



SUSTAINABLE EDUCATION IN AFRICA

Peer Reviewed Book Chapter



SUSTAINABLE EDUCATION IN AFRICA

Peer Reviewed Book Chapter

© 2025 International Journal of Education,
Management & Global Development - IJEMGD

This work is licensed under a Creative Commons Attribution (CC BY) License <https://creativecommons.org/licenses/by/4.0/>. This permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. Authors retain the right to use their work for teaching, research, and other non-commercial purposes.



Published By



Chroniva Publishers

Available at

<https://chroniva.org>

EDITORIAL BOARD MEMBERS

Chief-Editor

Chinyere Otuu UGUBA

*Department of Educational management and Administration, Faculty of Education
Educational management and Administration
Alex Ekwueme Federal University Ndufu Nlike
Ebonyi state Nigeria.*

Series Editor

Niyi Jacob Ogunode - PhD

Department. Of educational management, faculty of education. University of Abuja, Nigeria

Chinyere Otuu UGUBA. (Chief-Editor)

*Department of Educational management and Administration, Faculty of Education
Educational management and Administration
Alex Ekwueme Federal University Ndufu Nlike Ebonyi
state Nigeria.*

Niyi Jacob Ogunode - PhD

Department. Of educational management, faculty of education. University of Abuja, Nigeria

Harry Orugba OVHARHE

*Innovation and Entrepreneurship Development
Entrepreneurship Centre, College of Health Science & Tech, UPTH*

Conrad Ugochukwu UKOZOR (NAEP, FAKASA, FIPMA)

Catholic Archdiocese of Abuja

Victor Olugbenga AYOKO

Member, Open Distance and E-learning Association of Nigeria.

Member, Institute of professional Managers and Administrator.

*Member, Development studies Association, UK.
National Open University of Nigeria*

Afolabi Iyabode Omolola; PhD

*Aminu Kano Association of Academic Scholars
AKASA / Fellow*

Akinlade Olabisi Monsurat Ph.D

University of Abuja

*Nigerian Association for Educational Administration
and Planning (NAEAP) - Member*

*Aminu Kano Association of Academic Scholars
(AKASA) - Fellow Member*

*Forum for Africa Women Educationalists (FAWE) -
Member.*

Dr. Nwodo, Sylvester Nnaemeka.

*Dept of Sociology and Anthropology, Faculty of Social
Sciences, Enugu State University of Science and
Technology.*

Acknowledgments

The authors gratefully acknowledge the support of our academic institutions and colleagues whose insights and contributions informed the development of this chapter, Sustainable Education in Africa. We also extend our appreciation to the editors of this volume for their guidance and for providing a platform to share our collective work.

CONTRIBUTING AUTHORS

Udegbe Chigozie Charles,

Department of Educational Management. Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam.

Olofinkua Vincent Kayode, PhD

Department of Educational Management, St. Augustine College of Education, Akoka, Lagos State

Email: volofinkua@staugustinecollege.edu.ng

ORCID: 0009-0001-8327-7341

ONAFOWOPE Mary Adesola, PhD

Department of Educational Management, St. Augustine College of Education, Akoka, Lagos State

Email: conafowope@staugustinecollege.edu.ng

ORCID: 0009-0001-3408-4164

Oweikpodor Vera Gbaeprekumo (Ph.D)

Educational Management and Foundations Delta State University Abraka

Email: gbakumovera@gmail.com

oweikpodor.vera@delsu.edu.ng

ORCID: <https://orcid.org/0000-0003-1216-0565>

Awadiegwu Amaka Emmanuela

Department of Educational Management. Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam.

Nwankwo Nkechi Chinelo (Ph.D)

Department of Educational Management. Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam.

EDOR JOB JOHN

Department of Educational Management. Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam

Ugwunnamchi Uchenna Jacinta Ph.D

Department of Educational Foundation, School of Education, St Paul's College of Education Nnewi Anambra state

Unachukwu Ijeoma Blessing (Ph.D)

Department Of Economics Education, Federal College of Education, (Technical) Umunze

ONAFOWOPE Mary Adesola, PhD

Department of Educational Management, St. Augustine College of Education, Akoka, Lagos State

Email: conafowope@staugustinecollege.edu.ng

ORCID: 0009-0001-3408-4164

OLOFINKUA Vincent Kayode, PhD

Department of Educational Management, St. Augustine College of Education, Akoka, Lagos State

Email: volofinkua@staugustinecollege.edu.ng

ORCID: 0009-0001-8327-7341

OWEIKPODOR Vera Gbaeprekumo (Ph.D)

Educational Management and Foundations Delta State University Abraka

Email: gbakumovera@gmail.com

oweikpodor.vera@delsu.edu.ng

ORCID: <https://orcid.org/0000-0003-1216-0565>

Ughenu, Nwamaka Perpetua

Department of Educational Management. Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam.

Eke, Ben Ethel, PhD.

Department of Educational Psychology, Guidance and Counselling, Faculty of Education, Rivers State University, Port Harcourt

Oranusi Ndidi Stella.

Department of Educational Management. Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam.

Victor Olugbenga Ayoko

Department of Educational Foundations, Faculty of Education, Open University of Faculty of Education, National, Nigeria

Email: victorayoko@gmail.com

SALIHU, Habibat Atti Ph.D

Centre for Management Development. North Central Zonal offices, Abuja

Email: habmumin@yahoo.co.uk

Dr. Rauf Olaiya Sarafadeen

Department of Educational Foundations, Federal University, Lafia

Email: rauf.olaiya@fulafia.edu.ng

Niyi Jacob Ogunode - PhD

Department. Of educational management, faculty of education. University of Abuja, Nigeria **ORCID ID:**0009-0002-3381-8688.

Email: niyijacobogunode@gmail.com

TABLE OF CONTENTS

Cover Title	
Editorial Board Members	iii
Acknowledgement	iv
Contributing Authors	v
Table of Contents	vi
<i>Concluding Synthesis</i>	163
<i>Implications for Practice</i>	164
<i>Editors' Note</i>	165

1	ARTIFICIAL INTELLIGENCE AND EDUCATIONAL PLANNING IN NIGERIA: PROSPECTS, CHALLENGES, AND POLICY IMPLICATIONS FOR SUSTAINABLE EDUCATIONAL DEVELOPMENT	1
	<i>UDEGBE Chigozie Charles</i>	
2	DIGITALIZATION AND EDUCATIONAL MANAGEMENT IN NIGERIA: IMPLICATIONS FOR ADMINISTRATIVE EFFICIENCY, ACCOUNTABILITY, AND SUSTAINABLE EDUCATIONAL DEVELOPMENT	16
	<i>OLOFINKUA Vincent Kayode, (Ph.D)</i> <i>ONAFOWOPE Mary Adesola, (Ph.D)</i> <i>OWEIKPODOR Vera Gbaeprekumo (Ph.D)</i>	
3	PAPERLESS EDUCATIONAL SYSTEM IN NIGERIA: PROBLEMS AND SOLUTIONS	29
	<i>AWADIEGWU Amaka Emmanuela</i>	
4	CIRCULAR ECONOMY AND THE NIGERIAN EDUCATION SYSTEM: OPPORTUNITIES, CHALLENGES, AND PATHWAYS FOR SUSTAINABLE EDUCATIONAL DEVELOPMENT	40
	<i>NWANKWO Nkechi Chinelo (Ph.D)</i>	
5	STRATEGIES TO PROMOTE GENDER EQUALITY IN NIGERIAN SCHOOLS	52
	<i>EDOR Job John</i>	
6	ECONOMIC HARDSHIPS AND THEIR IMPLICATIONS FOR ACCESS, QUALITY, AND EQUITY IN THE NIGERIAN EDUCATION SYSTEM	63
	<i>UGWUNNAMCHI Uchenna Jacinta Ph.D</i>	

7	BANDITRY AND ITS IMPLICATIONS FOR ACCESS, SAFETY, AND EDUCATIONAL DEVELOPMENT IN NIGERIA <i>UNACHUKWU Ijeoma Blessing (Ph.D)</i>	74
8	INNOVATION, EDUCATION AND NATIONAL DEVELOPMENT <i>ONAFOWOPE Mary Adesola, (Ph. D)</i> <i>OLOFINKUA Vincent Kayode, Ph.d</i> <i>OWEIKPODOR Vera Gbaeprekumo (Ph.D)</i>	83
9	CHALLENGES FACING INNOVATION EDUCATION IN NIGERIA <i>UGHENU, Nwamaka Perpetua</i>	94
10	THE ROLE OF EDUCATIONAL PSYCHOLOGY IN ENHANCING LEARNING AND ACADEMIC ACHIEVEMENT <i>EKE, Ben Ethel, (Ph.D).</i>	107
11	EMOTIONAL INTELLIGENCE AND TEACHERS' JOB PERFORMANCE IN NIGERIAN SCHOOLS: STRATEGIES FOR EFFECTIVE EMOTIONAL MANAGEMENT <i>ORANUSI Ndidia Stella.</i>	115
12	EVALUATING THE BENEFITS OF THE FG ASUU AGREEMENT PACT 2026 IN THE DEVELOPMENT OF UNIVERSITIES IN NIGERIA <i>Victor Olugbenga AYOKO</i>	126
13	CURRICULUM IMPLEMENTATION IN NIGERIAN SCHOOLS: CHALLENGES AND SOLUTIONS <i>Salihu, Habibat Atti (Ph.D)</i> <i>Dr. Rauf Olaiya SARAFADEN</i>	137
14	ARTIFICIAL INTELLIGENCE AS A TOOL FOR ENHANCING TRANSPARENCY AND MERITOCRACY IN THE SELECTION OF PRINCIPAL OFFICERS IN NIGERIAN UNIVERSITIES. <i>Niyi Jacob OGUNODE – (Ph.D)</i>	151



5

STRATEGIES TO PROMOTE GENDER EQUALITY IN NIGERIAN SCHOOLS

By

EDOR JOB JOHN

Department of Educational Management. Faculty of Education,
Chukwuemeka Odumegwu Ojukwu University Igbaram

Abstract

Gender equality in education is a fundamental human right and a critical factor for sustainable development, yet disparities between male and female students continue to persist in Nigerian schools. These disparities are influenced by socio-cultural norms, economic constraints, policy gaps, and gender stereotypes that affect access to, participation in, and outcomes of education. This chapter examines strategies to promote gender equality in Nigerian schools by addressing both structural and societal barriers. Key strategies discussed include the formulation and enforcement of gender-sensitive policies, curriculum reform, teacher training, community engagement, equitable resource allocation, mentorship and leadership programs, systematic monitoring, and advocacy for gender awareness. By integrating these strategies, schools can foster inclusive learning environments that empower all students, reduce dropout rates, enhance academic performance, and cultivate leadership skills among both genders. The chapter also highlights the interconnectedness of school-based interventions and broader societal change, emphasizing that promoting gender equality in education is essential for national development, social equity, and the realization of sustainable development goals.

Keywords: Education, Gender Equality, Schools



1.0 Introduction

Gender equality in education remains a critical aspect of sustainable development and social progress worldwide. In Nigeria, despite significant efforts by government agencies, non-governmental organizations, and international bodies, disparities between male and female students continue to persist in access to quality education, participation in leadership roles, and academic achievement. These disparities are often influenced by socio-cultural norms, economic factors, early marriage, and gender stereotypes that shape attitudes toward education.

Promoting gender equality in Nigerian schools requires deliberate strategies that address both structural barriers and societal attitudes. Such strategies encompass policy formulation, curriculum reform, teacher training, community sensitization, and the creation of inclusive learning environments that empower both girls and boys. By implementing these approaches, schools can foster equitable opportunities, enhance academic outcomes, and contribute to the broader goal of national development.

This chapter explores practical and evidence-based strategies to promote gender equality in Nigerian schools, highlighting their relevance, potential impact, and challenges in implementation. It emphasizes the need for collaborative efforts among educators, policymakers, parents, and the wider society to ensure that every child, regardless of gender, can fully realize their educational potential.

2.0 Conceptual Terms

2.2 Concept of Gender Equality

Gender equality refers to the state in which individuals of all genders have equal access to opportunities, resources, and rights, without discrimination based on their sex. It emphasizes fairness in the distribution of power, responsibilities, and benefits in all areas of life, including education, employment, political participation, healthcare, and social activities. Gender equality is not about making men and women identical but about ensuring that neither gender is disadvantaged or privileged in opportunities or treatment (World Bank 2005).

Gender equality is recognized as a fundamental human right and a key factor in sustainable development. The United Nations Sustainable Development Goal 5 (SDG 5) specifically calls for achieving gender equality and empowering all women and girls. In Nigeria, efforts to promote gender equality have included policies and programs aimed at increasing female enrollment in schools, reducing early marriage, and sensitizing communities about the importance of education for both genders. However, challenges persist due to poverty, cultural practices, and insufficient implementation of gender-focused policies. Gender equality is viewed as a state in which individuals of all gender's male, female, and others have equal rights, responsibilities,



opportunities, and access to resources. In the school system, gender equality means that boys and girls are treated fairly and given the same opportunities to enroll, participate, learn, lead, and succeed, without discrimination based on gender. It emphasizes equal access to quality education, safe learning environments, unbiased teaching practices, and equal chances for academic and personal development (United Nations 2002; UNFPA (2005).).

Gender equality in education does not imply that boys and girls are the same, but that their differences should not result in unequal treatment, limitations, or disadvantages in schooling.

Importance of Gender Equality in the School System

Equal Access to Education

Gender equality ensures that all children, regardless of gender, have equal access to education at all levels. In many societies, including parts of Nigeria, cultural norms, poverty, early marriage, and gender stereotypes may limit girls' access to schooling. Promoting gender equality helps remove barriers that prevent children—especially girls—from enrolling in and completing their education. When both boys and girls have equal access, the education system becomes more inclusive and effective.

Improved Academic Performance and Learning Outcomes

A gender-equal school environment allows students to learn without bias or discrimination, which enhances academic performance. When teachers treat students fairly and encourage participation from all genders, learners develop confidence and motivation. Gender equality also ensures that both boys and girls are encouraged to pursue subjects traditionally dominated by one gender, such as science, technology, engineering, mathematics (STEM), or caregiving and arts subjects, leading to balanced learning outcomes.

Promotion of Fairness and Social Justice

Gender equality in schools promotes fairness, justice, and respect for human rights. It teaches students the values of equity, mutual respect, and tolerance from an early age. By practicing gender equality in classrooms, schools help shape learners' attitudes toward fairness in society. This contributes to reducing gender-based discrimination, violence, and inequality in the wider community.

Empowerment of Girls and Young Women

Gender equality empowers girls by giving them the confidence, skills, and opportunities needed to reach their full potential. Educated girls are more likely to make informed decisions about their health, careers, and families. In the long term, girls' education contributes to reduced poverty,



improved family health, and national development. Schools that promote gender equality play a key role in breaking cycles of dependency and marginalization.

Development of Responsible and Respectful Citizens

Gender-equal schools help students develop positive attitudes toward one another, regardless of gender. Boys learn to respect girls as equals, while girls learn to assert themselves and participate actively. This mutual respect fosters healthy relationships and reduces gender-based bullying, harassment, and violence. Such values are essential for building peaceful, cohesive, and inclusive societies.

Reduction of Gender Stereotypes and Bias

Gender equality in education helps challenge and eliminate harmful gender stereotypes. Schools that promote equality encourage students to pursue interests and careers based on ability and passion rather than societal expectations. This reduces the belief that certain roles or professions are only suitable for one gender and broadens opportunities for all learners.

Support for National Development and Economic Growth

Educating both boys and girls equally contributes to human capital development and economic growth. A gender-balanced education system produces a skilled and productive workforce. When women and men are equally educated, societies benefit from increased innovation, productivity, and leadership capacity. Gender equality in schools therefore supports sustainable national development.

Alignment with Global Goals and Educational Standards

Gender equality in education aligns with international frameworks such as the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 5 (Gender Equality). Schools that promote gender equality contribute to global efforts to ensure inclusive, equitable, and quality education for all.

Gender equality is both a moral imperative and a developmental necessity. It ensures that every individual, regardless of gender, can develop their potential fully and contribute meaningfully to society. In the school system, promoting gender equality is essential not only for the empowerment of girls but also for fostering inclusive, equitable, and high-performing educational environments for all students. Gender equality in the school system is essential for ensuring fairness, improving learning outcomes, empowering learners, and promoting social justice. In the educational context, gender equality involves providing boys and girls with equal access to quality learning opportunities, facilities, and resources. It also entails creating an inclusive environment where both genders can participate fully in academic and extracurricular activities, leadership roles, and



decision-making processes. Achieving gender equality in schools requires addressing both structural barriers such as unequal enrollment, lack of sanitation facilities for girls, and gender-biased curricula and social and cultural norms that reinforce stereotypes or discriminatory practices.

3.0 Discussion on Strategies to Promote Gender Equality in Nigerian Schools

Promoting gender equality in Nigerian schools requires a comprehensive approach that addresses structural, institutional, and societal barriers preventing equal participation and opportunities for boys and girls. Effective interventions must operate across multiple levels, including policy formulation, curriculum design, teacher capacity, community engagement, resource allocation, and student empowerment. A detailed discussion of key strategies is presented below.

Policy Formulation and Enforcement

A critical strategy for promoting gender equality in schools is the establishment and strict enforcement of policies that protect the educational rights of all students. The Nigerian government, through the Ministry of Education, has implemented policies aimed at increasing female enrollment, reducing dropout rates, and ensuring equal access to educational resources (UNESCO, 2015). Schools must operationalize these policies by creating gender-sensitive regulations, ensuring adherence to national and international standards, and conducting regular audits to monitor compliance. Policies should explicitly address gender-based violence, harassment, and discrimination, establishing clear reporting and disciplinary mechanisms to create safe learning environments (Ogunode, 2020; UN Women, 2018). By institutionalizing gender equity measures, schools can create an environment in which both girls and boys can thrive academically and socially.

Curriculum Reform and Gender-Sensitive Teaching

The school curriculum significantly influences students' perceptions of gender roles and their aspirations. Traditional textbooks and teaching materials often perpetuate stereotypes that limit girls' and boys' understanding of what they can achieve. Implementing a gender-sensitive curriculum that highlights the contributions of women and men equally, promotes critical thinking, and encourages questioning of traditional gender norms is essential (UNESCO, 2016). Teachers play a vital role in delivering gender-sensitive instruction. Professional development programs should equip educators with strategies to promote inclusive classrooms, facilitate equitable participation, and challenge unconscious biases in teaching practices (Ogunode & Salman, 2023). Gender-responsive pedagogy encourages all students to engage actively in lessons, pursue subjects regardless of societal expectations, and develop confidence in their abilities.



Teacher Training and Capacity Building

Teachers are central to fostering gender equality in schools. Training programs should focus on identifying and addressing gender biases in classroom interactions, assessments, and expectations. Educators must be able to mentor female students, encourage leadership among girls, and cultivate a culture of respect for gender diversity among boys (UNESCO, 2017; UNICEF, 2015). Capacity-building initiatives should also include modules on inclusive teaching methods, conflict resolution, and classroom management strategies that prevent discrimination. By enhancing teacher competence in gender issues, schools can reduce the perpetuation of stereotypes and create environments where all students feel supported and valued (Ogunode, Ezema, & Ayoko, 2022).

Community Engagement and Sensitization

Gender disparities in education are often reinforced by societal and cultural norms. Engaging parents, community leaders, and local organizations is critical in changing perceptions about girls' education and promoting equitable opportunities (NBS, 2018; Mabokela & Mlambo, 2017; Ogunode, Lawan, & Yusuf, 2021). Community-focused interventions may include awareness campaigns, workshops, seminars, and dialogues that challenge harmful practices such as early marriage, gender-based violence, and preferential treatment of boys. Schools should collaborate with community stakeholders to build support networks that encourage girls' enrollment and retention, promote inclusive practices, and advocate for equal educational opportunities for all children (Idowu, 2020; Ikwuegbu, 2022).

Provision of Equal Access to Resources

Equitable access to educational resources is fundamental to achieving gender equality. Schools must ensure that all students, regardless of gender, have access to textbooks, laboratories, libraries, technology, and other learning materials (Dada, Ogunode, & Ajayi, 2022; Enyioko, n.d.; Gbadamosi, 2014). Additionally, providing gender-specific facilities, such as separate sanitation facilities for girls, is essential for maintaining attendance and reducing dropout rates. Financial support programs, including scholarships, bursaries, and grants targeting disadvantaged female students, can further improve enrollment and retention, especially in rural and underserved areas (Ogunode, Kasimu, & Tusayi, 2023; British Council, 2014).

Mentorship and Leadership Programs

Empowering students through mentorship and leadership programs is a key strategy for promoting gender equality. Schools can establish mentorship networks where female students are guided by female role models, including teachers, professionals, and alumni (British Council, 2012). Leadership training, student councils, and gender-focused clubs provide girls with opportunities to develop confidence, decision-making skills, and active participation in school governance.



Encouraging boys to participate in these programs also fosters understanding, respect, and collaboration across genders, contributing to a school culture that values equality (Ajoke, Daniel, Tseveda, Ogunode, 2024; Ayeni, Ogunode, & Nonyelum, 2024).

Monitoring and Evaluation

The implementation of gender equality strategies must be accompanied by systematic monitoring and evaluation. Schools should collect disaggregated data on enrollment, attendance, academic performance, participation in extracurricular activities, and leadership roles (Action Aid, 2011; Ogunode, Kasimu, & Tusayi, 2023). Analyzing these data allows policymakers and educators to identify gaps, adjust strategies, and allocate resources effectively. Continuous monitoring ensures that interventions are achieving their intended outcomes and supports evidence-based decision-making to sustain gender equality efforts over time (Agha, 2016; Ahmad & Najeemah, 2013).

Promotion of Gender Awareness and Advocacy

Creating awareness about gender equality is essential for cultivating a long-term culture of inclusivity in schools. Campaigns, debates, seminars, and workshops can educate students about their rights, the importance of equality, and the negative consequences of discrimination (Ogunode, Ayeni, & Ogwuche, 2024a). Schools should integrate gender studies into extracurricular activities, encouraging students to challenge stereotypes, advocate for fairness, and become agents of change within their communities. Promoting gender sensitivity through continuous advocacy helps instill values that transcend the classroom, shaping students into socially responsible citizens committed to equality (Yayaya, 2004; UNICEF, 2015; UNESCO, 2017).

4.0 Conclusion

Achieving gender equality in Nigerian schools is both a moral imperative and a developmental necessity. This chapter has shown that promoting equality requires deliberate, multi-level strategies that address policy gaps, societal norms, institutional practices, and resource disparities. Policies must be implemented effectively to protect students' rights, while curricula and teaching practices should be gender-sensitive to foster inclusive learning. Teachers, as key agents of change, require training to mitigate biases and support all students equitably. Engaging parents, communities, and local leaders is essential for addressing socio-cultural barriers and promoting awareness of the value of educating both girls and boys. Furthermore, providing equal access to educational resources, mentorship programs, and leadership opportunities empowers students and nurtures future leaders who understand and advocate for equality.

Monitoring and evaluation of these interventions are crucial to ensure sustainability, measure impact, and guide policy adjustments. Ultimately, promoting gender equality in schools not only benefits female students but enhances the educational experience for all learners, fosters social



cohesion, and contributes to the nation's overall development. Nigerian schools that prioritize gender equality lay the foundation for a society in which every individual, regardless of gender, has the opportunity to realize their full potential.

Reference

Aina, O. I. (2012). Two Halves Make a Whole Gender at the Crossroads of the Nigerian Development Agenda. An Inaugural Lecture Delivered at the Oduduwa Hall, Obafemi Awolowo University, Ile-Ife, Nigeria on Tuesday 25th, September, 2012. Pp. 70-76.

Action Aid (2011) *Transforming education for girls in Nigeria and Tanzania: A cross-country analysis of baseline research*. ActionAid: London.

Agha, N. (2016). Gender Inequality, Dawn, <https://www.dawn.com/news/1269984>

Ahmad, K., & Najeemah, B. M. (2013). Cultural Traditions and Practices of the Parents as Barriers to Girl-child Education in Zamfara State Nigeria. *International Journal of Scientific and Research Publications*, 3(11):1-8.

Ajoke, A., R, O., Daniel, O., A, Tseveda, D., Ogunode, N., J. (2024). Promoting Gender Equity in Chemical Sciences: Challenges and Opportunities. *Journal of Interdisciplinary Science* (2003),10-19.

Ayeni, E., O, Ogunode, N., J & Nonyelum, E, I (2024) Gender Mainstreaming and Tertiary Education in Nigeria: A Proposal to Replace Structural Violence with Peacebuilding. *American Journal of Education and Evaluation Studies*.1(2),31-40.

British Council (2012) *Gender Equality in Nigeria Report*. British Council: Abuja. ESSPIN / UKAID (no date). *Our Work*.www.esspin.org/our-work [24 March 2014]

British Council (2014) *Girl's Education in Nigeria: Issues, Influencers and Actions Nigeria Report*. British Council: Abuja.

Dada, M. S., Ogunode, N. J. & Ajayi, R. A (2022). Gender equity in appointment of principal officers in university administration: implications for implementation of gender policy in North-Central, Nigeria. *Modern Journal of Social Sciences and Humanities*, (10), 1-7 .

Enyioko, N. (n.d). Gender Equality and Educational System in Nigeria

Federal Ministry of Women Affairs and Social Development (2006) Nigeria's National Gender Policy, Situation Analysis/Framework. The *Federal Republic of Nigeria, Abuja, Nigeria*



Gender Equality Glossary (2020). Glossary of terms and concepts.

Gbadamosi, G.S. (2014). Gender differentials in the management of tertiary institutions in Ekiti State, Nigeria. An unpublished Master's thesis submitted to the department of Sociology and Anthropology, Ekiti State University.

Idowu, S. A. (2020). Tertiary Education Trust Fund (TETFund), Infrastructural and Sustainable Development of Nigerian Higher Institutions Sadiq , AderibigbeIdowu. *2nd International Conference, The Federal Polytechnic, Ilaro*, 532–540.

Ikwuegbu, T., L. (2022). Gender issues in Nigeria: women in elective positions. *Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS)*, Vol.5 No.3 September, 2022; p.g. 217 – 224

NBS (2018). Statistical report on women and men in Nigeria. National Bureau of Statistics, Abuja, 5(7),13-23.

Mabokela, R. O., & Mlambo, Y. A. (2017). Women, leadership, and organizational culture in higher education: Lessons learned from South Africa and Ghana. In H. Eggins ed. *The changing role of women in higher education: Academic and leadership issues*. Cham: Springer, 75-92.

Nigerian University System Statistical Digest (2019). Based on a work at www.nuc.edu.ng.

Ogunode, N. J. (2020) An Investigation into the Challenges Preventing Girls Child From .Going to Universal Basic Education in Gwagwalada Area Council of F.C.T Abuja, Nigeria. *International Journal for Intersectional Feminist Studies*, 6(1-2), 33-45.

Ogunode, N., J. & Salman, A, A. (2023). Gender Imbalance in Nigerian University System Nigeria. *AMERICAN Journal of Public Diplomacy and International Studies*, 01(02),59-68.

Ogunode, N. J. Ezema, O. & Ayoko, V. O. (2022). Problems Faced by Academic Leaders in Public Higher Institutions in Nigeria. *Spanish Journal of Innovation and Integrity*, (6), 214-224

Ogunode N. J, Ahmed. I, Yahaya D, M. (2021) National Policy on Gender in Basic Education: Challenges of Implementation and Way Forward. *International Journal of Development and Public Policy*, 1(5),228-136

Ogunode, N. J, Lawan, A. & Yusuf, M. (2021) Perception of Female Students on the Challenges Facing the Woman Education at the University Level. *Electronic Research Journal of Behavioural Sciences*, 4, 24-36



Ogunode, N, J. Kasimu, S. & Tusayi, Z. (2023). Gender Equality in Tertiary Institutions: Importance and Barriers. *AMERICAN Journal of Public Diplomacy and International Studies*, 01 (05), 120-131.

Ogunode, N. J., Ayeni, E. O., & Ogwuche, J. (2024a). Roles of tertiary institutions in curbing corruption in Nigeria. *International Journal of Learning Development and Innovation*, 1 (1), 32-44.

Ogunode, N., J. Hassan, I. I & Olatunde-Aiyedun, T. G.. (2023). Women Academic and Tertiary Education in Nigeria. *CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY* , 47-55

Olamoyegun, S.O., Olatunde-Aiyedun, T.G. & Ogunode, N.J. (2022). Funding of Science Programme in Public Secondary School in Federal Capital Territory, Abuja, Nigeria. *European Journal of Innovation in Nonformal Education (EJINE)*, 2(2), 1-7.

Olaogun, J.A., Adebayo, A.A. & Oluyemo, C.A (2015). Gender Imbalance in the Academia in Nigeria. *European Scientific Journal November*, 294-306.

Oluyemi, O. (n.d) Monitoring Participation of Women in Politics in Nigeria. National Bureau of Statistics (NBS, Abuja, Nigeria).

Oluyemi & Yinusa (2016). Girl-Child Education in Nigeria: Issues and Implications on National Development. *Zimbabwe Journal of Educational Research*, 28 (1), p44-60. Retrieved from <http://opendocs.ids.ac.uk/opendocs/>. [Accessed on 30-07-2022]

United Nations (2002). Gender Mainstreaming: An Overview. Office of the Special Adviser on Gender Issues Department of Economic and Social Affairs. USA.

UNFPA (2005). Frequently asked questions about gender equality. <https://www.unfpa.org/resources/frequently-asked-questions-about-gender-equality>

<https://fmensahjourney.weebly.com/empowermentadvocacy-theory.html>

UNESCO, (2015). Education 2030 Framework for Action, <http://www.unesco.org/fileadmin/MULTIMEDIA/FIELD/Dakar/pdf/SessionIEduc2030FfATawil>.

UNESCO, (2016), *Gender review. Creating sustainable futures for all* Paris: UNESCO

UNESCO, (2017), *Global education monitoring report* Paris: UNESCO

UNICEF (2015). Annual report on the implementation of the UNICEF Gender Action Plan, https://www.unicef.org/gender/files/2015-8-Gender_Action_Plan-ODS-EN.

UN Women, (2018). *Turning promises into Actions* New York: UN Women.



UNFPA (2005). Frequently asked questions about gender equality.
<https://www.unfpa.org/resources/frequently-asked-questions-about-gender-equality>

<https://fmensahjourney.weebly.com/empowermentadvocacy-theory.html>

World Bank Group. (2015). World Bank Group Gender Strategy (FY16-23): Gender Equality, Poverty Reduction and Inclusive Growth. World Bank, Washington, DC,
<https://openknowledge.worldbank.org/handle/10986/23425>.

World Bank (2021). Gender Equality, Poverty Reduction and Inclusive Growth. World Bank, Washington, DC, <https://genderequality/povertyreduction/openknowledge.worldbank.org/handle/10986/23425>.

World Bank (2005). Gender Equality as Smart Economic: A World Bank Group Gender Action Plan (Fiscal Year 2007-2010). Washington DC.

Yayaya I. A (2004). Disparity in the enrolment of male and female undergraduates in science and technology bases facilities for counselling *Nigeria journal of counselling and applied psychology* 2(1).186 – 201

Concluding Synthesis

This edited volume, *Sustainable Education in Africa*, presents a robust and multidimensional exploration of the evolving dynamics shaping educational systems across Nigeria and the broader African context. The contributions collectively interrogate critical issues such as digital transformation, artificial intelligence in educational planning, gender inclusivity, economic constraints, institutional effectiveness, and the intersection of education with national development priorities.

A synthesis of the chapters reveals that sustainable education in Africa is inherently complex and requires an integrated, systems-oriented approach. While technological advancements offer transformative potential for improving educational access, quality, and administration, their successful implementation is dependent on enabling environments characterized by adequate infrastructure, policy coherence, and human capacity development.

Furthermore, the persistence of structural barriers—including underfunding, inequality, insecurity, and governance challenges—continues to impede progress. The contributors consistently emphasize that achieving sustainability in education necessitates deliberate, inclusive, and context-sensitive policy interventions that address both systemic inefficiencies and emerging global trends.

Importantly, this volume reinforces the position of education as a strategic instrument for sustainable development, aligning with global development priorities while responding to local realities. The insights generated herein contribute meaningfully to scholarly discourse and provide actionable knowledge for stakeholders across the education sector.

Implications for Practice

Drawing from the collective contributions of this volume, several practical implications emerge for policymakers, educational leaders, and practitioners:

- **Policy and Governance:** Governments should prioritize coherent and forward-looking educational policies that integrate technology, inclusivity, and sustainability into national development agendas.
- **Investment in Infrastructure:** There is a critical need for sustained investment in digital infrastructure, learning facilities, and instructional resources to support modern educational delivery systems.
- **Capacity Building:** Continuous professional development for educators and administrators is essential, particularly in the areas of digital literacy, data-driven decision-making, and innovative pedagogy.
- **Equity and Inclusion:** Educational interventions must intentionally address gender disparities, socio-economic inequalities, and access challenges affecting marginalized populations.
- **Research and Innovation:** Institutions should foster a culture of research and innovation to generate context-relevant solutions and inform evidence-based practices.
- **Collaboration:** Stronger partnerships among governments, private sector actors, development agencies, and academic institutions are necessary to drive sustainable educational transformation.

Editors' Note

The editors of this volume express profound appreciation to all contributing authors for their scholarly rigor, intellectual depth, and commitment to advancing knowledge in the field of education. The diversity of perspectives represented in this work reflects the complexity of educational challenges and opportunities within Africa.

We also acknowledge the invaluable contributions of peer reviewers, editorial board members, and institutional supporters whose efforts ensured the academic quality and integrity of this publication.

This volume is conceived not only as a scholarly resource but also as a catalyst for dialogue, policy reform, and practical innovation. It is our expectation that the ideas presented herein will inspire further research and contribute to the ongoing transformation of education systems across the continent.