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**GENDER INEQUALITY IN EDUCATION, ICT INDUSTRY AND
EMPLOYMENT: THE SOCIO-ECONOMIC EFFECTS IN NIGERIA**

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ABSTRACT

The researchers and media have drawn attention to the gender inequality in digital divide, education and employment opportunity which pervades the various physical, social and cognitive contexts. For the time past we have witnessed an endless discrimination against and widened socio-economic inequalities in the country with disastrous effect. In developing countries like Nigeria women often end up in poorly paid jobs without social protection. In the ICT and public sector, they fill the lower rung of job hierarchy. There is need for employment conditions and job quality to improve so that women can maximize their productivity. These

circumstances confronting women have led the researchers to study the Nigerian population of women and men. In the documentary study of the population of 171million the researchers applied exploratory survey of records provided by authoritative national and international organizations. Statistical tables were drawn and studied using simple percentages. Comparative studies were undertaken in the areas of school enrollment and drop out syndrome, male/female number of successful candidates in NECO and WAEC examinations in various years, public appointments on gender basis. Other parameters used to highlight gender disparity include: admission into Nigerian Universities by sex, gender and education statistics, gender and economic statistics and admission statistics into Nigerian Universities by sex. Analysis were comparatively done using the tables containing the raw data. The results were found to be in line with the 2012 Gender in Nigeria Report which indicated gender imbalance in different areas of social and economic endeavours, having worse life opportunities, mean chances for employment, rising income differentials and general inequality. It was also identified that inequality is solely founded upon institution of patriarchy. Consequent upon the circumstances women are highly under represented in job positions and girls often face school drop out syndrome. Inequality persisted in the face of numerous programmes designed to minimize the gender disparity. The resultant effects as identified are now exclusion of women in decision making position, limitation of women's choices and options, lack of economic empowerment and lack of access to good employment opportunities. Based on the findings and the resultant effects the following recommendations are hereby made: That policy makers in education, ICT industry and employment agencies promote equality in their organisations, inform people about the need for gender equality, care for girl dropout victims, and provide access to free functional education, minimize biases against women in employment and activate constitutional provisions against gender inequality;

inclusion of study of ICT skills in tertiary institutions as well as installation of ICT facilities in various parts of Nigeria .

Key Words

Gender Discrimination

Employment disparity

Gender imbalance

Gender digital divide

Sex discrimination

Sex disparity

Introduction/Conceptual Analysis

The media and researchers have all drawn attention to the gender inequality in digital divide, education and employment opportunity. The inequality in Nigeria has concentrated on various physical, social and cognitive contexts. In previous years we have observed an endless discrimination against women and widened socio-economic inequalities in the country with disastrous effects. In developing countries women often end up in poorly paid jobs without social protection and often in the informal sector. Employment conditions and job quality need to improve so that women can maximize their productivity.

The 1999 constitution of Nigeria prohibits discrimination on grounds of gender, but customary and religious laws continue to restrict women's rights. In Nigeria, there are still societies which see a woman as subservient to man, in mental and biological capacity. This is why inspite of glaring monumental achievement of women in the country, and phenomenal rise of the role women play in Nigeria, gender sensitivity or perception of women having mental equality to man has remained unappreciated. Under this situation the 2012 Gender in Nigeria Report indicated gender imbalance in different areas of social and economic endeavours.

The imbalance which is permeating every fabric of our social setting is giving concern to our modern society. It has gradually developed into different manifestations with different names and meanings. Some call it gender discrimination others call it gender segregation. Most commonly it is referred to as gender inequality. Whatever may be the name they all evoke the sense of inequality or discrimination. According to Wikipedia, (2015) discrimination is action that denies social participation or human rights to categories of people based on prejudice. Sequel to this definition it connotes different treatment of two equally qualified individuals on account of their gender, race, age, disability, religion etc.

The Convention on the elimination of all Forms of Discrimination Against Women (CEDAW), adopted in 1979 by the UN General Assembly defined discrimination against women as any distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. Discrimination or inequality can emanate from an individual, group or a particular gender not having fundamental freedom, equal access to opportunities in political and public life as well as opportunities in education and employment. Invariably it affects the economic outcomes of equally productive workers based on the differential treatment on grounds of gender. Unequal treatment prevents equity or fairness and encourages inefficient allocation of resources. In all Becker, (1971) sees discrimination as harmful while moral philosophers say that discrimination is disadvantageous treatment or consideration.

Literature Review

Gender is a socio-economic variable for analyzing roles, responsibilities, constraints, and needs of men and women in a given society (Klasen, 2008). It refers to the social and cultural constructs that each society assigns to behaviours, characteristics and values attributed to men and women.

According to Sanda and Kurfi (2013), the gender constructs are shaped by ideological, historical, religion ethnic, economic and cultural determinants which are translated into social, economic and political inequalities where men's activities and their gender attributes are perceived as essentially superior to women's. In this dimension, Bosezup (2007) argues that gender inequality

stemmed from colonization as an instrument to strategize the perpetuation of women subordination, subjugation and exploitation.

In this regard many national and international organizations are carrying campaigns for encouraging women and girls education at all levels to minimize gender inequality in education. There are many links between gender equality and fulfillment of the human right to education. Education is an enabling and transformative right as pointed out by the committee on Economic, social and cultural right, (CESCR), Education is essential to advancing human capital by enabling individuals develop their knowledge and skills throughout their lives. Moreover, relatively high levels of education are often related to higher earnings and productivity, better career progression, health, life satisfaction as well as to better investments in education, (OECD, 2012).. The Global Campaign for Education (2010) states that two thirds of the world's non-literate adults are women which they believed emanated from gender discrimination.

This situation was seen as a very serious challenge and led to various efforts by many international organizations. There is an enabling expression of a universal right to education in article 26 of the Universal Declaration of Human Right, and there are other provisions on gender equitable education in Committee for Eradication of Discrimination against Women. The most significant expressions of these rights are found on the Convention on the Rights of the Child (CRC, 1989), the International Convention on Economic, Social and cultural Rights, (ICESCR, 1966), and the UNESCO Convention against Discrimination in Education (UNESCO, 1960). Governments further committed themselves to ensuring gender equality in education in the Dakar framework for Action, (2000), the millennium Development Goals (2000), the Beijing Declaration and Platform for action, (1995) and the World Declaration on Education For All, (1990), which

stated that the most urgent priority is to ensure access to and improve the quality of education for girls and women and remove every obstacle that hampers their active participation. Despite these numerous treaties, states and international community still largely treat education as a development goal and not as a right. The Global Campaign for Education maintains that a clear rights – based understanding of education is crucial to overcoming gender discrimination and to reorienting education towards the promotion of greater gender equality in the society as a whole.

Consequently GCE described education as a framework which encompasses availability, accessibility, acceptability and adaptability. The argument is that education must be available to girls and women throughout the cycle, should be accessible with or without the finance, must be acceptable for girls and women in terms of its content, form and structure, and must be responsive to girls' needs and lives taking cognizance of the women's labour, early marriage and pregnancy..

Poor quality of education cannot equip the woman to secure reasonable employment nor enable her be an entrepreneur herself. Entrepreneurship is an important economic driver which absorbs the teeming unemployed youth. Notwithstanding the diversity in entrepreneurial practices, there appears to be significant differences in the characteristics of male and female entrepreneurs. According to Organisation of Economic Community and Development (OECD, 2011), women own smaller businesses, operate with lower capital base and the growth rates of their businesses tend to be slower than that of firms owned by men. Entrepreneurial activities are still hampered by constraints that often tend to be gender specific, such as cultural norms, unequal employment opportunities and restricted access to finance for women forming the major hindrance in the business activity. Women tend to face higher barriers to access funds than men. This further

accounts for major reasons for gender gap in the business sector thereby leaving many of them unemployed or under-employed.

Nevertheless the less it is genially believed that information and communication technology (ICT) industry is one of the best equal opportunity areas that provide wider opportunities for women to enter and succeed in this industry.

Area of Study

Nigeria is the most populous country in Africa that is geographically located on the West African coast. It has a great diversity in its natural components that comprises varied topography, climatic conditions as well as vegetational patterns. With a population of 170 million people, Nigeria is the largest country in Africa and accounts for 47 percent of West Africa's population (World Bank Report, 2010). In terms of land mass it cuts across an area of about 924,000 Km² and is bounded on the North by the Niger republic, on the East by Chad and Cameroon, on the South by the Gulf of Guinea and on the West by the Republic of Benin.

Nigeria is blessed with abundant natural resources that spread across her thirty-six states and the Abuja Federal Capital Territory (FCT).

Population of Study

The total population under study is 170,155,754. Though it may appear impossible to study the entire population of Nigeria, the study has depended on various authoritative national and international organizations which are regularly conducting research on the socio-economic development of the nation.

According to CIA world Fact book and trading.economics.com, the population of Nigeria represents 2.35 percent of the world's total population. The National Bureau of Statistics maintains that the current population of Nigeria now stands at

178.5 million. This is based on a growth of 2.47%. Of this number women constitute 49% maintaining a male female ration of 1.05

Age Structure

Age range	Male	Female	Total
0 – 14	39,151,304	37,353,737	
15 – 24	17,486,117	16,732,533	
25 – 54	27,697,644	26,285,816	
55 – 64	3,393,631	3,571,301	
65 –	2,621,845	2,861,826	
Total	90,350,541	86,805,213	177,155,754

Theoretical Framework

So many theoretical and empirical studies have emerged finding that gender inequality in education and employment reduce economic growth. This study is found upon the theoretical literature by Klasen Stephen. Klasen (1999, 2002, 2006) maintains that regarding education, gender inequality reduces the average amount of human capital in a society and thus harms economic performance. There are declining marginal returns to education, restricting the education of girls to lower levels while taking the education of boys to higher level (World bank, 2001).

Klasen also argues from the angle of international competitiveness stating that many East Asian countries have been able to be competitive in world markets through the use of female intensive export-oriented manufacturing industries. For such competitive export industries to emerge and grow, women need to be educated and there must be no barrier to employment in such sectors. Gender inequality in education, ICT industries and employment would reduce the ability of countries to capitalize on these opportunities (World Bank, 2001).

Finally, Klasen restated theoretically that promoting female education is known to reduce fertility levels, reduce child mortality levels and promote the education of the next generation.

Research Objective

The specific research objectives are to:

1. Determine the level of participation in educational process by women in Nigeria
2. Ascertain the degree of engagement in ICT industry and occupational employment by the women.
3. Assess the extent of discrimination against Nigerian women in employment, education and ICT industry.
4. Discover the causes of discrimination against Nigerian women in these sectors.
5. Highlight the major socio-economic problems confronting Nigerian women.
6. Proffer solutions to the identified problems.

Design of the Study

It is a well known fact that every good research must be designed, organized and conducted in a defined pattern. Consequently the type of design being adopted is governed by identified attributes of a particular research. Kothari (2004) maintains that surveys are usually appropriate in cases of social and behavioural sciences which are examples of fields research involving understanding and controlling relationships between variables. He also states that surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed, opinions that are held, processes that are going on, effects that are developing.

Considering the fact that this work incorporates the adult women folk of the whole Nigeria, a single individual cannot come out with a comprehensive research report within the time frame for this work. Based on this circumstance, the researchers adopted a documentary research design involving exploratory survey. Basically, the published report and documents of some international and national organizations of high repute were studied. Some of these organizations were; The British Council, The world Bank (Economic Indicators, Convention on the Rights of the Child (CRC), 1978), International Convention on Economic, Social and Cultural Rights (1966), UNESCO Convention against Discrimination in Education, The Millennium Development Goals, (2000), The World Declaration on Education For All, 1999), Organisation of Economic Community and Development (OECD, 2011), Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), National Bureau for Statistics, Abuja etc. The published documents constituted the major sources of data for the research as they funded and executed research projects on different issues concerning women in Nigeria

Scope

The study focuses on gender disparity among Nigerian women and girls. It examines critically how women and girls suffer systematic disadvantage and discrimination which are highly magnified in poorest states of Nigeria. The study precludes men in the sectors but uses their number in various sectors to highlight the lapses and disparities against women and girls. The areas of emphasis in the study are education, ICT industry and employment as they affect women in Nigeria.

Data Presentation and Analysis

Information and Communication Sector:

An economic report impact on women employment ratio

2010 – 2012

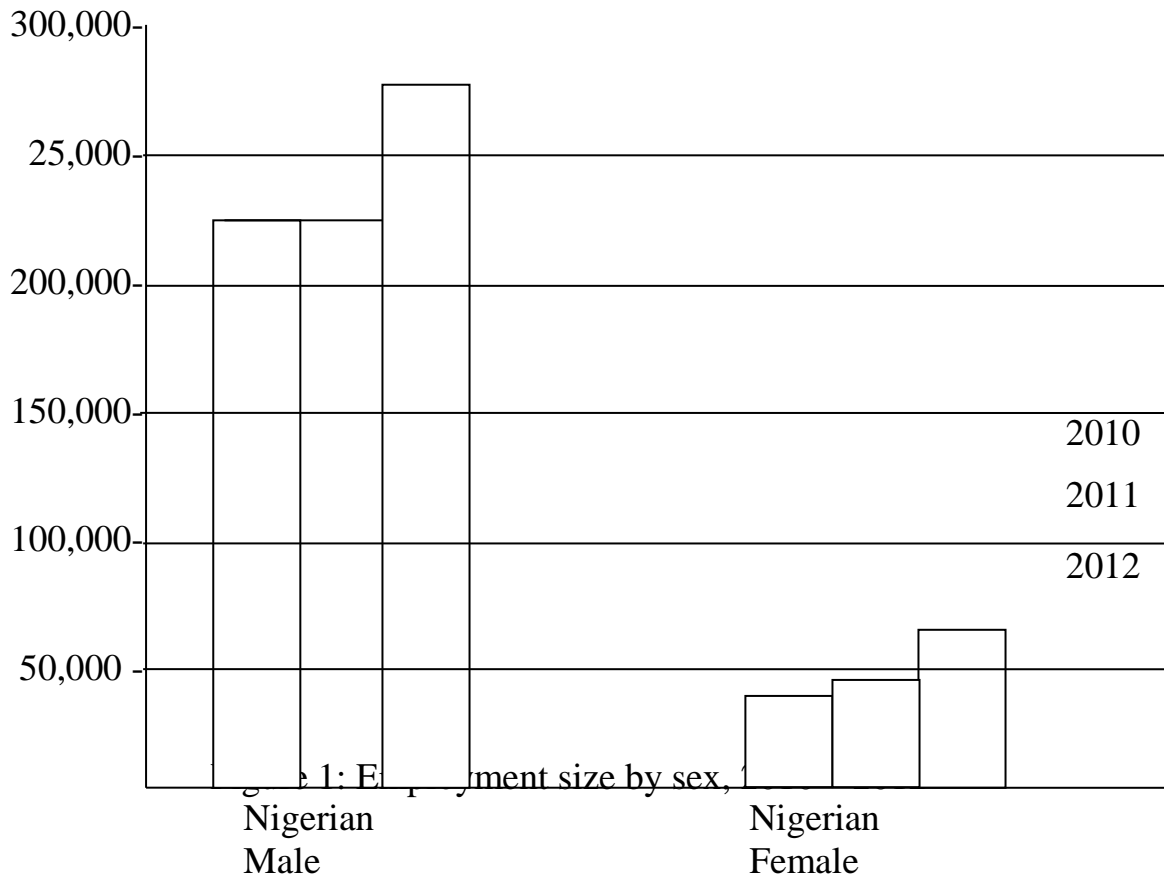
	2010	2011	2012
Information services	4.932	5.212	5.961
Publishing	8.775	12.312	14.215
Motion pictures and sound recordings	4.791	5.155	5.886
Broadcasting	5.35	6.39	7.029

Table subsectors value added to GDP (Naira, Million) source Nigeria National bureau of Statistics, 2015.

Employment in ICT sector, 2010 – 2012

	2010	2011	2012
Total number employed	267,999	269,799	343,043
Males	216,694	215,907	263,836
Females	51,305	53,892	79,207

The total number of people employed in the Nigerian information and communication sector in 2010 stood at 267,999. This number was increased by 1,800 persons to 269, 799 in 2011. In 2012 there was a major increase in ICT employment sector by 73,244 persons to give a total of 343,043 people employed



In the industry in that year. The preponderance of those employed in the ICT sector for the three years under report are Nigerian males who set the pace by 80.86% of those employed in 2010; 80.03% and 76.91% for 2011 and 2012 respectively. According to National Bureau of Statistics on Nigerian ICT sector (2015), there were 216,694 Nigerian males in ICT sectors workforce in 2010 and that number was slightly reduced by 788 persons or 0.36% to 215,907 in 2011 and rose by 22.20% in 2012 to maintain a total of 263,836.

On the other hand the numbers for the females for the respective years are far below that the male employment ratio. The total number of females for the years are 51,305 in 2010, 53,892 in 2011 and 79,207 for 2012 respectively.

Findings

1. Women and girls have worse life opportunities than men.
2. Many gender policies have failed.
3. Women have mean chances for employment.
4. There is rising income inequality and women in formal employment are paid less.
5. There are pronounced cases of gender inequality based on the institution of patriarchy.
6. Girls experience more school dropout syndrome.
7. Evolving education policies are not helping matters as there are pronounced cases of disparity in education.
8. Women are highly under represented in ICT industry.

Conclusion

As we have argued and can be concluded from the analysis on the situation of women in Nigeria, capitalism and patriarchy are the major causes for women's sexual inequality, or gender imbalance in different areas of social and economic endeavours.

Recommendations

Below are some of the recommendations for women education, employment and ICT industrial labor force equality in Nigeria to thrive.

1. The policy makers, educational administrators and industrial managers should promote the principle of equality between women and men in various sectors of Nigerian economy.
2. Various arms of government should set up educational and informative programmes on promoting equal status of women and men. This is necessary to improve networks for utilizing findings of research on gender-based issues to raise social awareness on the issue of equal rights and opportunities in education and employment.
3. Ensure that women who dropped out of school because of one problem or the other are provided with opportunity to complete their education.
4. Societal obstacles of religion, tradition and other obnoxious beliefs must be broken. Women should not be domesticated, they have to enjoy equal right to work and associated benefits as men.
5. They should be provided access to free and functional education. Moreso, education should be made attractive to women to minimize the dropout syndrome and encourage high level of educational attainment.
6. Biases against women's employment in certain sectors of the economy or types of work like ICT top jobs and discriminatory salary practices should be probed and suspended in public circles.
7. Constitutional protections granted to women on the issues of discrimination should be enforced by various organs of government in Nigeria as well as by the labour organizations.
8. There is need to include the study of ICT in all secondary and tertiary institutions to give the women and men equal foundation in the area of Information and Communication Technology studies.
9. The general telecommunication facilities in the country must be improved and spread to all towns and villages to enhance spread of ICT facility.

10. Nigerian government must encourage women to be part of ICT process.

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APPENDIX 1

Table and Statistics on Gender Disparity in Nigeria

Admission statistics into Nigerian University by sex, 2003/2004-2006/2007.

2003/2004		2004/2005		2005/2006		2006/2007	
Male	Female	Male	Female	Male	Female	Male	Female
62,023	43,984	60,049	45,906	39,743	25,775	42,953	28,044

Source: *Joint Admission and Matriculation Board, Abuja.*

Total enrolment in junior schools, 2006-2008.

2006			2007			2008		
Male	Female	Total	Male	Female	Total	Male	Female	Total
2169587	1736957	3906544	1995278	1536151	3531429	2079948	1640841	3720789

Source: *Federal Ministry of Education, Abuja.*

Total enrolment in senior secondary school, 2006-2008.

2006			2007			2008		
Male	Female	Total	Male	Female	Total	Male	Female	Total
1525767	1177044	2702811	1464868	1071863	2536731	1602193	1302961	2905154

Source: *Federal Ministry of Education, Abuja.*

Secondary school teachers, by sex and qualification, 2005

Graduate + TQ		Graduate		NCE		TC 2	
Male	Female	Male	Female	Male	Female	Male	Female
43,073	26,714	17,565	6,258	27,132	19,291	716	282

Source: *Federal Ministry of Education, Abuja.*

Qualification of primary school teachers, by gender, 2005.

Graduates + NCE			Below NCE			Total			Unspecified	Grad total	% of qualified
Male	Female	Total	Male	Female	Total	Male	Female	Total			
114,738	184,648	299,386	119,446	88,204	209,650	231,375	274,852	509,036	90,136	599,172	59

Source: *Federal Ministry of Education, Abuja.*

Note: The percentage of qualified teachers is the total number of graduates plus NCE divided by total number of specified teachers.

Academic staff, all university, 2003/2004 and 2004/2005.

2003/04			2004/05		
Male	Female	Total	Male	Female	Total
19,739	4,132	23,871	21,795	1,740	23,535

Source: Federal Ministry of Education, Abuja.

Total enrolment in adult literacy education, by gender, 2004-2008.

2004		2005		2006		2007		2008	
Male & female	Female	Male & female	Female	Male & female	Female	Male & female	Female	Male & female	Female
961,669	44,410	926,075	403,506	1,035,860	439,377	1,858,871	846,128	1,129,365	568,687

Source: National Commission of Mass Literacy, Abuja.

Qualifications, all primary school teachers, 2006.

Graduate + NCE	Below NCE	Total	Unspecified	Grand total	% of qualified
285,743	207,199	492,942	41,852	534,794	58

Source; Universal Basic Education Commission, Abuja.

Total primary school enrolment, year and sex, 2004-2008

2004		2005		2006*		2007*		2008*	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
11,824,494	9,571,016	12,189,073	9,929,359	12,576,689	10,441,435	11,683,503	9,948,567	11,483,943	9,810,575

Source: Federal Ministry of Education, Abuja; Universal Basic Education Commission, Abuja.

** provisional figures.*

Statistics of WAEC examination results, May/June 2003.

Total number of candidates who sat for the examination			Candidates with a minimum of five credits (including English & mathematics)			Candidates with a minimum of five credits (including English and mathematics) (%)		
Male	Female	Total	Male	Female	Total	Male	Female	Male & female
560,633	478,395	1,039,028	101,614	98,534	200,148	18.12	20.60	19.26
569,540	481,706	1,051,246	96,268	95,670	19,1938	16.90	19.86	18.26
595,152	496,611	1,091,763	104,378	99,613	20,3991	17.54	20.06	18.68
649,726	526,504	1,184,223	60,986	44,514	11,0417	9.39	8.45	9.32
696,839	575,994	1,275,832	55,079	43,178	98,133	7.90	7.50	7.69
747,161	612,010	1,369,171	72,118	55,029	12,7147	9.65	8.99	9.29

Source: West African Examination Council, Lagos.

Statistics of NECO examination results, June/July 2003.

Total number of candidates who sat for the examination			Candidates with a minimum of five credits (including English & mathematics)			Candidates with a minimum of five credits (including English & mathematics) (%)		
Male	Female	Total	Male	Female	Total	Male	Female	Male & female
48,648	403,816	902,464	131,352	116,085	247,437	26.34	28.75	27.42

Source: National Examinations Council, Minna.

Statistics of NECO examination results, June/July 2004.

Total number of candidates who sat for the examination			Candidates with a minimum of five credits (including English & mathematics)			Candidates with a minimum of five credits (including English & mathematics) (%)		
Male	Female	Total	Male	Female	Total	Male	Female	Male & female
496,082	401,491	897,573	76,544	71,266	147,810	15.43	17.75	16.47

Source: National Examinations Council, Minna.

Gender and education statistics of Nigeria

Series Name	2006	2007	2008	2009	2010	mean
Children out of school, primary, female	4,100,638	4,626,218	..	..	..	4,363,428
Children out of school, primary, male	3,237,267	4,023,402	..	..	..	3,630,335
Literacy rate, adult female (% of females ages 15 and above)	..	..	..	50	..	50
Literacy rate, adult male (% of males ages 15 and above)	..	..	..	72	..	72
Literacy rate, youth female (% of females ages 15-24)	..	..	..	65	..	65
Literacy rate, youth male (% of males ages 15-24)	..	..	..	78	..	78
Primary completion rate, female (% of relevant age group)	75	74	..	..	..	74.5
Primary completion rate, male (% of relevant age group)	96	84	..	..	..	90
Primary education, pupils (% female)	45	46	45	46	..	4.5
Primary education, teachers (% female)	50	48	..	..	..	49
Ratio of female to male primary enrollment (%)	85	88	85	88	..	86.5
Ratio of female to male secondary enrollment (%)	81	77	..	..	..	79
School enrolment, primary, female (% gross)	92	87	82	84	..	86.25
School enrollment, primary, female (% net)	62	58	..	..	..	60
School enrollment, primary, male (% gross)	108	99	96	95	..	99.5
School enrollment, primary, male (% net)	70	64	..	..	..	67
School enrollment, secondary, female (% gross)	30	27	..	..	..	28.5
School enrollment, secondary female (% net)	..	22	..	..	..	22
School enrollment, secondary male (% gross)	37	34	..	..	..	35.5
School enrollment, secondary male (% net)	..	29	..	..	..	29
Secondary education, pupils (% female)	44	43	..	..	..	43.5
Secondary education, teachers (% female)	38	34	..	..	..	36

Source: Gender in Nigeria Report, 2012.

Gender and economic statistics

Series Name	2006	2007	2008	2009	2010	Mean
Labor force participation rate, female (% of female population ages 15-64)	39	39	40	40	..	39.5
Labor force participation rate, male (% of male population ages 15-64)	75	75	75	75	..	75
Labor force, female	15,802,162	16,235,850	16,681,338	17,229,121	..	16,487,118
Labor force, total (% of total labor force)	34	34	35	35	..	34.5
Labor force, total	45,904,138	47,061,942	48,334,148	49,646,411	..	47,736,660
Wage equality between women and men for similar work (ratio)	..	1	..	..	..	1
Proportion of seats held by women in national parliaments (%)	6	7	7	7	7	6.8

Source:

Proportion of women and men employed in the public sector, 2001-2001. Nigeria.

Year	Women (%)	Men (%)
2001	28.5	71.5
2002	28.7	71.3
2003	30.7	69.3
2004	29.5	70.5

Source: Fatile et al., (2011: 115).

Male and female senior appointments in the public sector, 2001-2007.

Type	Women	Men	Women (%)	Women	Men	Women (%)
2001	146	724	16.8	135	657	17.0
2002	178	764	18.9	131	697	15.8
2003	184	787	18.9	149	787	15.9
2004	198	809	19.7	154	802	16.1
2005	208	887	19.0	163	839	16.3
2006	208	913	18.6	178	826	17.7
2007	226	901	20.1	208	797	20.7

Source; NBS (2009:51)

Demographic statistics of Nigeria

Series Name	2006	2007	2008	2009	2010
Population ages 0-14 (% of total)	43	43	43	43	43
Population ages 0-14, female	30,025,102	30,775,693	31,551,309	32,348,516	33,164,244
Population ages 15-64, female	38,279,304	39,213,474	40,170,783	41,158,565	42,182,681
Population ages 15-64 male	38,926,262	39,909,396	40,916,023	41,954,174	43,030,347
Population ages 65 and above (% of total)	3	3	3	3	3
Population ages 65 and above, female	2,553,155	2,631,501	2,711,834	2,793,275	2,875,254
Population, female	70,857,560	72,620,667	74,433,926	76,300,356	78,222,179
Population, female (% of total)	49	49	49	49	49
Population, total	143,338,939	146,951,477	150,665,730	154,488,072	158,423,182
Adolescent fertility rate (births per 1,000 women ages 15-19)	120	118	117	116	..
Women who were first married by age 18 (% of women ages 20-24)	..	..	39	..	..
Sex ratio at birth (females per 1,000 males)	..	944	..	944	..

Statistics of NECO examination results, June/July 2005.

Number of candidates who sat for the examination			Candidates with a minimum of five credits (including English & mathematics)			Candidates with a minimum of five credits (including English & mathematics) (%)		
Male	Female	Total	Male	Female	Total	Male	Female	Male & female
499,422	377,716	877,138	46,039	37,372	83,411	9.22	9.89	9.51

Source: National Examinations Council, Minna.

Statistics of NECO examination results, June/July 2006.

Number of candidates who sat for the examination			Candidates with a minimum of five credits (including English & mathematics)			Candidates with a minimum of five credits (including English & mathematics) (%)		
Male	Female	Total	Male	Female	Total	Male	Female	Male & female
540,790	412,996	953,786	142,040	116,609	258,649	26.27	28.23	27.12

Source: National Examinations Council, Minna.

Statistics of NECO examination results, June/July 2007.

Number of candidates who sat for the examination			Candidates with a minimum of five credits (including English & mathematics)			Candidates with a minimum of five credits (including English & mathematics) (%)		
Male	Female	Total	Male	Female	Total	Male	Female	Male & female
578,624	436,772	1,015,396	168,365	141,446	309,811	29.10	32.38	30.15

Source: National Examinations Council, Minna.

Statistics of NECO examination results, June/July 2008

Number of candidates who sat for the examination			Candidates with a minimum of five credits (including English & mathematics)			Candidates with a minimum of five credits (including English & mathematics) (%)		
Male	Female	Total	Male	Female	Total	Male	Female	Male & female
N/A	N/A	1,158,103	372,000	276,348	649,548	32.12	23.86	56.09

Source: National Examinations Council, Minna.

Academic staff, all universities, 2000/2001 – 2002/2003.

2000/01			2001/02			2002/03		
Male	Female	Total	Male	Female	Total	Male	Female	Female
15,289	3,578	18,867	15,067	3,359	18,436	17,936	4,110	

Source: Federal Ministry of education, Abuja.

Statistics of NECO examination results, November/December 2003 to 2007.

Year	Number of candidates who sat the examination			Candidates with a minimum of five credits (including English & mathematics)			Candidates with a minimum of five credits (including English & mathematics) (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2003									
2004	212,196	122,395	335,311	16,388	17,275	33,663	7.70	14.11	10.04
2005	171,020	122,863	293,883	31,646	29,066	60,712	18.50	23.66	20.66
2006	149,018	117,887	266,905	19,117	18,083	37,200	12.83	15.34	13.94
2007	164,450	208,746	368,598	27,567	21,819	50,783	16.76	10.45	13.78
2008	214,095	149,836	363,931	16,403	5,100	21,503	7.66	3.40	5.91

Admission statistics into Nigerian university by sex, 2000-2008.

Year	Sex	Applications by gender	Total applications	Admissions by gender	Total admissions
2000	Male	238,456	416,291	26,665	45,766
	Female	177,835		19,101	
2001	Male	743,725	1,056,617	54,972	90,769
	Female	312,892		35,797	
2002	Male	580,338	994,380	31,942	51,845
	Female	414,042		19,903	
2003	Male	603,179	1,046,950	59,742	105,157
	Female	443,771		45,415	
2004	Male	486,539	841,878	69,715	122,492
	Female	355,339		52,777	
2005	Male	526,281	91,371	45,256	76,984
	Female	390,090		31,728	
2006	Male	456,953	803,472	52,413	88,524
	Female	346,519		36,111	
2007	Male	911,653	1,302,529	64,706	107,370
	Female	390,876		42,664	
2008	Male	598,667	1,054,060	-	113,100
	Female	455,393			