable Development in Nigeria From 2008 To 2018.	1099
Ogbu, S. Okonkwo and Ajadike, J. C.	Analysis of Intra-City Mass Transit Challenges in Enugu City, Nigeria	1117
James Ikyernum, Joseph Enefu, John Iorhemen Ajo, Onah Daniel Oche, Abawua Jonathan Ityoafa	Demographic, Social and Economic Attributes of the People Living with HIV/AIDS (PLWHA) in Vandeikya L.G.A of Benue State, Nigeria.	1132
Samaila Buba, Samaila Kunden Ishaya and Marcus N.D.	Implications of Coal Mining on Water Quality in Maiganga and Its Environs, Akko Local Government Area, Gombe State.	1147
Emmanuel Efobe NDOMA1, Lamanto Jonah ISHAYA1, Edna uwayeme INEBEDION Bibi MOHAMMED, Godwin A. SONGU and Adam Modu ABBAS	Compliance Level of Geospatial Assessment of Residential Layout Plan in Gombe Metropolis, Nigeria	1158
Jonathan Ityoafa Abawua Oroduen Joshua Ahile	Effect of Leucaena (Leucaena Leucocephala) Prunings on Soil Organic Matter Content in Igyungu Village of Ushongo Local Government Area of Benue State, Nigeria	1171
Atah Pine	Makurdi Town: Analysis of an Urban Political System	1187

Authors	Articles	Page No.
Monday Akpegi Onah, Kwaghfan John Atim, Patricia Ali ³ and Grace Hembadoon Yiyeh ⁴ Tunde, A.M	Preliminary Evaluation of Groundwater Quality in Mining Areas of Azara, Awelga of Nasarawa State	1194
Adeleke, Elisha Ademola ¹ Jeje Olanakanmi Gabriel ² and Sulyman Rukayat Eniola ¹	Gender Equality: A Key to Sustainable Development in Nigeria	1207
Adeleke, Elisha Ademola ¹ Jeje Olanakanmi Gabriel ² and Jolaoso Olapeju Omolade ¹	Assessment of Farmers' Resilience to Effects of Climate Change in Asa Local Government Area, Kwara State, Nigeria	1217
Ishaya S* Dakyes S. P., and Amina S. A.	Climate Change and Perceptive Human Behavior in Surulere Local Government Area of Lagos State, Nigeria	1230
Johnson O. Mage ¹ Salemkaan A. Iorkua and Anthony J. Asaaga	Effect of Meteorological Factors on the Incidence of Malaria in Gwagwalada Town, Gwagwalada Area Council-Abuja, Nigeria	1246
Oroduen Joshua Ahile Jonathan Ityoafa Abawua	An Evaluation of Rainfall Intensity And Soil Loss in Benue State University, Makurdi, Nigeria.	1260
Ogbu, S. Okonkwo	Effect of Leucaena (leucaena Leucocephala) Prunings on Soil Ph Status in Igyungu Village of Ikôv District, Benue State, Nigeria	1270
Jenkwe E. D. And Magaji J.Y.	Analysis of Benefits from Industrial Activities At The Emerging Industrial Area of The 9th Mile, Enugu State, South Eastern Nigeria	1287
Adeniyi Enekoolesther	Assessing the Physiochemical Properties of Soils under various Cropping in Kwali and Its Environs, FCT Abuja.	1307
	Socio-economic Contributions of Eco-tourism in selected Host Communities of Sepeteri and Igbeti in Old Oyo National Park, Nigeria.	1322

GENDER EQUALITY: A KEY TO SUSTAINABLE DEVELOPMENT IN NIGERIA

Tunde, A.M
Department of Geography and Environmental Management,
University of Ilorin
folamoni70@yahoo.com

ABSTRACT

Gender equality is one of the topmost issues that should be put into consideration in order to achieve sustainable development of any society. Although, some scholars are of the opinion that men and women can never be treated equally but the fact remains that if men and women are treated equally it will definitely encourage sustainable development in Nigeria. This chapter discusses gender equality as a key to sustainable development in Nigeria. It is divided into six parts. The first part examines the introductory aspect; the second defines gender; gender equality and gender inequality; the third also defines the concept of sustainable development; the fourth explains the reasons for gender inequality; the fifth discusses the relationships between gender equality and sustainable development; the sixth part deals with women empowerment for sustainable development; the seventh analyzes gender and development; and the eighth part is the concluding and recommendation aspect.

INTRODUCTION

To address this topical issue, it is important to first distinguish between Gender equality and Gender equity. Gender equality can be regarded as the state of equal ease of access to resources and opportunities including economic participation, decision making; and the state of valuing different behaviours, aspirations, and needs equally, regardless of gender. Gender equity on the other hand means fairness of treatment for women and men, according to their respective needs. This includes equal or equivalent treatment in terms of rights, benefits, obligations and opportunities. According to ILO (2000), gender equality means all human beings both male and female are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. It does not mean that men and women have to become the same but their prerogatives, responsibilities and opportunities will not depend on whether they are born male or female.

Achievement of gender equality and empowerment of all women and girls remains one of the seventeen (17) Sustainable Development Goals of the United Nations' 2030 Agenda. Essentially, all the SDGs depend on the achievement of this Goal. This is basically because it has been discovered that women and girls have been marginalized in so many ways in the developing countries of the world. For instance, it has been reported by United Nations and International Women's Day (2018) that the global employability rate of men is 94%, while for women is 63%; women make up 7% of the members of national parliaments and devote 6 times more hours than men to unpaid activities such as domestic work and caring for members of the family. Furthermore, only 13% of agricultural land in the world is managed by women and just 52% of women either married or in a union freely make their own decisions about sexual relations, contraceptive use and health care. The "UN Appeal for Girls' Education" (2006) observed that the African patriarchal societal view point favours boys over girls because boys maintain the family lineage.

Jayachandran, (2015) revealed that in many developing countries including Nigeria cultural features have exacerbated favoritism towards males. These features include old-age support from son, patrilocality, dowry system, patrilineality, role of sons in religious rituals among others. Salaam (2003) pointed out that patriarchy justifies the marginalization of women in education, economy, labour market, politics, business, family, domestic matters and inheritance.

In Nigeria, it was reported that in 2002, gross enrollment for primary, secondary and tertiary schools for female was 57% compared to 71% for males (Ojo 2002). This translates into scarcity in the number of women in certain economic fields as well. The percentages of female workers in some selected professions according to Ojo (2002) include: architects-2.4%, quantity surveyors- 3.5%, lawyers- 25.4%, lecturers- 11.8%, obstetricians and gynecologists- 8.4%, pediatricians- 33.3% and journalist- 15.2%.

The question now is, why gender inequality in Nigeria? How can women be empowered for sustainable development in Nigeria? What is the relationship between gender equality and sustainable development in the country? These and other issues will form the basis for this chapter.

Hence, the chapter reviews gender equality as a key to sustainable development in Nigeria. The chapter is divided into six parts. The first part examines the introductory aspect, the second defines gender, gender equality and gender inequality, the third also defines the concept of sustainable development, the fourth explains the reasons for gender inequality, the fifth discusses the relationships between gender equality and sustainable development, the sixth part deals with women empowerment for sustainable development the seventh analyzes gender and development, while the eight part is the concluding and recommendation aspect.

Concept of Gender, Gender Equality and Gender Inequality

According to the United Nations (2007), gender is a culturally specific set of characteristics that identify the social behavior of women and men and the relationship between them. It refers to social differences as opposed to biological ones between women and men that have been learned are changeable overtime and vary widely both within and between cultures. It was further stressed that the term gender does not replace the term sex, which refers exclusively to biological differences between men and women, for example, statistical data are broken down by sex. The distinction created by societies between human beings on the basis of masculinity and femininity in relation to their expected roles in the society is what is regarded as gender (Akinmade, 2000:148).

The term gender as defined by Buckland and Haleegoah (1996) is a concept used in social sciences to look at roles and activities of men and women. These roles are often socially defined as shaped by the tradition and beliefs of a particular culture. Gender does not mean men and women per se but the relations between them both perceptual and material (Gunther and Zimprich, 1997). They asserted that gender (as distinguished from sex) denotes a socio-structural feature; gender roles are biologically determined to a limited extent only they are for the most part socially constructed. Their respective roles are assigned to men or women in a given society and at a given time on the basis of various factors (social, cultural, ideological, religious, ethnic, economic etc). Female and Male role allocations therefore differ from one society to another and within societies.

Bem (2010), in his own opinion says gender is how a person's biology is culturally valued and interpreted into locally accepted ideas of what is to be a man or woman. Gender is changeable since it is defined socially and culturally. There are only two sexes but there are many concepts of gender, gender reflects the social idea of femininity and masculinity and has undergone various changes throughout history. Ostergaard (1992) sees gender as qualitative and independent character of women and men's position in the society. Moser (1989), pointed out that in many societies, gender is an important determinant of the distribution of rights, resources and responsibilities among individual household and communities. From the foregoing, gender can be seen as disparities in the socio-cultural roles between men and women.

Gender equality can be said to be a situation whereby different behavior, desire and needs of women and men are considered, assessed and favoured equally. The United Nations Development Programme identified five basic levels of analyzing gender equality to include: welfare, access, conscientization, participation and control. According to Fatai et.al (2016) gender equality means state of affairs in which both men and women experience the same opportunities in all walks of life and similar consideration in terms of allocation of resources and rights.

Chinwoku and Arop (2018) in their own opinion say gender equality means that discrimination should not exist at all of any individual on the basis of sex with regard to the allocation of economic resources, political positions or access to social services. Robinson (2015) pointed out that gender equality is not just the concern of half of the world's population but rather a human right, a concern for us all, because no society can develop economically, politically, or socially, when half of its population is marginalized.

Gender inequality remains a great impediment towards achieving economic growth and poverty reduction as evidence in many societies where girls and women do not have equal rights, opportunities, responsibilities and access to services as boys and men (Fatai, et.al 2016). Gender inequality intersects with inadequate health care, insufficient education and limited income to drive these deprivations.

Concept of Sustainable Development

Development can be defined as sustained increase in the socio-economic welfare of a population. Factors such as political, physical, economic, demographic and social determine the degree of development in an area. World Bank (2001) says development is concerned with the well-being of the society in terms of access to safe water, rate of poverty, access to health care services, access to sanitation, life expectancy at birth, infant and maternal mortality rate, population estimate, and the process of achieving transformation of the society, adult illiteracy, population estimates, and gross domestic product.

Bruntland Commission (1987) viewed sustainable development as a process that meets the needs of the present without compromising the ability of the future generation to meet their own needs also i.e improving people's quality of life and natural environment. Sustainable development is a process of change whereby the exploitation of resources, the direction of investment, the orientation of technological development and institutional change are all in consonance and strengthen both current and future potentials to meet human needs and aspiration (Onyenekenwa and Anayo 2011).

Sustainable development can therefore be regarded as economic, social and environmental growth that ensures human well-being and dignity, ecological integrity, gender equality and social justice, at present and in the near future (UN Women, 2014). Similarly, Sustainable development lies on three inter-related pillars: economic development, environmental protection, and social development, with a fourth pillar – the preservation of cultural diversity (UNECE, 2012). Munasinghe (2004) defines sustainable development as a process of improving the range of opportunities that will enable each individual and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental system.

The development of human beings in a sustainable manner is what is regarded as sustainable human development. Access to equal opportunities for the enhancement of sustainable human development advocates a level playing ground for all, irrespective of sex, age, religion, tribe, race, etc., to operate in development for the present and future generations (Onyenekenwa and Anayo2011).

Reasons for Gender Inequality

It has been reported and documented by the UN Women (2015) that all over the whole world, gender inequality makes and keeps women poor, depriving them of basic rights and opportunities for well-being. This can be attributed to so many reasons in developing countries particularly Nigeria. Some of these include:

1. Sex imbalance at birth- Anderson and Ray (2010) laid emphasis on the dearth of females which materializes before birth and in early childhood and also continues over the entire lifespan.
2. Desire for sons and more investment in sons: In Nigeria like many African countries, parents crave for sons and invest more in them than daughters because of traditional beliefs that sons will keep the family name alive while daughters will end up in another man's home and bear his name.
3. Role of sons in religious rituals: In some societies, male children play some crucial roles in religious rituals. Such societies include China and India.
4. Patrilineality: It is also called male line. This favours and put male children at better advantage than their female counterparts. It is a generation of male descendants.
5. Education: Very large disparities exist between the education that men and women receive in Nigeria (Chigozie 2015). It was observed by the United Nations (2007), that girls from rural families are least likely to attend school. These girls that are denied education are usually given out into marriage by their parents at tender age as low as 10 years old. Fritschel and Mohan (2001) explained the logic behind keeping girls out of school, to be that there is a lack of wage-earning opportunities for women generally. Furthermore, other reasons include girls labour are needed at home, attitudes that devalue education for girls, fears about girls' security outside the home, and lack of resources to pay for education. Hence, worldwide, about 565 million poor rural women are illiterates (Ofor and Ben-Chendo 2011).
6. Employment: In terms of employment, in most developing countries including Nigeria, women do not have equal opportunity to employment like their men counterparts. The United Nations (2007) reported that worldwide, over 60 percent of family unpaid workers are women. This simply indicates that women will still

Journal of Geography & Development
continue to lack access to job security and protection. In Nigeria, some socio-cultural beliefs have made women to be most of the times denied leadership roles.

7. Health: Health as a cause of gender inequality can be linked with education, since uneducated girls are very likely to bear children at tender age which in turn leads to unfavorable health outcomes for both maternal and child health. Furthermore, women do not have access to health care services and facilities as a result of lack of freedom of movement, financial power and social status. Women are usually susceptible to easily preventable and communicable diseases as a result of ignorance, poverty and inability to act and take decisions (without the consent of men). Hence, 99% of the world's maternal mortality occurs in developing countries (WHO, 2014).
8. Decision-making power within marriage: Women do not have decision making power within marriages. This is as result of traditional beliefs and cultural practices. Hence, their interests are not often presented and considered.
9. Reduction in fertility: Reduced fertility can also be one of the causes of gender inequality in Nigeria. Ofor and Ben-Chendo (2011) noted that educating the girl child has far reaching implications in the reduction in fertility. According to them better educated females marry later and have fewer unwanted pregnancies, have higher earning power which may lower the number of children parents want as income earners and also, educated females reduce the infant mortality rate through better childcare. Also, traditionally in most African countries, particularly in Nigeria, girls are made to believe that her ultimate ambition in life is marriage and childbearing (Iwachuckwu, 2013). Furthermore, decisions concerning fertility cannot be taken by women without the consent of their husband. Women do not have the power on the number of children to have in their life time.
Hence, gender equality by 2030 needs urgent action to abolish the many root causes of discrimination that still reduce women's rights in private and public spheres. This is in order to achieve sustainable development worldwide.

Gender equality and sustainable Development: The Nexus

According to UN Women (2014:12) it is important to link gender equality and sustainable development together for several reasons. First, it is a noble and ethical necessity: achieving gender equality and realizing the human rights, dignity and capabilities of diverse groups of women is a central need of a sustainable world. Second, it is important to redress the disproportionate impact of economic, social and environmental shocks and stresses on women and girls, which undermine the enjoyment of their human rights and their crucial roles in sustaining their families and communities. Third, and most significantly, it is critical to build up women's agency and capabilities to create better synergies between gender equality and sustainable development outcomes. This means that gender equality and sustainable development cannot be separated from each other.

While trying to show the relationship between gender equality and sustainable development further, Boyi (2013) noted that sustainable development can be seen as the target goal of every society and gender equality remains the only instrument for achieving and attaining the goal. Hence, the roles played by women in sustainable development of any society cannot be underestimated.

Women Empowerment for Sustainable Development

Empowering women both at the rural and urban areas will promote sustainable development in Nigeria. Empowerment could be in so many ways. For instance, education remains an important tool for development and so should be made accessible and compulsory for women (UNFPA, 1993). Women empowerment involves gaining capabilities and beliefs of their right to exercise authorities and take advantage of opportunities within a society; secondly empowerment is multidimensional, with imperfect associations among its different dimensions. Levels of women's empowerment in the private public sphere are often dissimilar although there are many cultures that give women domestic power of certain types but deny them power in the public sphere.

Majority of those people living in abject poverty are women and their children, energy initiatives that increase income generating opportunities for women can be important factors in reducing hunger and poverty levels (MDG1) and can enhance women's social political status-thereby promoting the empowerment of women (MDG3). If women can have access to adequate fuel, water supplies and money for school fees, their children are more likely to attend school especially the girls, who will not be kept at home to help their overburdened mothers (MDG2). Women's economic opportunities can be improved upon through the followings; eliminating gender gaps in employment, developing women's entrepreneurship opportunities and capacity; improving women's access to finance; and improving women's livelihood.

According to Narayan (2005), there are two key assumptions to the theoretical framework for the study of women empowerment. These include: empowerment is seen as social or cultural systems rather than of individual experiences and traits. In another way, empowerment can be seen in diverse ways, with imperfect associations among its different dimensions. Levels of women's empowerment in the private public sphere are not similar although there are many cultures that give women domestic power of certain types but deny them power in the public sphere.

The World Economic Forum (2014) emphasized the need for gender equality and empowerment of women through different measures. This will increase social, economic, psychological and political equity and give wider access to fundamental human rights, improvements in nutrition, basic health and education. There are five important dimensions of female empowerment based on the United Nations Development Fund for Women findings, these include:

- (1) Economic participation
- (2) Economic opportunity
- (3) Political empowerment
- (4) Educational attainment
- (5) Health and well-being

Economic Participation

Economic participation has to do with the number of women in the workforce. This figure is very crucial in lowering the disproportionate levels of poverty among women as well as increasing the income of the household which will enhance any country's economic development. Women should not be seen as passive recipients of help. Evidence in support of this view suggests that the education, employment and ownership rights of women have a powerful influence on their ability to control their environment and contribute to economic development. Economic Empowerment does not focus only the actual number of women in labour force but also their remuneration on an equal basis. Worldwide, apart from agricultural

Journal of Geography & Development
sector. women still earn less than 78% of the wages given to men for the same work, a gap which refuses to close in even the most developed countries of the world.

Economic Opportunity

Economic opportunity deals with the quality of women's economic investment more than their presence as workers. Generally, women are in poorly paid or unskilled job characterized by the presence of upward mobility and opportunity. Women are particularly found in lower job category than men as a result of their feminized profession called "horizontal occupational segregation". In the past decade, "feminization of poverty" is often used to illustrate the fact that the gap between women and men in the cycle of poverty has not reduced but have widened; also, that the majority of the 1.5 billion people living on US \$1 a day or less are women.

Political Empowerment

Political empowerment means that there should be equal representation of women in decision making structures, both formal and informal and in the formulation of policies affecting their societies. Generally, women are rare in decision making and usually poorly represented in the lower levels of government. Since women are not part of the structures for governance, they do not have input in terms of allocation of resources at local, regional and national levels. Women must therefore be represented in learning rules, using rule and changing rules of the decision-making "game" in order to have a change in spending and development priorities. Women should however be included in decision making at all levels, from the family, to the nation, to the international community and should have an impact on the discourse.

Educational Attainment

To empower women in all areas of the society, education is an important prerequisite. Education and literacy contribute to reduction in mortality rates of children and the bias towards female child. It also helps reduce fertility rates. In spite of all these, women still constitute two-thirds of world's illiterate population. According to statistics, the number of girls is actually lower than boys in tertiary level of education especially in the developing countries. Women should be given equal opportunity like their men counterpart to attend school at a very tender age. This will reduce gender inequality to a certain extent, fertility will reduce, maternal mortality rate will reduce and self esteem will increase. Hence, there will be sustainable development within the society.

Health and Well-being

The significant differences between men and women in their access to sufficient nutrition, healthcare services and reproductive facilities and issues of fundamental safety and integrity of person are related to the concept of health and well-being. The World Health Organization reported that 585,000 women die every year, over 1,600 everyday, from causes related to pregnancy and child birth. Also, the Planned Parenthood Federation of America quotes estimates that 20million of the annual 46million abortions worldwide are performed unsafely. This resulted in the deaths of 80,000 women from complications, accounting for at least 13% global maternal mortality, and causing a wide range of long-term health problems. Incidences of domestic violence and sexual assault are usually not reported as a result of stigma and isolation in the society. This makes it difficult to measure the true extent of violence against women. Also, an estimate of two-million girls usually between the age of 4-8 years are forcibly subjected to female genital mutilation which leads to death, chronic infection and bleeding each year.

Gender and Development (GAD)

The Gender and development approach was conceived by socialist feminism in the 1980s. This theory aimed at correcting the lopsidedness of Women and Development Approach. GAD has two main goals. Firstly, it proves that the unequal relationship between the sexes hinders development and female participation. Secondly, it sorts to change the structure of power into a long-term goal whereby all decision-making and benefits of development are distributed on equal basis of gender neutrality. Gender and Development (GAD) approach emphasizes on the socially constructed differences between men and women and the need to challenge existing gender roles and gender relations (Bertrand, 2006).

According to the theory, sustainable development is only made possible if both male and female are equally involved in every issue not only male. Studies have shown that for any meaningful development to take place in any society, women should not be neglected since they constitute over fifty percent of the world population (Acha 2009). GAD also recognizes that women are deeply affected by the nature of patriarchal power in their societies at the household, community and national levels.

Gender and Development affirms that equality in the status of men and women is fundamental to every society since development is not only about more and better schools but also equal access to education for boys and girls. GAD departs from WID, which discussed women's subordination and lack of inclusion in discussions of international development without examining broader systems of gender relations. The GAD approach focused on how social roles, reproductive roles and economic roles are linked to gender inequalities of: masculinity and femininity not just on the biological inequalities among sexes.

Conclusion and Recommendations

The main aim of this study was to review gender equality as a key to sustainable development in Nigeria. It is a known fact that wide gap exists between men and women in many areas of the society especially in African countries. Reasons behind this cannot be farfetched as most African and Asian countries have some cultural beliefs which have been the major cause of all these inequalities. Some of these have been discussed in the chapter, which range from sex imbalance at birth, desire to have sons and more investment in sons, role of sons in some religious ritual, education and decision-making power within marriage among others. It can therefore be concluded that even though the gap is wide, it can still be closed up by giving women equal opportunity like their male counterparts in order to see how effective they could perform in many areas such as decision making, equal opportunity to education from childhood and reduction in the desires to have male children more than female. From the above conclusion, the following recommendations are made:

The cultural norms of strong desire for male children in African and Asian countries should be a bit more flexible. This can be done through campaign orientation. There should be equal investment in both sons and daughters. Equal education should be given to both male and female children especially in the Northern part of the country. More awareness should be created in women like men about the value of education and benefits of female higher education.

Women should be allowed to take decision about their lives within marriages on such issues like when to start having babies, the use of contraceptives, spacing of children and the number of children to have. Also, they should be involved in decision making in every area of the society. This will enable women's interest to be appropriately and adequately represented and considered and hence, promotes sustainable development.

References

- Acha, C.K (2009). *Women empowerment as a measure of good governance in Nigeria* *International Journal of Natural and Applied Sciences*, 5(2):167-173.
- Akinmade, O. (2000). *Teaching Education in the 21st Century Nigeria: Challenges and Strategies*. University of Jos: Nigeria.
- Anderson, S and Ray, D (2010). *Missing Women: Age and Disease*. *The Review of Economic Studies*. 77(4):1262-1300. Oxford University Press. <https://doi.org/10.1111/j.1467-937X.2010.00609>.
- Bem, L. S. (2010). *Gender Childhood and Family Life in Laura Kramer (eds.) Sociology of Gender: A Brief Introduction*. Oxford University Press.
- Bertrand, T (2006). "Being Women and Men in Africa Today: Approaching Gender Roles in Changing African Societies".
- Bruntland Commission (1987). *Development Report on Sustainable Development*: New York, USA.
- Buckland, L and Haleegoah, J (1996). *Gender Analysis in Agricultural Production*. IITA Research Guide 58. Training Program International Institute of Tropical Agriculture (IITA). Ibadan, Nigeria
- Chigozie, K.A (2015). "A Perspective on Women Gender Equality in Nigeria: Level, Differentials and Prediction". *American Journal of Applied Mathematics and Statistics* 3(1):12-16.
- Chinwokwu, E.C and Arop, S.K (2018). *Gender Equality and Women Empowerment towards Sustainable National Development in Nigeria*. *Journal of Humanities and Social Policy*. 4(1) ISSN 2545 – 5729 www.iiardpub.org
- Fatqi A. Lawal; Omisade E. Ayoade; and Akeem A. Taiwo (2016). *Promoting Gender Equality and Women's Empowerment for Sustainable Development in Africa*. 3rd International Conference on African Development Issues (CU-ICADI 2016)
- Fritschel, H. and Mohan, U. (2001). *The fruits of Girls' Education*. In: *The Unfinished Agenda – Perspectives on overcoming hunger, poverty, and environmental degradation*. (eds. Pinstrip-Andersen and Pandya-Lorch). International Food Policy Research Institute. 301pp.
- Gunther, D and Zimprich, E (1997). *Gender Orientation in the Post Harvest Sector. Pointers for Identifying Gender-Specific Aspect on the Post Harvest Sector*. Deutsche Gesellschaft Technishe.
- Iwachukwu, F (2013). *Gender Equality for Sustainable Development in Nigeria*. Institute of Development Studies, UK
- Jayachandran, S (2015). *The Roots of Gender Inequality in Developing Countries* Northwestern University November 2014, Prepared for Annual Review of Economics.

- Moser, C (1989). "Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs" *World Development* 17 (11 November) 1799-825.
- Munasinghe S. (2004). *Effective Instructions Through Dynamic Discipline* – Ohis Charles E. Merrill.
- Narayan, D. (2005). *Measuring Empowerment. Cross-Disciplinary Perspectives. The World Bank*. Pp 4-37.
- Ofor, M. O and Ben-Chendo, N.G (2011). *Sustainable Development and Female Participation in a Dynamic Global Community. Journal of Agriculture and Social Research (JASR)* 11 (2):168-173
- Ojo, A (2002). "Socio-Economic Situation", in *Africa Atlases (Nigeria)*, Paris-France, Les Editions J.A P126-127.
- Onyenekenwa, C.E and Anayo, D.N (2011). *Gender Gap and Sustainable Human Development in Nigeria: Issues and Strategic Choices. Asian Journal of Rural Development*. 1 (1): 41-53, 2011
- Osteergard, L (1992). *Gender and Development: A Practical Guide*, London: Routledge
- Robinson, M (2015). *Why gender equality is key to sustainable development. World Economic Forum*
- Salaam, T (2003). *A Brief Analysis on the situation of Women in Nigeria Today*, DSM.UN Appeal for Girls' Education" (2006) *World: Africa. BBC News*. Available from <http://www.news.blocco.uk> Google Scholar.
- United Nations Economic Commission for Europe UNECE (2012). *Empowering women for Sustainable development*. Accessed at www.unece.org on 22.3.16.
- The World Economic Forum (2014). *The Global Gender Gap Report 2014*. Switzerland,
- United Nations (2007). *The Millennium Development Goals. Report, 2007*. N.Y.
- UNFPA (1993). "Food for the Future: Women, Population and Food Security", UNFPA, New York, 1993, 6.
- UN Women (2014). *World Survey on the Role of Women in Development 2014. Gender Equality and Sustainable Development. United Nations Entity for Gender and the Empowerment of Women*.
- UN Women (2015). *Women and Sustainable Development Goals. United Nations Entity for Gender Equality and the Empowerment of Women*.
- World Health Organisation (WHO) (2014). *Maternal Mortality. Fact Sheet 348*. <http://www.who.int/medicentre/factsheet/fs.348/en/>
- World Bank Report (2001). *Engendering Development through Gender Equality in Rights, Resources, and Voice*. Accessed at www.worldbank.org on 22.3.16.