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Gender Equality Sensitivity in Education and Decision Making and Sustainable Environmental Management in Cross River State, Nigeria

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Abstract

This study focused on gender equality sensitivity in education and decision making and sustainable environmental management in Cross River State, Nigeria. This study was undertaken to examine gender equality sensitivity in education and decision making and sustainable environmental management in Cross River State, Nigeria. To achieve the purpose of the study, two research questions and two null hypotheses were formulated to guide and direct the study. The hypotheses were tested at .05 level of significance. The research design adopted for this study was survey research design. This design was adopted to examine the situation under investigation as it exists presently in the study area. The population comprised all inhabitants of the study area belonging to registered farmers' association. They comprised 5,895 in the 18 local government areas in the state. The multi-stage sampling technique comprising stratified sampling technique, simple random and proportional simple random sampling techniques were adopted to select the local government areas/villages and the 631

respondents used in this study. The questionnaire tagged: Gender equality Sensitivity in education and decision making and Sustainable Environmental Management Questionnaire (GESEDMSEMQ) was used to obtain data for the study. The instrument designed for data collection was validated and tested for reliability before it was adopted in the work. Data obtained from respondents were tested using Pearson product moment correlation analysis (r) and tested at .05 level of significance. The result revealed that gender sensitivity in education and decision making, significantly relate with sustainable environmental management in Cross River State. Based on the result, it was recommended among others that education should be made compulsory for all women and women involvement in decision making should be considered paramount in achieving sustainability.

Introduction/ literature review

The continued existence of disparities between men and women in access and management over resources and the seeming discrimination against women throughout history are now seen as a clog in the wheel of national and international development agencies. Importantly the achievement of gender equality is bound up with goals of sustainable development such as good governance, human right, environmental sustainability and poverty reduction (Olabisi, Ibiyinka & Oluwafoyin 2015)**.** Engendering national development and its process is to ensure that both male and female (men and women) are free to develop their full potentials and are able to make choices without restrictive gender roles. It thus means that men and women needs and interest are to be equally valued and protected if any nation is to achieve sustainable environmental management. The connection between gender, environment and sustainability has grown in importance (Maria, 2014)

Sustainable environmental management can be achieved with gender equality. Gender equality is the process of allocating resources, programmes and decision fairly to both males and females without any form of discrimination and addressing the imbalances in the benefit available to both males and females (Pathania, 2017). The world organization sees gender in terms of men and women roles and responsibilities that are socially determined (Oluronke, Simon & Olajoke, 2012). To have a strong family and a viable society in this rapidly changing world there is need for partnership and equity between men and women. The importance of gender equality for a sustainable future has been established in sustainable development goal 5 (Achieve Gender Equality and Empower all Women and Girls). However, it is not a stand-alone objective. Gender equality is important for the achievement of other global goals including thus related to the environmental challenges. Although in human history, women

have been consistently excluded from decision making in the society. In governance and all social groups, women are systematically discriminated and this allows the domination of few social groups in governance at the expense of others. This power structure causes further imbalance, marginalization, suffering and conflicts (Tchouassi, 2014).

According to Maria (2014) in Latin America, it is recognized that women have been 'invisible administrators' of the environment from day to day. In view of this, stress has in some cases been laid on their role as environmental protectors and educators with the contribution deriving from the functions they perform being appraised without any attempt to remedy the disadvantageous situation they are in because of the dominant gender system. In other cases, they are treated as an economic resource or a demographic variable, from other points of view they are put down as victims and thus as potential saviours of the environment while others regard them as the main despoilers due to the many tasks they carry out using natural resources and their link with poverty (Tchouassi, 2014).

Women participation in decision making is essential in environmental governance; the fourth UN Environmental Assembly (UNEA-4, 2015) recognized the important of promoting gender equality and the human right and empowerment of women and girls in environmental governance (Lnder, 2021). Men and women can also played different roles in making decisions about pollution, prevention, waste management, identification of sources of chemical exposure and building a safer environment for communities.

Gender equity is very essential in achieving sustainable environmental management because none of the three ingredients (economic, social and environmental) of sustainable development can be achieved without ensuring gender equality. For instance, to achieve green environment, women must have the knowledge of the relationship between natural and environmental resources and the role in resources planning and management. Also, economic objectives cannot be achieved without putting in place strategies that are gender sensitive; more so, social objectives cannot be achieved without gender equality, sexism, racism and ethnic religious, social status, political opinion. Sexual orientation-based discrimination rising in the society are clear indicators of social inequity (Tchouassi, 2014). Sustainable development is now being advocated as a means of responding to global environmental concerns, biophysical issues, fairness, equity and distribution (Adejumo and Adejumo, 2014).

Thus, both private and public organization have now embraced sustainable development as a new strategy for development (Peterson, 2022), this development strategy influences the formulation issues and implementation actions. It captures the inter–relationship between environment, society and economy, conceived as separate although connected constituted parts

of sustainable development (Tchouassi, 2014). It requires balancing environmental, societal and economic consideration in the pursuit of development and improved quality of life (Arora, 2012).

Gender issues have increasingly gained significance within the last three decades, the relationship between gender and the built environment has also begun to gain the attention of a number of researchers (Oluronke, Simon and Olajoke, 2012).The quality of the environment is determined by the users(the different sexes)and women forms a sizable portion of the population (Oluronke *et al*.,2012).Gender equality is good in its own right but it is also vital to the achievement of other development goals such as poverty reduction and environment sustainability (UNIDO, 2015). To ensure that men and women equally access, participate and benefit from developmental project and that gender inequalities in activities and outcome are reduced or eliminated, gender differences need to be considered in all government policies and decision (UNIDO 2015).

The role of women in environmental management is expected to have women participating in policy making related to the problem of environmental management, along with the development of human right issues, democracy, environment and gender equality (Supubiet al., 2019). Environmental conditions have different impacts on the lives of men and women due to existing gender equality long before the Stockholm conference on the human environment in1972. Many attempts at development had been mainly from the economic perspective; indices of development were based mostly on economic growth and such measurable factors as gross domestic product (GDP) and per capital income (Matt, 2020).

Sustainable development according to Matt (2020) is the capacity to improve the quality of human life while living within the carrying capacity of supporting ecosystems. In order to achieve sustainable development, environmental protection should constitute an integral part of the developmental process and cannot be considered in isolation from it (Principle 4 Rio development Declaration on Environment and Development, 1992). Principle 4 of the Rio Declaration according to Matt (2020) provides the link between sustainable development and environmental main-streaming. He further stressed that development cannot be isolated from environmental protection, the declaration calls for the integration of environmental protection into development policies, a concept also known as environmental policy integration.

The aim of sustainable development fits well with the universal goal that people would set for themselves which include a long and healthy life, education, access to the resources needed for a decent standard of living, political freedom, guaranteed human rights and freedom from violence. Sustainable development must therefore balance the need of society, the economy and the environment. It is also a development that is pro-people, pro- nature and pro- job. A kind of development that generates economic growth and distributes its benefits equitably. An environmentally sustainable system must maintain a stable resources base, avoiding over–exploitation of renewable resources system or environmental sink, function and depleting non-renewable resources. It includes maintenance of biodiversity, atmospheric stability and other ecosystems functions not ordinarily classified as economic resources.

The inseparable threads that join economic development, poverty alleviation, population growth, human nutrition and health, human right, security and conservation of the environment are woven through the agenda 21 principles. None of these themes can be fully resolved unless all are attended to since each is an integral part of the human, social and economic system. A core requirement of sustainable development is to make humans the center of development, to manage the earth's resources and other major development challenges such as poverty, nutrition, health and security (Matt, 2020).

The MDG goal 7 address issues of environmental sustainability the target were integrating the principle of sustainable development into countries policies and programmes and reverse laws of environmental resources progress towards achieving this goals is monitored by such indicators as proportion of land areas covered by forests ratio of area protected to maintain biological diversity, energy use per unit of GDP, carbon dioxide emissions per capital consumption of ozone depleting chlorofluorocarbons (John and Adeoye, 2012).An effective management of the environment is expected to impact positively on the economic as well as the society and enhance human well-beings (John et al., 2012).Linking gender equality with sustainable development is important for several reasons; it is a moral and ethical imperative effort to achieve a just and sustainable future which cannot ignore the right, dignity and capabilities of the half of the world's population.

To be effective, policy action for sustainability must redress the disproportionate impact on women and girls of economic, social and environmental shocks and stresses (UN Women 2014). According to the UN Women (2014) in world survey on the role of women in development, gender equality and sustainable development, the opined that women's knowledge, agency and collective idea have huge potential to improve resources productively, enhance ecosystem conservation and sustainable uses of natural resources and to create more sustainable, low carbon food, energy, water and health system, failure to capitalize on this

would be a missed opportunity. They further stressed that women should not be viewed as victims but as central actors in moving towards sustainability.

The cause and underlying drivers of unsustainability and of gender inequality are deeply interlocked; both are produced by development models that support a particular type of under regulated market led growth and the persistence of unequal power relations between women and men (Christa Wichterich, 2019). Such development pattern rely on and reproduce gender inequalities, exploiting womens labour and unpaid cared work. The same development trajectories also produce environmental problems, as market actors seek and secure profit in ways that rely on the over exploitation of natural resources and the pollution of climates, land and ocean. Such market led pathways are leading in directions that are unsustainable in social and ecological terms and ultimately in economic ones too, undermining the conditions of further progress.

Gender equality and sustainable development can reinforce each other in powerful ways (Agarwal, 2021; Cela, Dankeliman and Stern, 2013). There is growing evidence of the synergies between gender equalities on the one hand and economic, social and environmental sustainability on the other. For example, when women have greater voice and participation in public administration, public resources are more likely to be allocated towards investment in human development priorities including child health, nutrition and access to employment (Chattopadhyay and Duflo, 2022).

Ensuring women's access to and control over agricultural assets and productive resources is important for achieving food, security and sustainable livelihoods, (FAO, 2011). Women's knowledge, agency and collective action are central to finding, demonstrating and building more economically, socially and environmentally sustainable pathways to manage local landscape; adapt to climate changes, produce and access food and secure sustainable water, sanitation and energy services. Premised of maintaining gender inequality such as through maintaining gender wage gap and entrenching gender discriminatory norms, value and institutions, (Kabeer and Natali, 2013). Increasingly, women's full participation is recognized as central to policy making for example, their decisive involvement in community forest management bodies yields positive outcomes for both forest sustainability and gender equality (Agarwal, 2021).

Furthermore, certain aspects of gender equality such as female education and women's share of employment can have positive impact on economic growth, although this impact is dependent on the nature of growth strategies, the structure of the economy, the sectoral composition of women's employment and labor market segregation, among other factors (Kabeer and Natali, 2013). However, while gender equality can have a catalytic effect on achieving economics; social and environmental and sustainability, the reverse does not always hold true. Hence a simple "win-win" relationship between gender equality and sustainability cannot be assumed. Indeed, some patterns of economic growth and policy responses that view women as "sustainability saviour" draw upon and reinforce stereotypes regarding women's roles in relation to the family, the community and the environment. Such responses often add to women's already heavy unpaid work burdens without conferring right resources and benefit.

Power imbalances in gender relation determine whether women's actions and work translate into the realization of their right and capabilities, while the participation of women is vital, their involvement in policy intervention aimed at sustainability does not automatically means greater gender equality, particularly when the structural foundations of gender inequality remain unchanged. There are, however, alternative approaches that move toward sustainability and gender equality synergistically. Some are rooted in the everyday practices through which women and men access, control, use and manage natural resources in ways that sustain livelihood and well beings. Joint initiative between the state and the community in the 'amazons basins' for example have the potential to conserve forest blood inversely and address climate change mitigation while providing for local sustainability livelihood of women and men (Rival, 2020).

Others are evident in movement and collectivities, many of them led by women to build food and resources sovereignty and sustainable communities and cities. For example, women in South Asia, a network of grass-roots women leaders are working to scale up capacity to reduce risks and vulnerabilities to climate change in their communities and build a culture of resilience hence; there is need for gender equality to be at the centre of sustainable environmental development or management. Little wonder, in the world survey report by UN Women (2014) her message were center on three areas; that forging any sustainable development pathway must include an explicit commitment to gender equality, women's empowerment and women's right in its conceptualization and implementation; that achieving sustainable development means recognizing the synergies between gender equality and sustainability and engaging with the tension and trade –offs that inevitably arise between the three dimensions of sustainability with the integration of gender equality; and lastly, that addressing the trade-offs and negotiating the policy dilemma to achieve sustainable development and gender equality requires inclusive deliberation processes and ways to monitor exclusions and trade-offs.

A study carried out by Radhika (2019) on gender inequality in education. Specifically, the study observed that gender inequality has been experienced in the areas of participation. The students are required to participate in number of areas in educational institutions. Girls were provided with less participation opportunities as compared to their male counterparts and hence, it led to prevalence of gender inequality in rural communities, this problem has been more severe as compared to urban communities. Gender inequality in education is regarded as the major impediment within the course of overall progression of the system of education. Therefore, it is vital to formulate measures and programs that are focused upon making provision of equal rights and opportunities to girls, not only within the course of acquisition of education, but also in the implementation of other job duties. The parents at home and teachers in school need to provide equal participation opportunities to girls. The main areas that have been taken into account are factors causing gender inequality in education, factors influencing educational attainment, and programs promoting women's education.

Panigrahi (2016) conducted a study entitled "eliminating gender discrimination in academic setting". The influence of teachers; the paper attempted to find out the role that teacher plays in creating affective attitude and commitment towards gender sensitive environment in a student's life. He went further explaining that men and women are like wheels of a bicycle. For any society to develop in all aspects it is important to take into consideration both men and women. For spreading awareness regarding gender issues gender sensitization is the new term being used by the social thinkers and activists. Gender sensitization according to him is spreading awareness and modifying the behaviour of the individual towards gender, to bring revolutionary change in society by transforming the mindset of the individuals by eradicating the stereotype thinking and practices and developing a concern of the society towards the gender issues.

In another study by Srinivas (2017) on empirical status of gender sensitization as a teaching curriculum, the study looked at gender-based inequalities in India. The study result revealed that in India, demography indicates gender differences include sex ratios at birth, infant and child discrimination by sex and low ages at marriage for women. The study focused on empirical status of gender as a curriculum in the form of toward a world of equals having the twin goals; gender equality and women empowerment today. It also delves into challenges and opportunities that can be harnessed among Indian youth as fact that India and it's society has a herculean task of empowering women to provide them the scope and to prepare them for a safe and productive future. According to a study carried out by Newman (2021) on gender

equality and educational system in Nigeria, the work considered approaches to understanding and evaluating gender equality in Nigeria educational system from the perspective of concerns for gender discrimination. The study reviewed extant literature and deductively explored distinctively the issues in gender equality in Nigeria educational system.

In an empirical work carried out by Adegboyega, et al, (2023) on gender equality and leadership challenges in Nigeria. The researchers used descriptive survey design with a total of 600 staffs of Olabisi Onabanjo University, Ago-iwoye, Ogun State, which was randomly chosen using simple random sampling technique questionnaire was developed tagged gender and leadership challenges with a reliability coefficient of 0.88. A bar chart was used for analysis and presentation of result, and came out with the following findings, that restrictive religious practices, patriarchal setting in the society, sexual harassments, maternal mortality. Poor access to education and scholarship facilities in various professions and marital obstructions were among the challenges confronting women in getting to the leadership post in Nigeria. The study recommended among other things that in order to have women participated in leadership and politics, gender equality initiatives should be implemented at all levels of governance within private and public organisation. The government needs to work towards changing the political structures which produce gender inequalities. Achieving the goal according to the researchers, involves equal participation of men and women in decision making positions which according to them will provide a balance which will more accurately reflects the composition of society, interests and the general good of the citizens.

According to a study on gender equality within political parties and women's cross-party cooperation by Elina Hatakka and Anita Kellies (2015) Viitanen published by political parties of Finland for democracy – Demo Finland, they said that researchers have identified two types of argument for the promotion of women's participation in politics (Rights versus better politics), the intrinsic approach argues must have an equal share of politics and power. As women constitute half of the world's population, it is fair that they should also have half of the political power. The instrumentalist argument is based on the essentialist thinking that women and men are innately different. It assumes that women in politics will bring a special caring focus and female values to politics and, in the long term, change the nature of politics. A fairly recent study "equality in politics: A survey of women and men in parliaments" by IPU confirms that the political priorities of men and women differ to some extent.

Research Questions

The following research questions are posed to direct the study;

1. To what extent does gender equality sensitivity in education relate to sustainable environmental management in Cross River State?

2. How does gender equality sensitivity in decision making relate to sustainable environmental management in Cross River State?

Statement of Hypotheses

The following hypotheses are formulated to guide the study;

1. There is no significant relationship between gender equality sensitivity in education and sustainable environmental management in Cross River State.
2. Gender equality sensitivity in decision making does not have any significant relationship with sustainable environmental management in Cross River State.

Methodology

The survey research design was considered most appropriate for this study. This design allows the researcher to assess the situation under investigation as it exists presently. The area for this study is Cross River State, Nigeria. The study area is located in the South-South geo-political zone of Nigeria. Cross River State lies; between latitudes 4º34′ and 6º55′ North, and longitudes 8º50′ and 9º28′ East of the Greenwich meridian, within the tropical rainforest belt of Nigeria. It shares boundaries with the Republic of Cameroon in the East, Benue State in the North, Ebonyi and Abia States in the West, Akwa Ibom State in the South West and the Atlantic Ocean in the South. Cross River State lies within the Cross River Basin; with a total area of 53,855 km^2 which lie in Nigeria and 9750 km2 in Cameroon (Cross River State at a glance, 2023). The Cross River Basin also covers parts of Benue, Abia, Ebonyi, Enugu and Akwa Ibom States in Nigeria. The topography of Cross River is mostly characterized by low-lying undulating terrain with several areas of extensive flood plain along the course of Cross River and its major tributaries. The population of the study comprised all the people (male and female) living in Cross River State. They include farmers of all categories belonging to Farmers' Associations/Organizations whose activities in one way or the other have affected sustainable management of environmental resources. The population of registered farmers in the eighteen (18) Local Government Areas is 5,895 (Ministry of Youth and Sport Development, 2023).

The study adopted a multi-stage sampling procedure (stratified sampling, simple random sampling and proportional simple random sampling techniques). The stratified sampling technique was adopted to select the 18 local government areas, villages and communities studied; this was because each of the 18 local government areas had registered farmers' associations whose activity one in way or another had affected the sustainable management of

the environmental resources based on their characteristics, perception and attitude. A sample of six hundred and thirty-one (631) respondents was drawn from the population of the study. The instrument used for data collection was a structured questionnaire tagged: "Gender equality Sensitivity in education and decision making and Sustainable Environmental Management Questionnaire (GESEDMSEMQ))". The questionnaire was divided into two main sections. Section A was designed to elicit information on respondents' personal characteristics such as gender, age, marital status, religious affiliation and educational qualification, income, family size etc. Section B will be designed to obtain information on gender equality sensitivity and sustainable environmental management. The section B was designed using a 4- point Likert scale of strongly agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD). The questionnaire was designed to have 20 questions that is, 5 questions each measuring the independent variables and 10 questions measuring the dependent variables.

The designed questionnaire was validated to ensure that it was well constructed to measure the actual items it is supposed to measure. The reliability of the instrument was ascertained using Cronbach alpha reliability estimate. The questionnaire was administered once to 30 respondents in two communities with registered farmers that are not part of the actual study. Data obtained were analyzed using Cronbach alpha reliability coefficient. The result obtained showed a reliability range of .72 and .88. The respondents were visited during their regular meetings to distribute and retrieve the completed questionnaires. The hypotheses were tested using Pearson Product Moment Correlation analysis.

Results

H01: The null hypothesis states that there is no significant relationship between gender equality sensitivity in education and sustainable environmental management in Cross River State. To test the hypothesis, Pearson product moment correlation analysis was employed to compare gender equality sensitivity in education with five items and sustainable environmental management with ten items in the questionnaire. The result is presented in Table 1

Table 1: Pearson product moment correlation analysis of the relationship gender equality sensitivity in education and sustainable environmental management (n=631)

Variables	$\bar{x}$	SD	r-cal.	P-value
Gender equality sensitivity in education	19.49	6.71		
			0.764*	.002
Sustainable environmental management	32.84	8.12		

Significant at the 0.05 level of significance

The information in Table 1 shows that there was a significant relationship between gender equality sensitivity in education and sustainable environmental management in Cross River State (r-cal = 0.764; P-value =.002). This result revealed that the calculated r-value of 0.764 at P<.05 with degree of freedom of 629 is greater than the critical p-value of .002. Hence the null hypothesis that there is no significant relationship between gender equality sensitivity in education and sustainable environmental management is rejected, while the alternate hypothesis is accepted and retained at the 0.05 level of significance. The result implies that gender equality sensitivity in education has a significant relationship with sustainable environmental management in Cross River State, Nigeria.

H02: Gender equality sensitivity in decision making does not have significant relationship with sustainable environmental management in Cross River State. To test the hypothesis, Pearson product moment correlation analysis was employed to compare gender equality sensitivity in decision making measured with five items in a questionnaire and sustainable environmental management measured with ten items in the questionnaire. The result of the analysis is presented in Table 2.

Table 2: Pearson product moment correlation analysis of the relationship between gender equality sensitivity in decision making and sustainable environmental management (n= 631)

Variables	$\bar{x}$	SD	r-cal	P-value
Gender equality sensitivity in decision making	19.37	8.62		
			0.863*	.008
Sustainable environmental management	32.84	8.12		

Significant at the 0.05 level of significance

The information presented in Table 2 shows that gender equality sensitivity in decision making significantly relate with sustainable environmental management in Cross River State, Nigeria (r-cal = 0.863; P-value =.008). This result revealed that the calculated r-value of 0.863 at P<.05 with degree of freedom of 629 is greater than the critical p-value of .008. Hence, the null hypothesis was rejected while the alternative hypothesis, which state that gender equality sensitivity in decision making significantly relate with sustainable environmental management was accepted and retained.

Discussion of findings

The result in hypothesis one revealed that there is a significant relationship between gender equality sensitivity in education and sustainable environmental management in Cross River State, Nigeria. The outcome of this result was based on the experience of the respondents on gender inclusion of women educationally in the study area, hence, the submission of the respondents which has resulted in the outcome of this result. The result of this finding is in support of the findings of Suvikorenius (2018) who conducted a study on gender sensitive in education in low- and middle-income countries. The study investigated existing gender sensitive education toolkits for secondary school teachers or facilitators in low- and middle-income countries. It was concluded that there is a need for gender sensitive education toolkits in low- and middle-income countries as so few were found online.

In another study by Srinivas (2017) on empirical status of gender sensitization as a teaching curriculum, the study looked at gender-based inequalities in India. The study result revealed that in India, demography indicates gender differences include sex ratios at birth, infant and child discrimination by sex and low ages at marriage for women. The study focused on empirical status of gender as a curriculum in the form of toward a world of equals having the twin goals; gender equality and women empowerment today. It also delves into challenges and opportunities that can be harnessed among Indian youth as fact that India and it's society has a herculean task of empowering women to provide them the scope and to prepare them for a safe and productive future.

Result in hypothesis two revealed that gender equality sensitivity in decision making significantly relates with sustainable environmental management in Cross River State, Nigeria. The strength of this result lies in the fact that the respondents have expressed true knowledge and experience that though women were marginalized in terms of not being involved in decision making, women are now brought to the decision table, especially as it concerns sustainable environmental management hence their submission and the result obtained. The result is not in agreement with the findings of Adegboyega, Adebayo, Osegi, Toluwanimi and Grace (2023) who carried out a study on gender equality and leadership challenges in Nigeria. Findings reveals that restrictive religious practices, patriarchal setting in the society, sexual harassments, maternal mortality. Poor access to education and scholarship facilities in various professions and marital obstructions were among the challenges confronting women in getting to the leadership post in Nigeria. The study recommended among other things that in order to have women participated in leadership and politics, gender equality initiatives should be implemented at all levels of governance within private and public organisation. The government needs to work towards changing the political structures which produce gender inequalities. Achieving the goal according to the researchers, involves equal participation of

men and women in decision making positions which, according to them will provide a balance which will more accurately reflects the composition of society, interests and the general good of the citizens.

Conclusion

Based on the result the study, it was concluded that, sustainable environmental management cannot be achieved without the collective effort of people (male and female). Women like their men counterpart have significant role to play in promoting sustainable environmental management. This can be achieved with gender equality sensitivity in education, decision making, political participation, employment opportunity and health sector. Gender inclusion in the aforementioned areas would promote sustainable environmental management in Cross River State and beyond.

Recommendations

1. There is need for proper sensitization for parents to give equal educational opportunity to the male and female children as best legacy that would affect them, their environment and their generations.
2. There is also need for women to be brought to decision making table at the local national and international levels as their input can promote sustainable environmental management.
3. Women have equal right and privileges to employment opportunity in any ministry, department, agency and parastatals same as their male counterparts; especially in areas that has to do with sustainable environmental management.

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