

# Gender Discrimination in the 21st Century, Sustainable Educational Development (SED) Among Women, and Legal Explanation on Human Rights Specification on Freedom of Knowledge: A Study of North of Western Nigeria

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## Abstract

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The paper focused on Girl-child education policy in Sokoto State Nigeria. The movement of education from primitive society to organic society had been a very beautiful transition in the history of human civilization. The study adopted the fundamental right of girl education in Nigeria, which had been a policy established by government (education for all). The study had technically, observed that girl's child education in Nigeria was associated with number of socio-economic and political challenges faced by women in Nigeria, indeed Sokoto State. In order to achieve this epistemological task among government, stakeholders, spiritual and community leaders, indeed parents, vital awareness is needed particularly, from the family level. The study utilized and highlighted secondary information to ensure adequate and valid data. The study therefore, introduced, and assessed governmental policy such as National Gender Policy in Basic Education that served as response to the challenges of achieving gender equality in education, as expressed in the 1999 Constitution of the Federal Republic of Nigeria, which states that access to quality education is the right of every Nigerian child male or female. The findings, therefore, revealed that, the possible actions Taken by the parents, government, traditional rulers, spiritual leaders, communality elders and stakeholders were very weak. The attainment of gender equality is not only seen as an end in itself, being a human rights issue, but is also a prerequisite for the achievement of national and international sustainable women education in the 21<sup>st</sup> century, targeting Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) before the year 2020. The study recommendations with some adoptable strategies as tools for enhancing women or girl's child education.

**Keywords:** *Girl-child, Discrimination, 21st Century, Education, & Sustainability*

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### **Background to the Study**

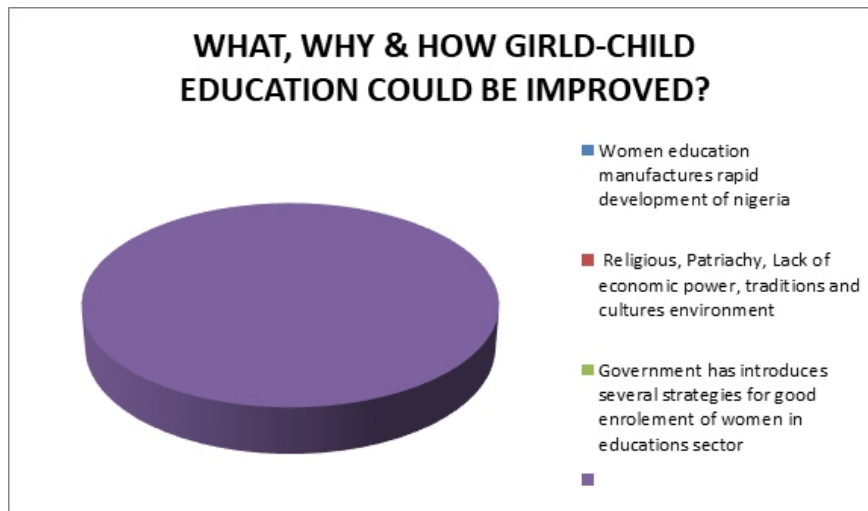
Education is a fundamental right for all Nigerians whether male or female; however, education has been referred to as a mechanism to the development of any nations. Therefore, women anywhere constitute over half of the population of the state, yet women constitute the majority of literacy in the country, the bias showed by women in northeast is over emphasizes, low participation of women into education in 21<sup>st</sup> century has been a serious socio-economic and political consequences among women in north eastern Nigeria.

Education has remained one of the significant sectors that improve both quantitative and qualitative aspect of human lives all over the world. However, women education across the world remained one of the global challenges, particularly, in the third world nations, it has become critical in Nigeria, Northwest in particular, where number of women could not have basic educational sustainability due to some socio-cultural and economic reasons. Increasingly, achieving fundamental education development remains one of the greater burdens in Nigeria, due to gender inequality among women. It had been estimated that over 1.6 billion of people among majority were women and girls, however, thousands of women and girls in Nigeria where victim of lack of education, sexual harassment, rape and many more social versus (Acharya, 2000). Numerous policies and programs were established by the government, non-governmental organization and shareholders in providing effective participation of women in education, particularly in primary, secondary and tertiary institution. "it is suggested that when you educate a male you educate individual, but when you educate a women is like you educate the entire world"

Women education is fundamental in social, economic and political development in all human society; therefore, education gives women confident better feelings of self-actualization and more refined effects on mothering practices of women and child rearing in the society' according to Levine, (2008), argued that, influence of women schooling behavior in the third world nation.

However, Levine (2008). Viewed was basic due to what the current economic and political challenges women were facing, women could regain their socio-economic and political status only if they could enroll to school and have positive live

National policy on education (NPE, 2004), the new universal basic education, stakeholders, non-governmental and other agencies have stressed and emphasizes on the need for more participation of women in education, domestic organization like "women Association of Nigeria and non-governmental organization (NGOs) with international outlook have contributed and still marking vital efforts towards improving the predication of women in education more especially in the north eastern Nigeria. Virtually, their aims were to ensure women live in a good live and they could be able to competes with their man counterparts in the all areas of economic, political and social aspects.



**Fig. 1:**

**Sources:** 2021, Reviewed Paper

### **General Background of Western Education in Nigeria**

Historically, Nigeria western education was formally, introduced by the Christian missionaries, they were the second categories of people who entered Nigeria for the purposed of teaching people religion so that they could abolished barbaric cultures and traditions with the establishment of the first school was established in the year, (1879) in Lagos (Fafunwa, 1974). This type of education was widely accepted in the southern part of Nigeria and parents send their daughters to such schools with great enthusiasm. However, western education was complexly achieved in the southern part of the country for over 50 years before it introduced to the northern part of Nigeria. Similarly, in the north parent could not send their female children to western education because of their religious and socio- cultural beliefs and practices, the female children were concentrated only on Arabic education because they view western education as a sin, their fear was western education was introduced by missionaries. However, western education began to increase in the mind of many northern, for this reason number of schools were established in the north (1930) first set of educations in the north kano, named Hajiya Madaifi the daughter of the emir of Katsina founded the school. In similar venture, in northern Nigeria the introduction

### **Statement of the Problem**

Over the years, numbers of issues have been used in order to address the contending issues surrounding social reality in relations to gender inequality among women, women all over the world have witness and still witnessing gender bias in various aspects of their lives, ranging from socio-economic and political activities. However, feminism has been defined as advocacy for social equality for men and women. The concept is generally opposed to patriarchy and sexism (Igube, 2004).

Education in Nigeria, especially seeking for admission is an expensive venture requiring huge financial involvement and solid financial backing. Generally, the relatively pathetic

poor financial disposition of Nigerian women is a critical challenge which mostly accounts for their poor participation in education. About 90% of women in Nigeria, according to (Ngara, 2013) currently live below poverty line, with these women could not be able to achieved fundamental education (Yahaya, 2012).

Considering the financial backing, the godfathers' and other financiers of prefers male to female based on the societal value and religious assumption that people developed on female candidates. The traditions we operate gives male the upper hand to engage in all aspect of lives more than the women. In Nigeria, the women poor access to credit facilities, lack of inheritance rights for developmental purposes; including culturally unacceptable control of their income and resources while living with their husbands (for married ones) contribute to their lack of financial strength as a major challenge in their active participation in education (Amali, 2003),

### **Conceptual Clarifications on Women Education**

Conceptual Clarifications Gender Equality: More often used than defined, gender equality suggests a situation where males and females have equal opportunities to realize their full human rights with capacity to contribute to and benefit from everything their societies avail or possess. This suggests that there must be openness, parity and equity in every aspect of life especially equality in education (USAID, 2008). Though Nigeria has a national gender policy, there still exists significant gaps in all areas especially education, economic empowerment and decision making.

Gender equality on the other hand which is fundamentally related to sustainable development and globally accepted as a necessity for the promotion of human rights must take into consideration, the physical and biological differences between the sexes, both of them must have the same opportunities in the course of their preparation. Gender disparity: This is found almost all over the world. In Nigeria, women are not enjoying educational, mental, professional and social, statues equal to their male counterparts. The situation is worst in rural areas with Northern Nigeria taking the lead. Here, women face different types of violence and enjoy fewer facilities including education (Hannatu, 2016). Gender Parity: According to UNESCO (2003) is attained when the same proportion of boys and girls relative to their respective age groups enter the education system, achieve set goals and advance through the different life cycles.

Education is one of the most effective development investment countries and their donor partners can make. Adequate investments in education facilitates the achievement of related development goals and increases the probability that progress will be sustained (United States Agency for International Development USAID, 2008). Education builds the human capital that is needed for economic growth and also produces significant

### **Objectives of the Study**

1. To identify and explain the factors that denied girl child education in Sokoto State
2. To examine the contribution of girl-child education in sokoto state

3. To identify the challenges confronted by girl's child education in sokoto state
4. To provide recommendations on how to improve in girl-child education

### Review of Related Literature

#### Pre-Colonial Views on Gender Inequality

Pre-colonial traditional education provided definition and identity within the ambience of African cultures. Westernization and particularly colonial educational policies watered down the purposes of traditional education in African societies. The primitive activities were the basic elements of educational system, however, non-formal education was the features of educational standard, in the northern parts of the country cultural traditions was the basic element of educational development in Nigeria.

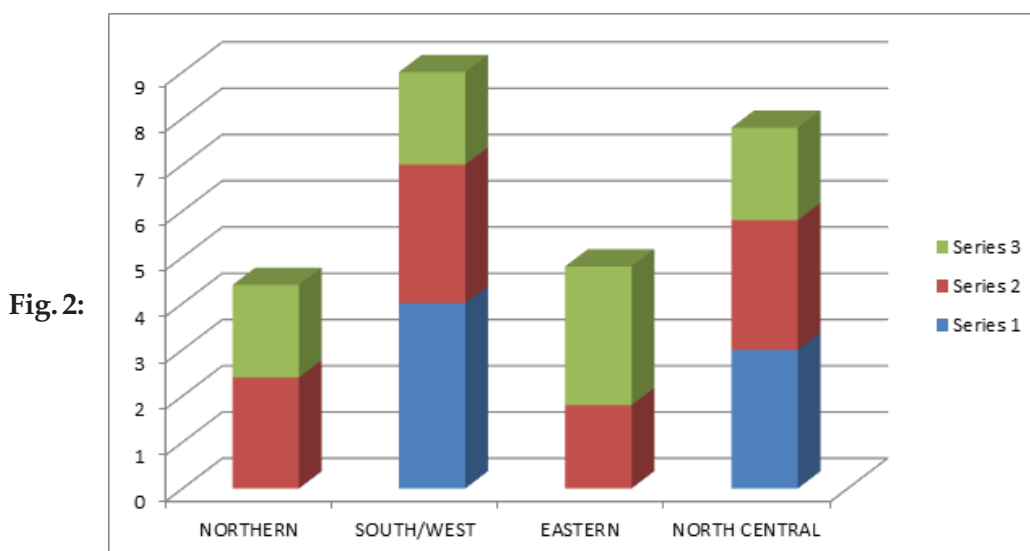


Fig. 2:

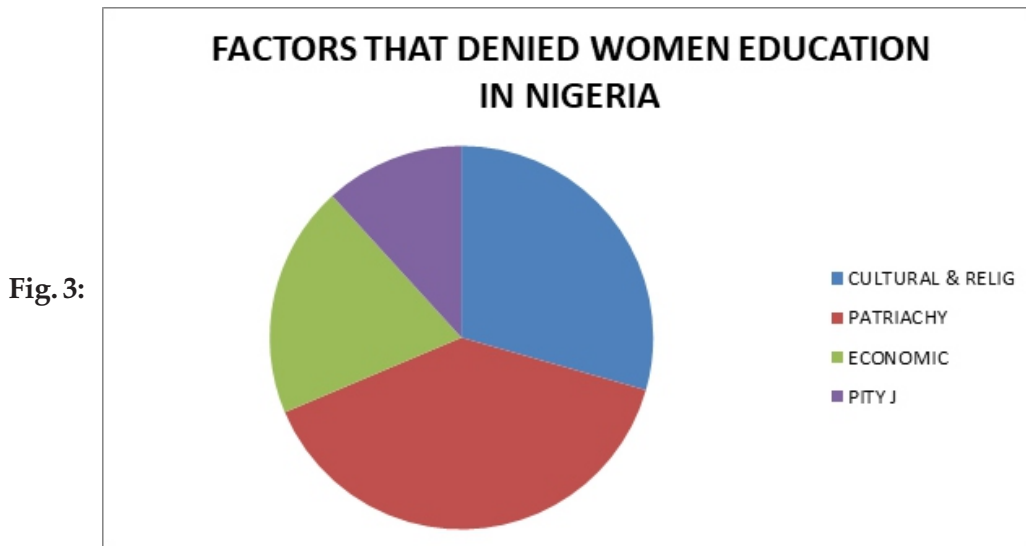
Source: Empirical Reviuw, 2019,

It was understood that the above interpretation shows that, in the pre-colonial era educational development was not adequately and properly achieved due to the introduction of Islamic religion by a scholar called USTHMANU BIN FODIO who had made fundamental contribution towards the establishment of Islamic religion. However, western education was no longer an issue. Parent could not send their male children to school, because they have the believed that western education is un-Islamic or western education is against Islamic religion. The stereotypes of many northern parent hard decay educational development in the northern Nigeria. Virtually, in the South East Nigeria education has given a vital ground due to the introduction of missionaries whom they engaged in several communities in the south east part of the country, parent have sent their children to school which for now had improved in the number of educationalists.

#### Women and Education in Nigeria

Heyzer (1995), women in Nigeria constitutes half of the population and yet women are looking as second-class citizens due to some certain fundamental factors such factors

could be identify as low economic status among women, lack of education, patriarchy ideology, religious and cultural factors pity jealous among women and many more, the inability of women to have access to education in Nigeria could be summarize as follows:



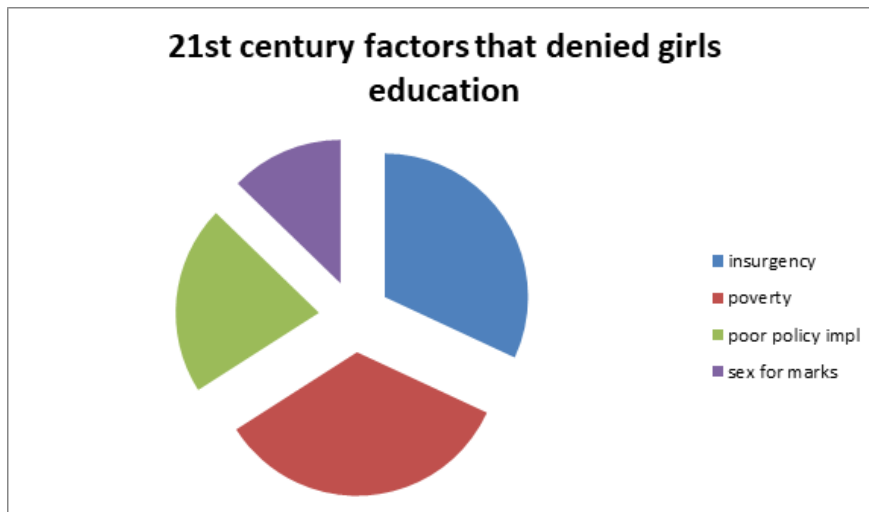
**Source:** Empirical Review, 2019

From the above table indicated that, cultural and religious factors have for long denied women access to education peculiarly in the Northern Nigeria whom they were dominated by religious and traditional beliefs practices, additionally, women in the family level have given more concern to boy's educational development, but their women or girls partners were only demised in the kitchen and other domestic work. Economic for long have contributed in the low participation of women education, however, number of women are poor due to that low socio and economic status has decayed women educational participation

#### **Factors Militating against Girl-child Education in 21<sup>st</sup> century**

Numbers of factors have denied gills child education such factors could be identify as follows:

Fig. 4:



Source: Empirical review, 2019

#### Sex for Marks in Nigerian Institutions

This is another vital problem that comes up, sexual abuse in Nigerian institutions which serves as a tactical way in disallowing parents to send their female children to schools. Several cases regarding sex for marks are now rampant in many of our institutions of learning, and parents have developed no confidence in sending their female children to schools, and the government is silent on the ugly situation.

#### Theoretical Framework

Radical feminism was a beautiful movement towards women and girls' liberty. This model was introduced to challenge the dictatorship of the male in various areas such as economic, politics, spiritual aspects, education, and many more sensitive places dominated by men. For this model, chances should be given to women so that they could play their role in the development of the nation. Increasingly, this model argued that gender is just social construction and could be abolished.

#### Conclusion

Women education is one of the fundamental developments that enhance the effectiveness and efficiency of any nation. However, no nation will develop without allowing its female population into education. Because education is one of the bedrocks of development. It is observed that to educate a woman is like you are educating the entire world. Basically, several factors have decreased women's participation in education, such as religion, cultural beliefs, sex for marks, insurgency, poverty, and many more.

#### Summary/Findings/Recommendations

Campaigning on the significance of women or girls' child education.

Engagement of international organizations and other civil societies across the globe should partner with the government in respect of women and girls' child education in Nigeria and to improve the quality and quantity of women education across Nigeria.

Introduction and implementation of policies and programmes that could promote the status of women socially and economically so that poverty among women will reduce with that, women could have the powers to engage in educational attainment Free and Compulsory Basic Education, the Federal Government of Nigeria should be introduced through the intervention of UBE.

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