

**Deepening Gender inclusiveness in Criminal Justice education and Career: An Open and Distance Learning Construct for Sustainable Law Enforcement in Nigeria****La Reconstruction De L'education Integratrice Et La Carriere En Application Durable De La Loi Au Nigeria A Travers L'enseignement A Distance.****Dr. Dickson Ogbonnaya IGWE**

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Abstract

Conventional education and career access disparity across gender occasioned by profit driven privatization and culturally imposed discrimination in some profession like criminal justice administration (CJA) that in the African context is male dominated has implication on sustainable inclusive law enforcement. However, while there is greater attention given to accessing conventional education and CJA career despite profit and cultural restrictions, less attention is given to accessing Open Distance Learning (ODL) providing lifelong learning space to deepen inclusive education and career across class and gender without restriction. Therefore, the paper argues that to bridge access gap in education and career means to open up lifelong learning space that ensures equity and inclusiveness in education and career for all without restrictions. While it presents challenges like access restriction, opportunities to explore female intellectual and professional skills are provided. Hence, the concept of borderlessness in access to education and law enforcement career as bits for discussion. Consequently, the paper focus is to examine ODL reconstruction of inclusive education and career in criminal justice for sustainable law enforcement in Nigeria. Berger and Luckman's Social Constructionist Theory provided the framework used to show the reverberation of social construction and reconstruction of meanings and interpretations of education and career along gender line (Berger and Luckmann. 1967). While the design was exploratory, content analysis was adopted to draw inferences (Kumar, 1996) from cases studied leveraging on their empirical insights as provided in relevant literature content analysed. The findings reveal that education, career and gender imbalance exist as realities with exclusive gap in favour of male dominance from where ODL's

education for all emerged with inclusiveness that closed the gap to foster sustainable law enforcement in Nigeria. The finding affirmed need for inclusiveness and the desirability to undermine in gender education and career; profit maximization and patriarchal culture of segregation and discrimination that largely determine access and denial in Nigeria.

Keywords: ODL, Gender, Inclusive Education, Law enforcement, Sustainability, Nigeria

Résumé

La disparité entre les sexes en ce qui concerne l'accès à l'éducation conventionnelle et les possibilités de carrière, causée par des discriminations culturelles dans certaines professions comme l'administration de la justice pénale, a des répercussions sur l'application durable et inclusive des lois. Cependant, alors qu'une plus grande attention est accordée à l'accès à l'éducation conventionnelle et à la carrière de CJA malgré les restrictions de profit et culturelles, moins d'attention est accordée à l'accès à l'enseignement à distance (LED) qui offre un espace d'apprentissage tout au long de la vie pour approfondir l'éducation inclusive et la carrière parmi les classes sociales et pour les sexes sans restriction. Par conséquent, cette étude soutient que combler le fossé d'accès à l'éducation et à la carrière implique d'ouvrir un espace d'apprentissage tout au long de la vie qui assure à tous, sans restrictions, l'équité et l'inclusion en matière d'éducation et de carrière. Elle présente les défis et les perspectives de l'absence de frontières dans l'accès à l'éducation et à la carrière dans l'application de la loi en tant qu'éléments de discussion. Par conséquent, l'étude se concentre sur l'examen de la reconstruction de l'éducation inclusive et de la carrière dans la justice pénale en vue d'une application durable de la loi au Nigeria. La théorie constructionniste sociale de Berger et Luckman a fourni le cadre pendant que la conception était exploratoire. Bien que la conception ait été exploratoire, l'analyse du contenu a été adoptée pour tirer des inférences à partir d'études de cas s'appuyant sur l'aperçu empirique fourni par la documentation pertinente qui a été analysée. Par conséquent, l'étude se concentre sur l'examen de la reconstruction de l'éducation inclusive et de la carrière dans la justice pénale en vue d'une application durable de la loi au Nigeria. La théorie de constructionniste sociale de Berger et Luckman a fourni le cadre pendant que la conception était exploratoire. Bien que la conception ait été exploratoire, l'analyse du contenu a été adoptée pour tirer des inférences à partir d'études de cas s'appuyant sur l'aperçu empirique fourni par la documentation pertinente qui a été analysée. es résultats révèlent que l'équité et l'éducation inclusive ainsi que l'application durable de la loi sont menacées en raison de la maximisation des profits et de la culture patriarcale de ségrégation et de discrimination qui déterminent largement l'accès et le refus de l'éducation et de

la carrière au Nigeria au profit des femmes.

Mots-clés: LED, Inclusion, Éducation, Carrière, Justice pénale, Application des lois, Nigeria

Introduction

The concept of gender in different culture is socially constructed. While some refers to it as the male female identity, some others see gender as biased tendency to discriminate one sex from another arising from exercise of power relations. Others still look at it as a category that consisting of male, female share of responsibility that determine access to or denial of power, resources and control. Arising from this reflection is the increasing popularity of e-learning based ODL without time and space restriction in knowledge production and dissemination. To this end, the ODL concept serve to deconstruct the male literacy dominance experience in most societies. This is explained considering the following features of open distance learning including providing highly accessible and enhanced quality education anchored on social justice, equity, equality, that consolidate national cohesion in Nigerian context through a comprehensive reach that transcends boundaries of gender based learning and career exclusion. Anchoring this initiative first of its kind in West Africa is the National Open University of Nigeria. It is positioned to bring to functionality, quality education for all with cost-effectiveness and learning flexibility weaved with life-long value.

Quality education for all accommodates equity across career and gender. An effective security sector should protect and upholds women's rights, particularly in the face of public or private violence towards women. However, it is often the security forces themselves who are amongst the biggest perpetrators of violence against women (Ifemeje, 2008; UN Secretary General, 2009). It follows, therefore, that without effective security; women cannot undertake tasks essential to their livelihoods and physical wellbeing or engage in activities such as education, which offer possibilities for empowerment.

However, while it has been widely recognized that women and men are differently affected by conflict, the ways in which their security needs and access to security provision vary are not adequately understood or incorporated into security mapping. Gender based discrimination is an all-pervasive global problem which has occasioned intense gender inequality in many countries of the world. It existed from the dawn of civilization and has continued over centuries (Igwe, 2013). In countries emerging from conflict, physical and human security can be particularly difficult to ensure, and the state institutions that are tasked with safeguarding and providing security to citizens are

frequently weak, corrupt and under-resourced (Miles, 2017). Reforming these institutions and actors in line with more accountable and democratic principles is therefore a priority in these contexts. The main actors in the security sector are the armed forces, police, intelligence services and other security agencies, justice and rule-of-law institutions, oversight bodies such as national security advisory councils or financial management committees, and non-statutory security forces such as guerrilla armies or private security companies are not inclusive in their recruitment and services delivery. This has made women more vulnerable.

Literature Review

Threats and Opportunities in Today`s Law enforcement Environment

In the second decade of the 21st Century, Nigeria and the world are facing profound changes in the shape of threats to our security (Human Security Study Group, 2007). The traditional threats of conventional or even nuclear wars between states have not disappeared. But they have been eclipsed by a host of new realities. Intelligence agencies, foreign policy and military officials of the present administration and analysts across the political spectrum agree: the boundaries between military, economic, and other threats are porous because law enforcement is not holistic and inclusive. Violent non-state actors are no longer confined to the periphery. The temptation, however, is still to apply military metaphors—and military strategies—to the new threats rather than to make systematic adjustments in strategy toward inclusive education and security framework to be all involving across gender line. Even when military strategists give more weight to dialogue and negotiation, (“winning hearts and minds”) than use of military option.

Changing this pattern requires a comprehensive analysis of male and female role components of threats that go beyond male dominated military action as perspectives, even within the realm of threats of physical violence. Non-state actors with access to the means of violence now include not only rebel groups within a single country, but complex international terrorist networks, pirates, drug smugglers, people smugglers, and both organized and unorganized criminals making use of the latest technologies. When confronting such a diverse and decentralized set of threats, a response aimed at “taking out the enemy” at all costs is not only doomed to failure, but it is also likely to be counterproductive. Indiscriminately expanding the state's security apparatus not only threatens our rights but also misuses resources. The structure and composition of law enforcement actors have direct bearing on the effect of lawful and unlawful invasions, commando raids, torture, and aggressive profiling and targeting of suspect groups.

Inclusive Human Security

Critics of the inclusive security/human security framework say that the concept is too vague, and that it groups too many diverse threats to enable officials to prioritize responses realistically. There is no doubt that different threats do require different responses, and that there must be informed decisions about allocating resources against it. But it is even more short-sighted and unrealistic to ignore the fact that threats are interrelated and that traditional national security responses are inadequate in today's complex realities. Continuing to focus primarily on the military defeat of enemies, while subordinating or assimilating other threats to that simplistic model, is not only ineffective. In terms of diminishing the threats to real human security, it is also counterproductive. This is supported by a large number of empirical studies of a state formation (Porter, 1994). But why is it then that the connection between war and state making does not appear to be present at all in the weak states in the third world? If we define war along conventional line, then there is certainly no lack of war involvement in a great number of third world states (Wallenstein & Sollenberg, 1999). And yet, not only has this activity victimized more women *who are rendered widows to cater for the family as a single parent with no in most cases economic base to shoulder such responsibilities*, but also, in a large number of cases, the failure of peace processes especially in African sub-regions have been blamed on exclusive peace building and security.

Generally, in African culture and cosmology, women are designated to be private commodity owned and controlled by their husband and parents (Igwe, 2019). They were never regarded as having capacity to share education and career with men who are predominantly assign harder tasks to do considering the women as weaker vessels serving as domestic support to men. As a result, educating them to certain level like university to compete with men in the enforcement of law is some sort of cultural aberration. This argument substantiates the gap and involvement disparities between male and females educational access which ODL's education for all vision and platform (NOUN News, 2019) is designed to fill. This gap filled, the female is provided equal opportunity with male to attain the requisite qualifications and skills to position her to take on employments in law enforcement profession.

Gender Inequality and ODL Strategy

However, while there is greater attention given to accessing conventional education and CJA career despite profit and cultural restrictions, less attention is given to accessing Open Distance Learning (ODL) providing lifelong learning space to deepen inclusive education and career across class and gender without restriction. As the paper argues, bridging access gap in education and career means to open up lifelong learning space that ensures equity and inclusiveness in education and career for all without restrictions.

However, borderlessness in access to education and law enforcement career is a pursuit that requires urgent attention if inclusive education and career in law enforcement are to take center stage in our development effort as a nation.

The survival threats coming from gender extremists' discrimination and their significance both in the work place and in the career space is most commonly underestimated. Although gender inequality often stems from social structures socially constructed that have institutionalized misconceptions about who a woman is to a man. Across generations, the males and the females in some culture are socialised to accept this social reality and live with the differences as career determinant. According to Makama (2013), in their article written on the analysis on gender and the society, women have been traditionally designated to occupations, which require such skills. While these skills are culturally valued, they are typically associated with domesticity. Therefore, occupation requiring these skills such as one present in law enforcement is more appropriate with the male than the female. Men have been traditionally viewed as "bread winners" or the workers, so jobs held by men have been historically and economically valued and paid higher wages. In the same vein, some courses receive less patronage from female candidates than male ones.

Drawing from Igwe, (2019); NOUN News, (2019) and Makama, (2013), there are cultural restrictions and prescriptions that define the extent of education and career available for women as domestic supports to men unlike the men in most African societies that ODL principles and vision target to destroy. This perception has discriminatory implication on what career women are allowed to pursue and how much education the woman can attain without constituting cultural deviant. Such platform as the ODL standing in this scholarship and career gaps to restrain access denial based on gender. This it does through highly accessible and enhanced quality education anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers. ODL provide functional cost effective flexible learning which adds life-long value to quality education for all who seek knowledge (NOUN News, 2019).

This research underlines the importance of understanding the insecurities experienced by both men and women from different perspectives at the local level, which are too often ignored by security sector policy-makers who tend to concentrate on male dominated national security policy. Marginalized groups often find it difficult to access education, security and justice because actors here articulate their concerns to be pro-male more than women. The domineering character of education and criminal justice reform administrators leaves little to be desired about inclusiveness (Ifemeje, 2008). This suggests a practical sowing of seeds of violent conflict where women and children are

most vulnerable. That contrast at the community level, the understanding and addressing the various forms of discrimination, violence and insecurity being experienced by men and women at this level is crucial to the rebuilding of sustainable peace.

Gendering education and career particularly the law enforcement profession is not an objective conclusion instead opening up education and career access reconfigures social justice, equity, equality and in Nigerian context, advances national cohesion through a comprehensive reach that transcends all barriers. This is a bit to reconstruction the normal social construction of gender and female performance in education and in some career that negates the patriarchal gender restrictions in favour of male dominance.

Theoretical Perspectives

Social Constructionist Theory

This is a generalised, wide ranging system of knowledge about social reality and human experience expressed from a woman-centered perspective (Igwe, 2013). This idea is woman centered and its tool of investigation is anchored on the situations and experiences of women in society. Berger and Luckman's Social Constructionist Theory providing the framework implies that the gender supremacy struggle in access/denial game concerning education and career particularly, in law enforcement is a product of patriarchal induced social construction away from their social realities (Berger and Luckmann. 1967). However, the weakness of this postulation is located in its ignorance of the changing human nature and interaction. This gap is filled by the feminist perspective that postulates and I "quote what a man can do the woman can even do it better". Patriarchy propagates structural violence against female because it upholds 'male world perspective' implying male dominance in society or world (Moult, 2005; Igwe, 2019). This is practiced by men and male dominated organizations over women and is linked to all forms of abuse against women.

Methodology

Berger and Luckman's Social Constructionist Theory provided the framework used to show the reverberation of social construction and reconstruction of meanings and interpretations of education and career along gender line (Berger and Luckmann. 1967). While the design was exploratory, content analysis was adopted to draw inferences (Kumar, 1996) from cases studied leveraging on their empirical insights as provided in relevant literature content analysed. The findings reveal that education, career and gender imbalance exist as realities with exclusive gap in favour of male dominance from where ODL's education for all emerged with inclusiveness that closed the gap to foster sustainable law enforcement in Nigeria. The finding affirmed the need for inclusiveness and the desirability to undermine in gender education and career, profit maximization

and patriarchal culture of segregation and discrimination that largely determine access and denial in Nigeria.

Addressing Inclusive Gender Question in Education and Law Enforcement

Educational and Career Restraint

It is the vision of NOUN to democratize access to tertiary education. The need to educate the disabled or exceptional child on the same educational platform with normal or gifted child cannot be overemphasized particularly in a manner that reflect gender balance though the children may require special educational services to enable them develop their maximum capacity both academically and socially. The gap in education and career access between the normal and abnormal child male and female in some clans calls for concern.

Distance learning – and more recently online learning has a long history of increasing access to education, dating back to 1833 (Cornwall and Edwards, 2016; NOUN News, 2019). Correspondence schools and radio instruction contributed to reducing education barriers. Open Education Resources (OER) are important learning materials in NOUN with the potential to facilitate the expansion of learning worldwide. The flexibility, both technological and legal, afforded by openly licensed content is an important precondition for supporting inclusive education. The UNESCO Paris Declaration on “Open E-learners’ Resources, 2008” begins with the premise that everyone has the right to education and career in any profession of choice, referring to the universal declaration of human rights and other international recommendations and agreements. OER aim to promote open access to digital educational resources that are available online for everyone at global and national levels (NGP, 2016; ACU, 2018; NOUN News, 2019).

But the disparity in literacy, poverty, and ignorance level is suggestive of cultural exclusions and restriction in some African societies. Limited education of women and their consequent restricted involvement in some career pursuit exclude them from wage earning economic activities is a serious disempowerment factor (Yusuf, 2019). This has contributed to their low level of participation in politics and economy with implication on their social esteem and wellbeing. It is psychologically impracticable for a woman socialised to accept being designates as domestic support to men. Therefore, aspiring to participate in technology, modern science and technologically based occupations is a no.

Dimensions of Restraints

Culture: Culture being the way of life of a people is usually difficult to change. In Nigeria, it has been observed that women and daughters in *some tribes are discriminated against when it comes to inheritance of property (i.e. succession)* (Abdulkarim, 2019). Nigeria being a patrilineal society the right of

inheritance is chiefly by male descent (Buvinic & Furst-Nichols, 2014). There are of course some parts of the country where women can inherit from their father's estate e.g. the Yoruba speaking area. In most part of Igboland, women are excluded from inheriting the property of their father (Paul, 1984). A Nigeria woman is born into a culture of male supremacy. There is the general preference for a "male child" while girls' leaves home at marriage to become their husband's property. The tempo of development in the 21st Century is heightened by many forces one of which is global gender issues whether reported, underreported or unreported. This centrifugal force according to No 5 of the SDG aims to attaining gender equality and empowerment for all (Association of Common Wealth Universities, 2018).

Political: The plight of Nigerian women is similar to the plight of other women around the world (Abdulkarim, 2019). Even though they make up half the world's population, they account for only 5-10 percent of formal political leadership positions worldwide (Hunt and Samman, 2016). There is no country in which women have equal political statuses, access or influence with men (Yusuf and Aimee, 2019). As a gender, they are underrepresented in the governance of the Nigerian. Obviously there are inhibitions on women's way to progress in politics. These inhibitions are varied but all have their roots in the interplay of "power" (men's dominant preserve) and "powerlessness" (women's dominant preserve), which is what politics is largely all about (Miles, 2017). The power of the powerful rests, after all on the powerlessness of the powerless (NGP, 2016). A major problem of women active participation in politics is that arising from family relationship, which includes bearing children, cooking and taking care of the routine needs of the family.

Citizenship and Security: According to O'Neil, (2014) citizenship is a patriarchal category. This patriarchal category has assigned greater value, status or prestige to that which traditionally has been identified as "male" than to that which traditionally has been identified as "female" (Ovute, 2015). It is this patriarchal definition of citizenship that feminist find mind-boggling. The feminist considers such patriarchal category as essentially oppressive (Stewart, 2011). Who a citizen is and what a citizen does and gets in the systematic order of things within a given political society are all rendered with full implications in the masculine image. Even in cases where citizenship, formally, has been granted to women in some liberal democracies such as USA and Britain, it is to be noted, according to Miles, that such formal recognition of citizenship to women were all won and still bargained in the light of existing structure of patriarchal powers in which women's tasks and qualities are still devalued (Miles, 2017). In trenchant terms, the ideological foundation of patriarchy, more or less is rooted in the ideology that biology –is– destiny. In its implied form, the biology – is – destiny ideology gave credence and birth to the

separate sphere ideology. The clamour for global citizenship otherwise called political globalisation will be far from real if gender restriction continues as a cultural norm in Africa particularly in Nigeria. This challenge calls for realistic all round institutional gender mainstreaming in Nigeria

Need for Gender Sensitive Security Reform

Gender sensitive security reform (GSSR) pushes in strong terms for inclusive security or human security perspectives in designing peace-building programs for the security sector rather than the traditional narrow focus on national security involving only the military and military hardware (Okereke, 2010). These approaches lead to security being viewed in a more people-centered way, with a focus on the individual and consideration of what is needed to establish “freedom from want” as well as “freedom from fear” (Østby, 2008). This presents a potential opening to identify and meet the needs of vulnerable groups, and is a positive development in global approaches to security issues. However, state security concerns tend to be attractive than other approaches due to the “War on Terror”. This has led to an unprecedented paradigm shift from merely protecting state interests in responding to conflict to addressing the root causes of violent conflicts (Ifemeje, 2010). Another demonstration structural violence against women is in making of Nigerian only Military Secondary School (NMS), Zaria, a male school. This contrast the coeducation presently in Nigerian Defence Academy, Zaria. While the former may seek to isolate female folks, the later sounds more like a better security Strategy which attempted to include elements of both human security and the more traditional state security concept.

Despite the shift toward a human security approach, GSSR efforts have tended to be discussed, defined and designed at the national level with the result that insecurities experienced at the local level are either ignored or become invisible (Okemakinde, 2014). However, it is at the community level where the seeds of violent conflict are sown, and understanding and addressing the various forms of violence and insecurity that affect people's lives is crucial to the rebuilding of a sustainable peace. In particular, marginalized groups may find it difficult to access security services or the justice sector, articulate their security concerns, or feel represented by the reform processes that are being administered by the government or international community. Security means different things to different people, and is influenced by a range of factors such as age, ethnicity or geographical location. Understanding the multiple insecurities experienced by individuals in different groups is therefore a complex task, and one that cannot be achieved by focusing on security as provided solely by the state. Focusing on the community level can offer insight into people's security needs, and it is also the level at which important services are provided.

Even with a human security approach that focuses on individual and community-based security needs there is still an imperative to ensure that gender issue like patriarchy is addressed. Momoh, (2009) and Mavratsas, (1999) both agree to patriarchy as a broad network or system of hierarchical organization that cuts across political, economic, social, religious, cultural, industrial and financial spheres, under which the overwhelming number of upper positions in society are either occupied or controlled and dominated by men. Thus, any system that operationalizes an order that accords men undue advantage over women is considered patriarchal. It is observed in the literature that the establishment and practice of male dominance over women and children, is a historic process formed by men and women, with the patriarchal family serving as a basic unit of organization. A patriarchy is considered the head of the household and within the family he controls productive resources, labour force, and reproductive capacities based on the notions of superiority and inferiority and legitimized by differences in gender and generation.

However, gender is a factor that plays a significant role in influencing an individual's sense of security, and can also be useful as a lens for understanding the different needs and interests of the members of any given community (Buzan, 1983). For example, women are often particularly vulnerable to certain types of physical violence due to their limited access to power, resources and the means to guarantee their security.

The Way Forward

From the foregoing discourse, it is quite glaring that while significant strides have been made in many countries of the world to bridge gender gaps, and advance gender equality through inclusive security and peace process, in compliance with the demands of international instruments on women's right, most countries like Nigeria are still lagging behind. To conform with the socio-economic and political demands the 21st Century, gender mainstream is a sustainable development tool that must not be ignored. For instance, the ACU gender Mainstreaming in Higher education and Victimology; implication for national growth and Development workshop Report posit that, “violence against women is a more serious cause of death and incapacity among women of reproductive age than cancer, and a greater cause of ill-health than traffic accidents and malaria combined” (UNHDRO, 2013; ACU, 2018).

Wholesome embrace of ODL Strategy complimenting other conventional access will in reality nullify tertiary admission denial based on gender. After all, all professions have gender aspects. Victimization and criminalization interpretation will be difficult without male and female criminological attention. It is only ideal for males to treat male offender just as it is reasonable for females to treat female offenders.

Conclusion

While ODL education inclusiveness desirable, it presents platform that can engenders gender balance along career line particularly in law enforcement profession. Drawing from these capabilities are the demonstration of functional accessibility anchored on social justice, equity and enhanced quality education. Education and law enforcement career cannot be effectively sustainable without adopting inclusive gender mix in involvement because crime and criminality respect no gender. So, gender supremacy contentions and the utilization of patriarchal values to determine access and denial of education and career is barbaric and has got to stop. Nigeria is therefore called upon to be part of global trend towards gender equality. She should demonstrate more sensitivity towards the plight of Nigerian women by implementing most, if not all, the recommendations in this paper.

Recommendations

Deepened access inclusiveness with balanced gender mix is highly desirable in our education and career pursuit. Institutions such with ODL strategic component serve as enabler and need to be strengthened to drive the process of inclusiveness. Time has come to turn National Open University (NOUN) from noun to verb "*action word*". With its robust ODL e-learning centers across Nigeria, noun can explore the conventional university space to incubate ODL ideals. In no time education for all becomes reality to accelerate balanced gender mix in educational and career access.

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