

Teachers' As Catalyst: Mainstreaming Gender Inclusivity Beyond the Secondary School Curriculum for Sustainable Development in the 21st Century Nigeria

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Abstract

Nigeria has made policy commitments to gender equality through the Sustainable Development Goals (SDGs) 4 (Quality Education) and 5 (Gender Equality). Despite this commitment, disparities still persist, with 7.6 million girls out of school and deep-rooted societal norms limiting girls' educational and economic opportunities. Curriculum reform alone is insufficient to eliminate this inequality. This position paper contends that teachers are the most critical yet their potential in advancing gender inclusivity is often underutilized. Sustainable change requires a deliberate expansion of teachers' responsibilities beyond the formal curriculum to include critically analyzing instructional materials, adopting inclusive teaching methods, serving as positive role models, and advocating within their communities. Through these roles, teachers can help bridge the gap between policy intentions and the realities experienced in schools and society. However, challenges such as inadequate teachers' training, cultural norms constrain these efforts. The paper concludes that empowering Teachers as catalysts of change is not merely a pedagogical approach but a necessary step toward translating gender policy into meaningful action and recommended amongst others for continuous professional development programs that equip teachers with the skills and knowledge required to promote gender inclusivity.

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Background to the Study

Education is the process through which individuals develop the physical, intellectual, and social competencies required by the society into which they are born, enabling them to function effectively and contribute meaningfully to societal progress. It is widely recognized as a basic human right because it equips people with the knowledge, skills, and values necessary to lead productive lives and participate actively in national development. It is consistently identified as the primary mechanism for disrupting intergenerational cycles of inequality, with secondary schooling serving as a critical juncture for shaping young people's trajectories. Secondary education is the level of education that children receive after completing primary education and before proceeding to tertiary institutions. Its primary objectives are to prepare individuals for useful living within society and to lay the foundation for higher education (FRN, 2014). At this level, subjects such as Civic Education, Social Studies, Entrepreneurship Education, and Business Studies provide important opportunities to integrate gender-inclusive principles into teaching and learning processes.

According to the World Economic Forum (2023), Nigeria still faces a significant gender gap in areas such as political representation and employment opportunities. Recent reports also indicate that approximately 7.6 million girls remain out of school at the primary and junior secondary levels. The situation is particularly severe in the Northeast and Northwest regions of the country, where poverty, insecurity, and entrenched cultural practices continue to hinder girls' access to education (UNICEF, 2025). Over the past two decades, global initiatives have emphasized the importance of promoting gender equality and integrating gender considerations into educational systems. Although several countries have made notable progress toward achieving gender parity in education (World Bank, 2012).

Notwithstanding the existence of international commitments, most notably Sustainable Development Goals 4 (Quality Education) and Goal 5 (Gender Equality) which advocate for inclusive, equitable education and the empowerment of women and girls. Deeply entrenched disparities still persist, limiting the full participation of female students in educational and socio-economic activities. Studies have revealed significant regional disparities between the Northern and Southern Nigeria regarding the accessibility of boys and girl's education, underscoring the need for context-specific interventions to ensure uniform progress towards gender and social inclusion. These disparities are not just numbers, they mirror and reinforce wider inequalities in economic empowerment, political representation, and legal rights that continue to restrict Nigerian women full participation in national life (Awopetu, 2025). Although successive government have adopted gender-transformative language and launched targeted programs, students' actual school experience remains deeply divided by gender. Studies has also indicated that gender bias still persists in Nigerian secondary schools. Subtle classroom dynamics often reinforce stereotypes, affecting students' participation in STEM subjects, leadership roles, and entrepreneurial activities. Additionally, socio-cultural factors—such as early marriage in certain regions and deeply rooted patriarchal beliefs, continue to shape girls' educational participation and future career prospects. Consequently, educational institutions are expected to cultivate environments that promote gender inclusivity, mutual respect, and equal opportunities for all learners.

Gender inclusivity is the practice of ensuring that individuals of all genders have equal access to opportunities, resources, and decision-making power, while recognizing and valuing their diverse experiences and needs. It goes beyond achieving equal enrollment figures and extends to ensuring balanced participation in classroom discussions, leadership roles, and the distribution of educational resources. According to the United Nations (2015), gender equality encompasses not only equal rights but also equal opportunities and outcomes across social, economic, and political spheres. Within educational settings, achieving gender inclusivity requires dismantling both structural and cultural barriers that limit learners' participation, while ensuring equitable representation in curriculum content, teaching approaches, and assessment practices. It also involves identifying and addressing hidden biases embedded within the informal or “hidden” curriculum.

Curriculum itself refers to the organized set of learning experiences designed and delivered by an educational institution. It outlines the knowledge and skills students are expected to acquire, the methods through which instruction is delivered, the resources used for teaching, and the criteria used to evaluate learning outcomes (Mohanna, 2023). The Nigerian Educational Research and Development Council (NERDC, 2020) identifies the curriculum as the central framework guiding teaching and learning activities, playing a critical role in shaping access to education, student retention, and equity. However, in many instances the curriculum remains disconnected from local economic realities and fails to equip learners with practical skills needed for entrepreneurship, employment, and community development. The current Nigerian secondary school curriculum often lacks the flexibility, inclusiveness, and contextual relevance needed to engage all learners effectively. Its structure and delivery sometimes fail to address the realities faced by students in rural communities, nomadic populations, and conflict-affected areas, thereby worsening gender disparities in education. Addressing these challenges requires the deliberate integration of gender-inclusive principles that ensure every learner feels valued, respected, and supported regardless of gender.

Nigeria has demonstrated formal commitment to these principles through several policy initiatives. The National Policy on Education affirms that education is a right for every citizen irrespective of gender. Similarly, the Universal Basic Education (UBE) program introduced in 1999 aimed to provide free and compulsory education to all Nigerian children. Nevertheless, research by Adeyemo and Muhammad (2026) reveals that gender bias still manifests within classroom practices. For instance, teachers often interact more frequently with male students and tend to assign them more intellectually demanding tasks, while female students are frequently praised for qualities such as obedience and neatness. Such practices reinforce traditional gender stereotypes and may influence students' confidence levels, participation in classroom activities, and long-term academic and career ambitions. Hence a call for a more expansive conceptualization of gender-transformative education. One that moves beyond curricular reform to encompass pedagogical practices, classroom interactions, institutional cultures and teacher reflexivity (Unterhalter & North, 2016; Patrick, 2010). Etejere (2026) argued that Universities, colleges and secondary schools must be reconceived as inclusive spaces where access, participation, achievement and leadership opportunities are equitably

distributed, requiring not only gender-sensitive curricula but also inclusive leadership structures and learning environments that actively challenge stereotypes than reinforce them.

Despite the establishment of policy frameworks to promoting gender equality in education, there still exist persistent gendered disparity in Secondary schools, especially in the Northern Nigeria due to their religious norms, socio-economic factor etc. However, the deeper problem lies not in access alone but in the over-reliance on formal curriculum reform as the primary mechanism for achieving gender inclusivity. While the formal secondary school curriculum is essential, it alone cannot bring about profound social transformation toward gender equality. It often ignores how teachers, through their daily pedagogical practices, language, classroom management, teacher-student interactions, co-curricular participation, which may unintentionally perpetuate inequality. Some textbooks often overlook female authors and role models, classroom discussions may unintentionally reinforce male dominance, and curricular content rarely provides opportunities to critically examine the social structures that sustain gender inequality. When schools fail to actively promote gender inclusivity beyond textbook content, they risk reinforcing discriminatory norms, which undermines national aspirations for social cohesion, economic growth, and sustainable development. Achieving gender inclusivity requires more than revising textbooks; it demands a fundamental shift that extend beyond the formal curriculum. A shift that empowers and equips teachers to model, promote, and advocate for gender equality within and beyond the classroom. Without repositioning Teachers as catalyst and not mere curriculum implementers, Nigerian secondary education will remain fragmented and insufficient because teachers' hold the key to bridging the gap between policy and practice and to building a more equitable and sustainable future for Nigeria in the twenty-first century.

Conceptual Clarifications

Concept of Gender Inclusivity

Gender refers to the socially constructed roles, behaviors, expectations, and power relations that societies assign to males and females. Unlike biological sex which is determined by physiological and genetic characteristics, gender is shaped through socialization processes, cultural traditions, institutional practices, and historical contexts. The World Health Organization (2023) defines gender as the socially constructed attributes, norms, roles, and relationships associated with women, men, girls, and boys across different societies. This view emphasizes that gender identities and roles are not biologically predetermined but are created and reinforced through social interactions and cultural practices. As such, they can be transformed through education, progressive policies, and broader social change. Similarly, UNESCO (2019) describes gender as a socio-cultural concept that significantly influences individuals' access to resources, participation in decision-making processes, and opportunities for education and development. In the Nigerian context, dominant patriarchal traditions continue to shape gender relations, often determining patterns of involvement in governance, entrepreneurship, and public leadership. Understanding gender as a socially constructed concept provides a theoretical basis for positioning teachers as transformative agents capable of challenging entrenched inequalities and reshaping societal norms through curriculum implementation and educational practice.

Gender inclusivity, therefore, refers to the deliberate effort to ensure that individuals of all genders have equitable access to resources, opportunities, and positions of influence, while acknowledging and respecting their diverse needs and experiences. It goes beyond achieving equal enrollment rates to encompass fair participation in classroom interactions, equal access to leadership opportunities, and the just distribution of educational resources. According to the United Nations (2015), gender equality involves not only the provision of equal rights but also the assurance of equal opportunities and outcomes across social, economic, and political spheres. Within educational environments, fostering gender inclusivity requires addressing and dismantling structural and cultural barriers that restrict learners' participation. It also involves ensuring balanced representation in curriculum content, adopting inclusive teaching methods, and applying fair assessment practices. Additionally, promoting gender inclusivity requires confronting and correcting the subtle biases and stereotypes embedded in the hidden curriculum that often shape students' attitudes and perceptions.

Gender equality itself is widely recognized as a fundamental human right that guarantees all individuals regardless of gender equal rights, responsibilities, opportunities, and protection under the law. It promotes equal access to education, economic participation, and leadership roles while contributing to dignity, social justice, and sustainable development. Within the framework of the United Nations Sustainable Development Goals (SDGs), gender equality is identified as a key driver of sustainable development, particularly through the promotion of inclusive and equitable education systems that equip all learners with the knowledge, skills, and attitudes required for meaningful participation in society and economic productivity. Although Nigeria's National Policy on Education affirms the principle of equal educational opportunities for all citizens irrespective of gender (FME, 2013), the practical integration of this commitment into curriculum content, teaching practices, and school culture remains inconsistent despite constitutional guarantees and international commitments.

Studies have shown that gender stereotypes continue to reinforce through instructional materials and classroom interactions. Many textbooks portray males predominantly in leadership, scientific, and entrepreneurial roles, while females are frequently depicted in supportive or domestic positions. Such portrayals can shape students' perceptions of societal expectations and influence their views about appropriate career paths. Consequently, female learners may internalize limiting beliefs about their capabilities, which can discourage their participation in leadership, entrepreneurship, and other fields traditionally perceived as male-dominated. These patterns ultimately reinforce existing barriers to gender equality and highlight the need for deliberate educational interventions that promote more balanced and inclusive representations within teaching and learning environments.

Teachers

A teacher is generally defined as a professionally trained individual who possesses the knowledge, skills, and competence required to facilitate learning and guide students' development (TRCN, 2002). They occupy a central position within the education system as interpreters and implementers of the curriculum. Mbakwem (2002) further describes a

teacher as a person who combines mastery of subject content with appropriate pedagogical skills in order to lead learners through organized learning experiences that encourage knowledge acquisition and the development of practical competencies. Beyond delivering subject knowledge, they shape students' attitudes, influence career aspirations, and create classroom environments that can either challenge or reinforce gender stereotypes.

However, many teacher education programs do not adequately prepare educators with the knowledge and skills required for gender-responsive teaching practices, thereby limiting their ability to effectively promote inclusivity (Ezegwu, 2021). In the rapidly evolving context of the 21st century characterized by digital innovation, entrepreneurship, and global interconnectedness, teachers are expected to go beyond routine instruction and assume transformative leadership roles. The extent to which curriculum reforms translate into meaningful social impact largely depends on teachers' pedagogical orientation and professional commitment. As a result, adopting gender-responsive instructional strategies, fostering inclusive classroom environments, and engaging actively with communities become essential for integrating gender inclusivity beyond the written curriculum.

A Catalyst refers to an agent that stimulates or accelerates change within a system. Teachers function as catalysts when they intentionally promote positive values, challenge discriminatory beliefs, and encourage inclusive participation through their instructional methods and leadership roles. From the perspective of curriculum theory, teachers are not simply transmitters of predetermined content; rather, they are active interpreters who transform educational policies and curricular guidelines into meaningful classroom practices. In the Nigerian educational context, the influence of teachers extends beyond academic instruction to include the promotion of moral values, civic awareness, and social role modelling. Their beliefs, attitudes, and classroom practices play a vital role in determining whether gender-inclusive policies are effectively implemented or unintentionally weakened. In this regard, Ibara (2017) emphasizes that teacher's act as role models and agents of socialization who significantly shape students' perspectives on gender equality, citizenship, and social responsibility.

Secondary School

In Nigeria, the National Policy on Education (FRN, 2014) defines secondary education as the stage of schooling that learners undergo after completing primary education and before proceeding to tertiary institutions. The policy outlines two major objectives for secondary education: preparing individuals for meaningful and productive living within society and equipping them for further academic pursuits. To accomplish these goals, secondary education is structured to last six years and is divided into two phases—Junior Secondary School (JSS) and Senior Secondary School (SSS). The junior level focuses on providing foundational knowledge and basic skills across a range of subjects, while the senior level offers a broader and more comprehensive curriculum. This stage combines core academic subjects with practical and entrepreneurial studies aimed at producing well-rounded learners capable of adapting to socio-economic realities. Although the inclusion of compulsory trade and

vocational subjects demonstrates a progressive effort to address challenges such as unemployment, the expected outcomes have not been fully realized due to ongoing implementation constraints and difficulties in aligning the system with global educational standards. Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO), opined that secondary education represents the stage that completes the foundation of basic education initiated at the primary level and seeks to promote lifelong learning and human development. It does this by offering more specialized instruction in academic and skill-oriented subjects delivered by subject specialists (UNESCO Institute for Statistics, 2012). As such, secondary education plays a significant role in both personal development and national advancement. Despite its importance, gender inclusivity within secondary education is often treated as a separate or peripheral topic rather than being integrated as a central principle guiding teaching practices, classroom interactions, evaluation procedures, and student leadership opportunities. Moreover, elements of the hidden curriculum including teachers' expectations, portrayals in textbooks, classroom participation patterns, and the broader culture of the school environment frequently reinforce traditional gender stereotypes. These subtle influences can shape learners' perceptions of gender roles and affect their academic confidence and aspirations.

Curriculum

Curriculum can be understood as an organized body of learning experiences provided by an educational institution to guide the teaching and learning process. According to Mohanna, David, Elizabeth and Ruth (2023), it specifies what learners are expected to study, the approaches used for instruction, the learning resources required, and the criteria and procedures used to assess students' academic progress. More broadly, the curriculum encompasses subject content, instructional strategies, organizational frameworks, learning activities, and evaluation techniques that structure educational delivery (McDonald, 2024). Similarly, Wahab and Arubuo (2021) describe curriculum as the entire body of knowledge and learning experiences transmitted to students by educators both within and beyond the classroom in order to achieve predetermined educational goals. From this perspective, the curriculum extends beyond a simple compilation of subjects; it represents a comprehensive framework designed to stimulate intellectual development and guide learners toward meaningful educational outcomes. In support of this view, Okoro (2016) explains that curriculum embodies the knowledge, skills, attitudes, and values that a nation seeks to transmit to its citizens through the formal education system. These societal expectations and aspirations are organized into different school subjects and learning experiences across various levels of education. Thus, the curriculum functions not merely as a list of academic subjects but as a powerful instrument for intellectual development and societal transformation. The curriculum also plays a significant role in promoting civic values and nurturing responsible, democratic citizens (Amadi & Anele, 2022). By structuring learning experiences in this way, the curriculum aims to prepare young people for both academic advancement and meaningful participation in the socio-economic development of society.

However, the curriculum has often been criticized for placing excessive emphasis on memorization and theoretical knowledge, sometimes presenting content that is disconnected from students' lived realities. Such limitations reduce its effectiveness in fostering democratic ideals and critical thinking skills (Enu & Eba, 2011). Moreover, although teachers are responsible for implementing the curriculum, many lacks adequate preparation in gender-responsive teaching methods, which limits the effectiveness of policies designed to promote inclusivity. Studies indicates that subtle forms of gender bias continue to exist in Nigerian secondary school classrooms, including disparities in teaching practices, limited representation of female role models in science, technology, engineering, and mathematics (STEM), and persistent societal stereotypes that influence students' participation and aspirations (Olarowaju et al., 2026). Ultimately, the manner in which teachers deliver lessons and interact with learners determines whether the principles of equity and inclusion are effectively realized in practice. Therefore, a comprehensive curriculum should incorporate value-oriented education that encourages fairness, inclusivity, and the development of democratic and sustainable societal practices.

Sustainable Development

The Brundtland Report (1987) defines sustainable development as *development that meets the needs of the present without compromising the ability of future generations to meet their own needs* (United Nations, 2015). This concept emphasizes a balanced approach to development that integrates economic progress, environmental protection, and social well-being in order to ensure long-term prosperity for societies. Sustainable development is therefore built on three major interconnected pillars. To begin with, economic sustainability focuses on promoting economic growth that benefits all segments of society. It seeks to ensure that development opportunities are distributed fairly and that economic systems create employment, reduce poverty, and improve the standard of living for citizens. In addition, environmental sustainability involves protecting natural ecosystems and managing resources responsibly so that they remain available for future generations. This includes reducing environmental degradation, minimizing pollution, promoting efficient use of natural resources, and addressing the impacts of climate change. Furthermore, social sustainability emphasizes the promotion of social justice, equality, and inclusiveness. It ensures that individuals and communities have access to essential resources such as education, healthcare, and economic opportunities while fostering social cohesion and equity.

Within the Nigerian context, sustainable development is closely linked to inclusive human capital development, entrepreneurial innovation, democratic governance, and social harmony. Education plays a central role in achieving these objectives, particularly when it promotes gender inclusivity. By ensuring that both boys and girls have equal opportunities to learn and develop their capabilities, education can help break persistent cycles of poverty and marginalization. When girls are equipped with relevant knowledge and skills, they are better positioned to participate in economic activities, make informed life choices, and contribute to national development. Consequently, strengthening gender inclusivity in educational institutions aligns with both national development priorities and global initiatives such as the

Sustainable Development Goals (SDGs). In particular, SDG 4, which promotes inclusive and quality education, and SDG 5, which focuses on achieving gender equality, highlight the importance of equitable learning opportunities for all. By promoting fair access to education and empowering both male and female learners, Nigeria can build a stronger human capital base, reduce social disparities, and accelerate progress toward sustainable national development.

Challenges that Hinder Effective Mainstreaming of Gender Inclusivity in Nigeria

Despite Nigeria's formal commitment to various international treaties and frameworks promoting gender equality, several persistent challenges continue to hinder the effective realization of these commitments. These obstacles affect both the educational system and broader societal efforts to promote gender inclusivity.

- 1. Cultural and Religious Patriarchy:** Deeply rooted patriarchal traditions and cultural norms in many Nigerian communities continue to place men in dominant positions of authority and influence. These beliefs often limit women's participation in leadership, governance, and decision-making processes. Such social expectations reinforce gender hierarchies and make it difficult to achieve equal representation and opportunities for women and girls.
- 2. Socio-economic Constraints:** High levels of poverty and unequal access to quality education, particularly for girls, restrict women's economic empowerment and independence. Families facing financial hardship may prioritize the education of boys over girls, thereby limiting girls' educational attainment and future employment opportunities.
- 3. Early Marriage and Teenage Pregnancy:** Early marriage and adolescent pregnancy remain significant barriers to girls' continued participation in secondary education, especially in rural areas and parts of Northern Nigeria. These practices often lead to school dropout, reducing girls' chances of completing their education and limiting their long-term socio-economic prospects. As a result, efforts to promote gender equality and inclusive education are weakened.
- 4. Gender Stereotyping within Curriculum and School Culture:** Gender biases embedded in textbooks, classroom interactions, and broader school culture frequently reinforce traditional gender roles. These stereotypes shape students' perceptions of suitable careers and academic fields, often discouraging girls from pursuing disciplines such as science, technology, engineering, and mathematics (STEM). Such representations contribute to persistent gender disparities in certain fields of study.
- 5. Inadequate Teacher Training in Gender-Responsive Pedagogy:** Many teachers lack sufficient training in gender-responsive teaching approaches. Without professional development in inclusive instructional practices, gender-sensitive curriculum delivery, and equitable assessment methods, educators may unintentionally reinforce existing biases rather than challenge them. This limits the effectiveness of gender equality policies within the classroom.
- 6. Policy Implementation Gaps:** Although several policies supporting gender equality in education exist, their implementation often faces significant challenges. These

include insufficient funding for gender-focused programs, delayed or incomplete release of allocated resources, and weak monitoring mechanisms. Such gaps reduce the practical impact of policy initiatives.

7. **Insecurity and School-Related Gender-Based Violence:** Safety concerns present another major barrier to girls' education. In some areas, insecurity during travel to and from school, as well as incidents of gender-based violence within or around school environments, discourage families from allowing girls to attend school regularly. These threats undermine efforts to create safe and inclusive learning environments.

Together, these challenges highlight the complexity of achieving gender equality in Nigeria's educational system and underscore the need for coordinated interventions involving policy reform, community engagement, teacher training, and improved school safety measures.

Strategies for promoting gender inclusivity in Nigerian secondary schools

1. **Gender-Responsive Pedagogy:** teachers should tailor lesson plans to address the systematic learning needs of boys and girls, ensuring equal opportunities for participation.
2. **Role modelling and mentorship:** teachers should demonstrate gender fairness and respect, also encourage girls and boys equally in leadership and STEM
3. **Inclusive language and materials:** using gender neutral language and selecting teaching material, images, and examples that avoid traditional gender stereotypes.
4. **Addressing Bias:** actively identifying and mitigating personal biases in, for example calling on students or assigning tasks which can be achieved through self-reflection and professional training.
5. **Safety and Environment:** creating a safe, welcoming environment that prevents sexual harassment and promotes gender equity.
6. **Teachers' continuous professional development and self-reflection on gender-responsive pedagogy.**
7. **Collaborate with parents, school leaders and community groups to promote gender equality values outside the classroom**
8. **There should be ongoing monitoring to assess what is working and what needs adjustment.**

Conclusion

This paper positioned Teachers as Catalyst for mainstreaming gender inclusivity beyond the secondary school curriculum for sustainable development in the 21st century Nigeria. The teacher is the maker of a nation. Hence, no teacher, no future. They play a crucial role as agents of change in shaping the values, attitudes, and perspectives of future generations through daily classroom interactions. Gender equality has made considerable progress in education policies, but implementation is still limited in practice. Achieving true gender inclusivity requires more than policy statements or curriculum adjustments. It demands transformative teaching practices that extend beyond the formal curriculum. While curriculum reforms are important, they alone cannot dismantle the deeply-rooted cultural norms and societal beliefs

that continue to hinder gender inclusivity. The study highlighted the gap between formal curriculum policy and actual classroom practice on gender issues. It also frames teachers' not just as implementers of the curriculum, but as active agents of change who critique and reshape it. It further linked gender-inclusive teaching directly to sustainable development and national progress in Nigeria. For meaningful progress to occur, teachers need targeted professional development to help them identify bias, confront stereotypes and exemplify equity in the curriculum they implement in their daily classroom interactions. Effective education policy requires more than curriculum reform; it should also prioritize teacher empowerment, systematic monitoring of classroom practices and creating accountability mechanisms for gender-responsive pedagogy. Teachers serve as the critical link between curricular intent and social outcomes. When equipped to exemplify equality and broaden opportunities daily, they translate gender inclusion from abstract policy into tangible lived experience consequently, investment in teachers as agents of change constitutes a national development imperative, essential for building a more equitable, innovative and sustainable society.

Recommendations

To effectively advance gender inclusivity and support sustainable development in Nigeria, the following recommendations are proposed:

1. Teachers should continually engage in self-reflection regarding their attitudes, instructional approaches, and classroom interactions. They should adopt intentional and equitable classroom management strategies, promote inclusive dialogue by using gender-sensitive language, and actively challenge stereotypes that may affect students' confidence and participation.
2. School administrators should develop and implement clear gender-responsive policies within schools. They should also support continuous professional development for teachers on gender-inclusive education, foster a school culture that promotes equality and respect, and encourage active engagement with parents and local communities
3. Curriculum developers and policymakers should review and revise the existing curriculum through a gender-sensitive lens to ensure balanced representation and inclusive content. In addition, stronger policy frameworks and effective monitoring mechanisms should be established to ensure that gender equality initiatives are properly implemented in schools.
4. Teachers should work closely with parents, community leaders, and civil society organizations to raise awareness about the importance of gender equality and equal educational opportunities for both boys and girls. Community-based engagement initiatives can play a vital role in addressing cultural beliefs and practices that discourage girls' participation in education.
5. Gender inclusivity should be incorporated across all subject areas rather than being limited to subjects such as Civic Education or Social Studies. For example, science lessons can highlight the contributions of female scientists, while business and entrepreneurship education can showcase successful women entrepreneurs. Such

- integration helps normalize gender equality and broaden students' perspectives on leadership and career possibilities.
6. Resources allocation, teaching materials and administrative backing to enable teachers' practice inclusivity effectively

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