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Reviewing Laws and Policies in Education: The Imperative of Gender Education Perspectives in Functional Literacy and Development for Making Realizable Educations Goals and Policy in Nigeria

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Abstract

The paper conceptualized on the imperatives of gender education in functional literacy and development for realizing Gender education policy statements in Nigeria. Thus, the paper streamline a discourse in focusing on an over-view in the integration and development of gender in education, the national gender policy, the strategies for achieving the objectives of the National gender policy, conceptual framework and development of curriculum provisions, and information underlyinggender based. Curriculum provisions in its perspective is also provided,the paper also focused on highlighting gender education perspectives in functional literacy for attainment of developmental goals and making realizable educational goal policy statements.Thus, the discourse of the paper in this manner streamline training of the individual genders'mindset in enriching their cognitive,affective and psychomotor domain competencies tailoring their genetic and physiological developmentfunctions and perspectives.Similarly,the paper streamline a discourse too on the relevance of gendereducation to all needed areas of sociological practices embedding in gender functionality. Such that are stereotypedto masculinity and feminists rolemodels and by way of relevant skills acquisition, norms and values.More so, the paper highlights on the relevance of gender education towards achieving millennium and sustainable developmental goals for transformation of individual,family,society and nation a like, conclusion is drawn and recommendations made to that effect.

Keywords: Laws, Policies, Gender Education, Functional Literacy, Education Goals.

Introduction

Gender education refers to all forms of training, imparting of knowledge, skills,ideas and orientations that are value oriented been undertaking and or geared for the enrichment of learners cognitive ,affective and psychomotor domains competencies of all genders or sexualities. In this respect, gender education typifies all forms of training curriculum provisions and its enrichment fostered and facilitated to the category of genders. Bearing in mind the physiological differences that cuts across them which put in place differences in mentalcapacity, capability,ability and functions. Such thatStreamlines masculinity and feminismowing to differences in genetic andphysiology codes.Gender education in this perspectives and scopes encompasses six key areas of pedagogy suchthat are embeddedin the use of teaching and learning materials,lesson plans, language use in the classroom,the entire classroom setup management and interactions monitoring and evaluation.The teaching and learning environment underthe discourse of this paper appeals to be more sensitive interms of making it stimulating and simulating for effective and efficient teaching and learning, Such teaching and learningenvironment that is protective from all hazards of dangers and secured for functional school socialization practices to take place such that is stereotype to gender education form. Through the curriculum provisions geared towards moulding the personalities of genders [sexualities] in making them more adjustable,adaptable and responsive to teachingand learningand by way of building their self concept, providing motivational stimuli or a stimulus in order to make their learning domain stereotype and sterm tide its functions. Such that can makethem productive,innovative and creative as being responsible members of family, society, and Nation alike through an enriched and balanced curriculum provisions being fostered and facilitated to them in mainstream school socialization practices and functions. In other words, the enriched and balance, curriculum provisions is by way of engendering the curriculum provisions in order to suit and cater for their individualism and individual differences in them due to genetic and physiological differences pronounced in their sexuality.

An Overview on the integration and development of gender in education

This is thus attributed to many attempts and approaches made as targeted towards involving women orintegrating them for development. Through project design andinterventions with particular reference as being focused mainly on women as a separate group. This approach measure was initially and commonly referred to as women in development [WND] the critics of this approach in such a regard pointed out that this did not address men. Therefore, alater models often referred to as genders and development [GAD] came into beings. Having concentrates more on projects design and intervention that were made to fused on a developmental process that is fostering on gender relations.This development according to Babangida, Nneka Anabe and David [2015] maintained that is aimed at enabling women to participate on an equal basis with men to determine their common future.The gender

equality approach is thus being referred about men and women which became amore comprehensive approach to analysis and design for developmentintervention. Because it takes into account the situation and need of both men and women. As such become a more comprehensive approach to analysis and design of development intervention. More so,its takes into account of both the situation and need of both. This thereforeleads to a development of gender mainstreaming as a concept and was firstproposed at the 1985.Third world conference of women in Nairobi and according to booth and benet (2002) cited in Nzewi (2018) it is the public policy concept of assessing the different implicationsfor women and men for any planned policy action including legislation and programs in all areas and levels of human endeavor.

The United Nation Economic and social council thus define gender mainstreaming as a strategy for making women, as well as men's concern and experiences an integral dimension of the design.Implementation, monitoring and evaluation of policies, and programs in all political economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.The ultimate goal is to achieve gender equality. Since the declaration of this action plan several countries, Nigeria inclusive have commenced gender mainstreaming in practice. The Nigeria government has been an active participant in the various international programs and activity such that touch on women development and empowerment. These include the united nation decade for women (1976-1985). Conference on women in Copenhagen (Denmark). In 1980 Nairobi, Kenya 1985, Beijing, china in1995, and several others. As thus theseaforementioned conferences were scheduled to discuss issues on the elimination of all forms of discrimination against women and the empowerment of women. Following from these conferences, a gender equity policy has been put in place by the Nigeria labor congress. The policy was put in place in 2003 at the 8thdelegates conference of the Nigeria labor congress essentially adopting 30% representation of women in all leadership structure. The gender clause states gender justice as a cardinal principle of congress shall mean equal access to employment opportunities, absence of discriminating practices against both gender and recognition of the productivereproductive roles of each gender.

The National Gender Policy

In the quest for appropriate gender streaming the then Obasanjo administration establish the National gender policy in 2006. This was an improvement of the 2000 national policy on women. The 2006 policy was aimed at entrenching affirmative action by promoting gender equity as a globally accepted development factor with particular tilt to sustainable development. Some of the key policy principles as highlighted by Nzewi, (2018) are:

1. Commitment to gender mainstreaming as a development approach and tool for achievement of the economic reform agenda evidence based planning value re-orientation and social transformation.
2. Recognition of gender issues as central to and critical to the achievement of national development goals and objective and a requirement for all polices to be reviewed to

reflect gender implementation and strategies as contained in the gender policy and implementation modalities specified in the national gender strategies frame work.

3. Realization that effective and result focused policy implications demand a cooperatives interaction of all stakes holders and;
4. Promotion and protection of human rights, social justice and equity.

These are core strategies for achieving the objectives of the National gender policy include:

Policy, partnership and program reforms through mainstreaming of gender concern at alllevels.

Gender education and capacity building to enhance necessary technical expertise and positive gender culture;

Legislative reforms to guarantee gender justice and respect human rights and

Economics reform for enhanced productivity and sustainable development especially that which addresses the need of women and children and other vulnerable groups.

Hence Nzem (2008)maintains that the efficacy of the policy is contingent on a functional gender management system. Thus, it success and overall effective implementation will be determined by the presence of the political will to implement it. Gender must be recognized as a core value for transforming the Nigeria society. There must be adequate coordination networking and monitoring and of course resource will have to be mobilized. Most importantly, patriachy must be confronted.

Conceptual Framework and Development of Curriculum Provisions

Curriculum as defined by Bagiwa and Babangida (2021). Poist thus as the entire totality of experience pupils received through the many fold activities that go on in the school, in the classroom, library, laboratory, workshop and playgrounds and in the numerous contacts between the teacher and the pupils. It is neither dogmatic no rigid in its form and structure. It is neither uniform nor standard to a prescribed pattern. It is characterized by variety and flexibility of ideas and information in order to build the cognitive, affective and psycho motor competences of the learners. Above all, it is tailored in conformity to the needs of the students at different age levels and mental abilities. In making education more relevant to them for productivity, creativity and innovation to take place.

In other words, curriculum does not mean only the academics experience that a child receives at school but goes beyond such a scope to include the whole life of the school becomes the curriculum which can touch the life veins of students at all points and help in evolution of a balanced personality. Marzano (2000) cited in Bagiwa and Babangida (2021) highlighted thus that curriculum is an embodiment of totality of all that is related to the life and needs of the pupils of different age levels. Thus it includes what they should learn and also the way they should learn it. Hence, its embodies a total experience which result from interactions between and among people as many materials influence and conditionsaffect its functioning.

Hence, National Association of State Board of Education [2002] cited in Bagiwa and Babangida (2021) streamline the conceptual frame-work of curriculum to be a relics and a focus of the following;- The list of content taught to the students, a set of subjects is the syllable followed in a school or a college being the programme of the school or college activities, a curriculum too is and include set of studies materials and both, curriculum contents and extra -curriculum that are therefore in corporate in all those activities organized in a school or colleges. In this perspectives, curriculum therefore incorporate all those experience a learners receives a college. Thus a curriculum can be seen in a narrow way (list of contents) and in a broad way (all the totality experience received by a learner). This therefore portrays the definition of curriculum to mean in its broadest form and sense, include the complete school environment involving all the courses and activities that ensures all aspects of personality development liken to this apt description of being a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideal (objectives) in his studio (school). As such curriculum include all those activities which are utilizes by the human race and as activities which are utilizes by the school to attain the aims of education.

Gender Based Curriculum Provisions, Activities, materials and many others

A gender based curriculum provisions entails all sorts of instructional that are stereotyped to gender severity to gender responsiveness in and functionality in teaching and learning having the curriculum contents material provisions as sensitive in building the gender cognitive affective and psycho- motor domain competencies for their personalitydevelopment. Bearing in mind the genetics and physiological difference that cuts across them responsive for their individualism as subject of individual differences. Typifying their mental abilities, capacities, capabilities and its function stereotype to their learning domain. The gender based curriculum provisions.is such curriculum provisions in terms of materials,equipment's, gadget and activities that makes all category of gender to fully participate in teaching and learning process. In other word teacher interactive with teaching, learning and environmental stimulation and stimulation should be gender responsive and not gender bias. This implies that teacher operating the gender based curriculum provision should stand difference that arts across gender and responsive method logical approaches to foster and facilities teaching and learning teaches implementing the gender curriculum provision should take an all encompassing approach in their process of lesson planning, classroom, management, and performance evaluation in terms of group discussion, leadership position and roles classroom demonstrations, the use of relevant example and adequate instructional communication stilt in other to stereotype gender functionality in the course of fostering and facility teaching and learning to them likewise the instructional materials text books charts etc should also be gender sensitive.

A gender based curriculum development and implementation is stimulus towards training the teacher of all categories, levels and tiers of our educational institutions in skills acquisition in the process of making teaching and learning to be moreresponsive to the specific needs of

boys and girls. Implementing such curriculum provisions needs to empower girls with skills for self confidence, assertiveness, speaking out, decision making, Empowering boys too with skill to de-link from gender oppressive attitudes and practice such as machismo, bullying, and sexual affronts and to develop the self confidence needed to accepted gender equality. Positivity, training the school community in the skills necessary to improves their reproductive health and protect themselves against sexually trammeled diseases particularly HIV/AIDs, training the school community to manage sexual maturation issues of both boys and girls with particular emphasis on menstruation management, training teachers and students in guidance and counseling skills, establishing guidance and counseling desks in order to provide services for the social and psychological development of girls, and boys provision of scholarship and support to needy girls and boys to ensures that they do not drop out of school, providing gender responsive infrastructures including toilet, water, and sanitation, sexual management teaching equipment (SMT) and activities NWOFO(2008)

The Imperatives of Gender Education Perspectives in Functional Literacy and Development for Making Realizable Education Goals and Policy Statement in Nigeria.

Gender education perspectives is such an embodiment of educational system stereotyped towards making gender more responsive andattuned to educational attainments. In other words, gender education perspectives is responsive to and attuned to the education needs of the individual gender. Streamlining their growth and development in terms of total commitment to uplifting learnerscognitive affective and psychomotor domain of abilities of the gender for functionality.As well as repositioning their motivational factors to achieve effective and efficient teaching and learning for quality education. Thus Yakasai (2022) relates that delivering quality education entails evolving and reviewing timely polices to guide the provision of goods and services in education sector. Thus gender education is also a perspectives of this statement entity such that makes quality education delivery to mean a lot through conglomeration of inputs into the education sector to achieve the goals of education as prescribe in the national policy on education (NP, PP 2-3) Yakasai [2022].

In the perspective, highlighting gender education tend to be of relevance towards making educational goals and policy statements moreachievable. As thus gender education strives and targeted at making individual gender more useful to themselves as friends, family, society and nation alike. As a result of this form of educational system that fends for their leaning needs by enriching their learning domains with relevant ideas, knowledge, skills, competencies values and experience. There by making them more creative, innovative and productive. tasked in making education more relevant to their personality attributes towards achieving developmental task declaratives, goals, vision and missionary statements such as millennium development goals vision 2010,2020 and Sustainable developmental tasks goals accomplishment and achievable. Thus, this perspectives and context of gender education streamlining developmental tasks in the attributes of making gender to discharge their mainstream sociological and societal functionsresponsibilities in accordance to a given

socialization practices and functions thus this focus of gender education development is a Focal point towards attainment of Nigeria philosophy on education spelt thus ;

a) Respect for the worth dignity of the individual
b) Faith in mans ability to make rational decision
c) Achieving moral and spiritual principles in inter personal relation and human relation
d) Shared responsibilities for common goals of the society
e) Promotion of the physical, emotional and psychological development of all children, and
f) Acquiring of competencies necessary for self reliance. source Babagida, Mustapha and Aweh (2020),Bagiwa and Babangida.(2021)

The gender education perspective is stimulus when focused on the strategically ways of gender[S] development streamlining millennium development goals achievement (MDGs). Thus, the MDGs having been derived from earlier international development targets and were officially established following the millennium summit in 2000. Where all the world leaders adopted the united nation millennium declaration with its eight goals set target. For, achieving the universal primary education, eradication of hunger, the promotion of gender equality and women empowerment are however critical to the discourse of thispaper. Inthis regard, the United Nations development programme in Nigeria [2000-2001] status report indicated that there was a gradual improvement in the proportions of a girl child enrolment in primary school and slight gains in political participation by women. On this note,

The millennium development goals are summarized as thus;

- Eradication of extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empowerment of women
- Improved maternal health
- Combat HIV/AIDs, malaria and other diseases.
- Ensure environmental sustainability
- Evolve and develop a global partnership for development
- Reduced child and infant mortalityrates. To this the relevance of education cannot be over emphasized.

On the other hand, the objectives of vision 20:20:20 as developmental task is designed and geared for Nigeria to enhance her socio-economic states and political development. Been and extension in the scope of vision and statements of 2010. The developmental visionary statementobjectives (20:20:20) run as follows ;

- A peaceful harmonious and stable democracy
- A sound state and global competitive economics
- Adequate infrastructure service that support the full mobilization of all economics sector

- Modern and vibrant education system which provide for all Nigeria the opportunity and facility to achieve his maximum potential and provide the county in the adequate and competent manpower
- A health sector that support and sustain a life expectancy of not less than 70 years and reduce to the bare rest minimum the burden of infectious diseases
- A modern technological enabled agricultural sector that flubs exploits the vast agricultural recourses of the county
- Ensure national food/security and contribute to foreign exchanges earning and to ensure vibrant and global competitive manufacturing sector such that contributes significantly to gross domestic product with a manufacturing value added.

The first three goals are thus eradication of extreme poverty and hunger, achieving the universal primary education and the promotion of gender equality and women empowerment are however critical and relevant to the discourse of this paperin terms of any nation attaining development.

Thus, the united Nation Development Programme [UNDP] in Nigeria 2000-2007 status report indicated thatthere was a gradual global improvement in the proportion of girls child enrolment in primary schools and slight gains in political participation by women. This therefore portrays the relevance streamlining gender education policy statement in its functionalityof achieving equity in gender education perspectives as such a drive that will make individual growth and development stereotyped to their inherent potentialities. In terms of building their cognitive, affective and psychomotor domain competencies and functionalities attuned to differences in physiology and genetics such that cuts across.Being responsible to their personality attributes and construct of individual gender in education attainments Nzewi (2008), Bagiwa and Babangida (2021).

In addition to this, gender education perspectives as is sensitive in making our education more value oriented. Such that gender education perspective streamline the context of inculcating into an individual development of person conscience into active control of behavior. Where education is an agent of this gradual process of inculcation which make the learner capable of applying this types of knowledge hence the development of value oriented behaviour in the individual. Hence, the dictum surrounding value oriented education interns of what do I need of education services, what do I like to do and what am I good at doing. This therefore make education services more enterprisingto all genders. By acquiring relevant skills, knowledge, and ideas in vocational and career aspiration as susceptible to their feminist or masculine social roles for promoting the development of individual and needs of society. Babangida and Tarda (2015) OSSOT(2020).

Sustainable Development Goals

The sustainable development goals (SDGs) otherwise known as global goals are a universal call to action. As given by the Nzewi (2018) stressing that the universal call to action means to end poverty, protect the planet and ensure that all people enjoy peace and prosperity, the

seventeen (17) goals evolved and build hinges on the success of the millenniumdevelopment goals, while this including new areas such as climate change, economic, inequality, innovation, sustainable consumption, peace and justice among other priorities. The goals are interconnected and often highlighted as the key to success on one will involve tackling issues more commonly associated with another. The sustainable development programmes work in the spirit of partnership and pragmatism to make the right choices now to improve life in a sustainable way for future generations. They provide clear guidelines and target for all countries to adopt in accordance with their own priorities and the environmental challenges of the world at large. The SDGs are an inclusive agenda. They tackle the root causes of poverty and writein together to make a positive change for both people and planet supporting the 2030 agenda is a top priority for the UNDP administrator Helen Clark. The SDGs provide us with a common plan and agenda to tackle some of the pressing challenges facing our world such as poverty, climate change and conflict UNDP has the experience and expertise to drive progress and help support countries on the path to sustainable development.

Thus the goalof the sustainable development run as follows:-

- Goals 1 End poverty in all its forms and ramification
- Goals 2 End hunger achieves food security and improved nutrition and promote sustainable agriculture
- Goals 3 ensure healthy lives and promote for all ages
- Goal 4 Ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all
- Goal 5 Achieving gender balance
- Goal 6 Ensure availability and sustainable management of water and sanitation for all
- Goal 7 Ensure access to affordable, reliable sustainable and modern energy for all
- Goal 8 Promote sustained inclusive and sustainable economic growth full and productive employment and decent work for all
- Goal 9 Build resilient infrastructures promote inclusive and sustainable industries and foster innovation
- Goal 10 Reduce inequality within and among countries
- Goal 11 Makes cities and human settlement inclusive, safe, resilient, and sustainable
- Goal 12 Ensure sustainable consumption and production patterns
- Goal 13 Take urgent action to combat climate change and its impacts
- Goal14 Conserve and sustainability use the oceans, seas, and marine resource for sustainability development
- Goal 15 Protect restore and promote sustainable use of terrestrial ecosystem, sustainable manage forests, combat desertification and reverse land degradation and half biodiversity
- Goal 16 Promote peace and inclusive society for sustainable development provide access to justice for all and build effective, accountable and inclusive institution at all levels

- Goal 17 Strengthens the means of implementation and revitalizes the global partnership for sustainable development

In this perspective of discourse goals 1-5 are connected to the human race and cannot be achieved without the full participation of women hence the imperatives of gender education as a driving force and stimulus towards efforts and by ensuring gender education equity and balance. As women are not left out to ensure uneven and sustainable development global goals achievement and or accomplishment.

Similarly, the role of special need genders cannot be over emphasized in making realizable laws and policy statements and as well in realizing the goals of developmental tasks in the context of education with particular reference to gender education special needs.As gender such category of men and women, girls and boys that are identified with characteristics of exceptionality and are constituted as special groups of learners whose exceptionalities deviates either positively or negatively from normsand even require special education programs intervention or service. Even beyond those normally provided by the regular school programs for them to realize their contributions to self and society. The special needs genders are those children who for whatsoever reason are failing to benefit from regular school programs there by developing learning needs either because of significant sensory deficit or unusual high intellectual ability and curiosity that is not probably addressed in regular school programs. Babangida and Bagiwa (2019). Hence the relevance of gender education streamlining are facets and development of gender education perspective.

As thus in this perspective, special needs genders are classified as thus the visually impaired, the speech and language impaired, the mentally retarded the hearing impaired, the emotional or behavioral disordered, children with learning disabilities. The physically handicapped children, the genius gifted and talented children, the multiple handicapped and the autisticchildren. The special need genders with positive deviation norms are thus with personality attributes that are pivotal for development through functional literacy. That result from effective teaching and learning in goals directional ways. Such that mould their personality products into being innovative, creative and productive. As so much desirable qualities or characteristics that can tailor theneeds for achievement/attainment of development goals as well as realization of special needs policy statement through quality gender education where their highly develop learning characteristics, creative thinking's characteristics, verbal ability, high curiosity level, intensity and persistency, strong imagination and problem solving capacity and capabilities can be identified and nurtured to the fullest for capacity building.

To this end, the training of special needs gender in functional literacy through gender education is stimulus in streamlining developmental task accomplishments in relevant skill acquisitions, possession of knowledge, attitudes, orientations, norms, behaviour and values of social attribute. Such that make them best field practitioners in the drive for creativity, innovation and productivity targeted for achieving sustainable development goals. As a result

of functional literacy that occur through effective teaching and learning in stimulating and simulating gender education learning environment. Babangida, Jibrin and Chinyere, (2024).
On this note achieving sustainable development tasks highlight the relevance of making education stereotype the realization of its objectives.So much that education with particular reference to gender educationis seen as an instrument for sustainable development goals achievement.which allows every human being that's men and women to acquire the knowledge, skills, orientations and values necessary to shape a sustainable future.By making teaching and learning more relevant to the needs of genders.For, the accomplishment of these goals streamlining key development areas and issues such as climate change, disaster risk reduction, biodiversity, halt,poverty reduction and eradication, achieving, sustainable, consumption patterns.As accomplishing these tasks requirequality gender education through this and this learning method. Such that can optimize and empower learner (girls and boys)with capacity and capability for making sustainable development goals accomplished and achievable. Through promotedcompetences like critical thinking. Imaging future scenarios and making decision in a collaborative way. Thus sustainable development tasks accomplishment can only succeed if every member of the society is carried along there can be no success if women are left behind Hence the relevance of gender education perspectives (Nwezi, 2018).

Conclusion

This paper draws conclusion on that note that gender educational is such an educational system that provides for the growth and development of each individual gender as stereotyped to building their cognitive affective and psychomotor domain competences embedding gendersphysiological perspectives in acquiring relevant skills, orientations, technical know howand valuesfor discharging their mainstream socialization and sociological practices and functions of individual in family, society and Nation as well as making realizedand achievable developmental tasks and goals of millennium, sustainable, mission and visionary statements the world evolved.

Recommendations

- There is the need to engender the Nigeria curriculum provisions in order to make education delivery practices more relevant and attuned to gender functionality.
- Teaching and learning environment needs to be secured protective and gender sensitive stimulating and simulating for fostering and facilitating effective teaching and learning in goals, directional ways.
- Teaching and learning environment needs to be adequately rich with relevant equipment, gadgets and facilities in order to make realizable educational goals, aims and objectives.
- Teachers need to be adequately remunerated in order to motivate then foster, facilitate and implement gender based curriculum provisions to the learners in goals directional ways.

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