

Language, Women and Education in Nigeria

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Frankly speaking, Language helps in women's education. Education is to teach a person how to live his life by developing his mind and equipping him to deal with reality of life. When someone is educated, automatically, there is the possibility of a good life but Nigerian women today, and over the last twenty years, are facing a multifaceted crisis in the matter of education. Across the continent, there are still millions of women without access to education. This article is focused on language, women and education in Nigeria. The article adopted a conceptual study method and was guided by four objectives, which sought to know how language have been of importance to women's education, the main purpose of education, state the barriers to Nigerian women's access to education opportunity, and education as a master key for empowering Nigerian women. The study adopts a qualitative descriptive method, and also uses the communicative competence theory propounded by Dell Hymes in 1966. The study finds out that language helps women in their education. The study also finds out that there are barriers that made women not to have access to education and that most Nigerian women were not educated which made them feel so inferior. Some recommendations were made.

Key Words: Language, Education, Women Empowerment, Marriage, Women

Introduction

Crystal defines language as “the concrete act of speaking, writing or signing in a given situation (265). This means that when we speak, write and sign, language is involved. Furthermore, Fromkin, Rodman and Hyams define language as:

Whatever else people do when they play, fight, interact. We live in a world of language. We talk to our friends, our associates, our wives, husbands, our lovers, our teachers, our parents, our rivals and even our enemies. We talk to bus drivers and total strangers. We talk face to face and over the telephone, and everyone responds with more talk. Television and radio further swells this torrent of words. Hardly a moment of our walking lives is free from words (3).

The above explains that human beings cannot do without the use of language. It performs a variety of functions to man.

Language thrives in all facets of life: education, sports, festivals and so on. People use language to communicate their opinions, ideas, and emotions. This language helps us in our everyday life endeavors. Nigerian women were regarded as inferior to men and are not expected to aspire to high positions, especially in education. One key issue for helping development in Nigeria is education for women. The low education level of women is one of the underlying causes of many of the prevailing problems in Nigeria, such as poverty and high mortality rates. The life expectancy for Nigerian women is the lowest in the world. It is believed that if a woman is educated, a nation is also educated.

Specific objectives

This paper aims to:

1. Explain how language have been of importance to women's education.
2. Discuss the purpose of education.
3. State the barriers to Nigerian women's access of education opportunity.
4. Examine education as a master key for Empowering Nigerian women.

Methodology

The research employed secondary sources to obtain data. These secondary sources include books, journals and literary materials. These secondary sources furnished the researcher with basic information that was necessary for the comprehension, understanding and analysis of the relevant issues discussed in this work.

Significance

The researcher believes that this research will help and encourage women to improve themselves through education. It will also create awareness to both old and young women to know that they are part of the society and should make their societies and communities better through their insight in education.

Conceptual Clarification

There is need for clarification on major terms used. This will give a better insight of the terms.

Language

Language is an expression of personality. What differentiates human beings from every other creatures is the use of language. It is a unique nature of man. If there is no man on this earth, there will be no language. It is used to convey one's thoughts to another person. Language is very important in the life of a person. Language cannot be separated from man because it is what the people use for meaningful existence. In the same vein, language is the reservoir of culture. It makes it possible for the people to truly understand the culture and history of their community. Furthermore, the United Nations' Institute for Environment and Human Security in their campaign focused on "Leaving no one behind" asserts that:

Languages are libraries of information, because languages...often evolved their environment, meaning they often have words and concepts adapted for their areas. Languages can contain knowledge about traditional medicines, natural early warning signs of disaster, and cultivation of

the land. Language provides unique perspective on ways to see and interact with the world, so losing even one language reduces the knowledge we have available. Protecting linguistic diversity allows us to keep that knowledge alive and strengthens our adaptive capacity as a species.

This simply means that the role of language in expressing ourselves cannot be over emphasized, as strengthening a language strengthens a society. Strengthening language also means strengthening education. It is a system for the expression of thoughts, feelings and the general totality of a people existence through the use of spoken sounds or conventional symbols. Language is relevant in this study because it is part of what builds the research.

Women

A woman is an adult human who is part of the gender category assigned to phenotypically female people at birth. A woman is also a female member of the workforce, team and so on. “Woman in a nutshell, refers to a single adult human female, while women is the plural form indicating more than one adult human female” (www.grammarly.com). The traits about women are self-confident, productive, optimistic, a go-getter, a fear-tackler, caring, unafraid to stand up for what she believes in, proud, unbothered by what others say or think, and true to herself. Some renaissance linguists believed the word woman to be derived from “Womb man” (man meaning “human” or “person” in old English). The word is actually derived from the old English compound “WYF man” with “WYF” used in old English for both married an unmarried woman.

Education

The term education is any experience or practice that has a decisive effect on the mind, temperament, or physical capacity of a human being. In its practical sense, “education is the procedure by which society intentionally transmits its accumulated knowledge, skills and values from generation to generation. It is also called a method of learning and teaching in schools” (A. Rey et J. Rey, 1991). In other words, “education is an act or process of educating; the result of educating, as determined by the knowledge skill, or discipline of character, acquired, also, the act or process of training by prescribed or customary course of study or discipline” (Thorndike and Clarence, 1993).

Importance of language to Women’s Education

Language is crucial to women’s education because it empowers them to access knowledge, express their ideas, and participate fully in society. Language proficiency, particularly in the dominant languages of education, is key to academic success and future opportunities. It also helps women develop critical thinking, communication, and literacy skills which are essential for their empowerment and social advancement. Women particularly those from minority language backgrounds, need to be proficient in language to understand the curriculum and textbooks, which are often the primary sources of information. Furthermore, language proficiency is crucial for understanding and participating in lectures and discussions in educational settings. Women who struggle with the language of instruction may miss out on important information and struggle to contribute to classroom discussion. In the same vein, language is the primary tool for expressing oneself and communicating ideas. Women need to articulate their

thoughts, questions, and concerns effectively in order to participate fully in the learning process and engage in critical thinking.

Consequently, strong Language skills enable women to advocate for their rights, challenge inequalities, and lead initiatives in their communities. Language skills like reading, writing and analysis, help women develop critical thinking abilities, which are crucial for problem-solving and decision-making. Learning language also enhances memory, problem-solving skills and overall cognitive development, which can benefit women in various aspects of their lives. Similarly, language proficiency is often a requirement for many job roles and can open doors to better employment opportunities and economic advancement. Language is a key to social inclusion allowing women to participate fully in their communities, connect with others and build relationships. By developing Language skills, women can assert their agency, challenge gender norms, and contribute to more equitable society. Language is not just a means of communication; it's a powerful tool that empowers women to access knowledge, express themselves and participate fully in all aspects of education society.

Purpose of Education

Education is a very important system in the world. It transforms a person (man and woman) to live a better life and more significantly within society. "It provides scholars or students teaching skills that prepare them physically, intellectually, spiritually, psychologically and socially for the world of work and a stable life" (Herbert and Elliot, 2000). When you educate a person, he will lead his life in a proper way. Education does have a significant effect on one's individuality and understanding of rural communities. In addition, receiving or getting education and ultimately earning a professional degree gets the man or woman ready to be a part of and contribute to the formation of organizations, institutions or societies.

"Education is the one way by which people provide for the world, get the thrust to get ahead and do something constructive for their prospective future" (Herbert and Elliot, 2000). When a person is educated, he or she will acquire knowledge in different aspects of life. Education helps a human being to draw the most excellent potential out of their mind and spirit. Furthermore, education plays a fundamental role in the personal development and the social progress among all persons as they come to understand their own cultural identity. More significantly, "it is the authority voice that informs people of what is necessary to make a successful mark in life" (Paul, 1979).

Education is the best investment for the people because well educated people have more opportunities to get a job which gives them satisfaction and provides them with the possibility of a career which allows the change of a better life. When people are educated, "automatically, they bring a desired change in society, build up a generation of righteous individuals and thus contribute to the development of quality human beings" (Herbert and Elliot, 2000). Education is generally seen as the foundation of a society which brings economic wealth, social prosperity and political stability. It is a major aspect of development of any modern society since if there is a deficit of educated people, then society will be stopped from further progress. Government should pay serious attention to education and support it economically and morally in all countries. One of the essential tasks of education is to "enable people to understand themselves in order to form a new and stable future" (Herbert and Elliot, 2000). Educational skills allow people to enjoy respect among their colleagues as they effectively contribute to the development of their country and

society by creating innovative discoveries and utilizing the resources around them. In fact, in these days, a growing number of nations and people of different countries are not totally satisfied with their basic education and seek to get secondary or tertiary education in order to meet the demands of the contemporary society. Consequently, good nations sacrifice their time and money and sometimes even their health, for knowledge in an effort to raise their educational level because they realize that education is their passport or the pivotal way by which people can obtain more readily the good life in this world. Lastly, the main purpose of education is to educate individuals or people within society, to prepare easily and qualify them for work in the economy as well as to integrate people into a new society by teaching values and morals.

Barriers to Nigerian Women's Access of Education Opportunity

Women on the Nigerian continent have had a hard time with barriers preventing them from gaining education. These barriers have robbed them of the necessary courage to go to school and the means to bring them economic wealth, social prosperity and political stability that come through education. In short, Nigerian women have faced many different barriers that have discouraged them from studying and growing and consequently, developing a good life.

Macro-level

Poverty

There are various definitions of poverty which depend on the context, the related circumstances, the vision and the meaning intended. Poverty can be defined as a condition in which a person cannot meet basic human needs. Some examples may include; food, shelter, clothing, low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life. The issue of poverty is identified as one of the major challenges facing humanity today. The incidence of poverty in Nigeria for both women and men remains very high. In addition, the causes and manifestations of poverty among different Nigerian families today have distinct gender related issues and have particularly disturbing implications for men and woman "in educational development" (Mukalay, 2009). More than one billion people around the world live in poverty and an enormous number of them are women. Women's poverty results in extensive violations of their human rights. "When a woman faces lack of access to sufficient housing, food, or health care, her human rights are violated. When she lives in an unsafe and unhealthy environment or is prevented access to clean water, she is not enjoying her fundamental human rights to a life of dignity and to an adequate standard of living" (Zimbabwe Ministry of education, 2007). Most Nigerian women are poor and will keep on being poor if they aren't preparing themselves to be educated by making and changing their poor image. Some Nigerian women and girls need to study, but they don't possess enough money or have someone to support them because their families are extremely poor. Indeed, when the Nigerian women or girls become poor today, automatically, their hope and opportunities are dramatically miserable and limited. Poverty in Nigeria often radically affects women and girls' success in school.

"According to the World Health Organization (WHO), hunger and malnutrition are the pivotal threats to the world's public health. Also, malnutrition is by far the biggest contributor to child mortality, representing fifty percent of all cases. Every year, nearly eleven million children living in poverty die

before their fifth birthday. 1.02 billion People go to bed hungry every night. Poverty increases the risk of homelessness. There are over 100 million street children worldwide. Increased risk of drug abuse may also be associated with poverty” (Warkins, 1999).

Different Diseases

Nigerian women and girls have access to a great deal less healthcare and this ultimately results in many absences during the academic year. As well, poor Nigerian women and girls are much more likely to suffer from hunger, fatigue, irritability, tuberculosis, cancer of the womb, breast cancer, headaches, malaria, and HIV/AIDS. These illnesses could potentially restrict women and girls or student focus and concentration. Many Nigerian communities are grappling with the AIDS crisis, high and increasing rates of HIV infections and the cost of human life. Over half of the estimated 10 million cases of HIV in Nigeria are female. In Nigeria, “the main route for infection is through heterosexual intercourse and girls are particularly vulnerable because of their lack of power over their sexuality and reproductive functions” (Gould and Huber, 2003). According to the Global Hunger Index, South Asia has the “highest child malnutrition rate of the world’s regions. Nearly half of all Indian children are undernourished, one of the highest rates in the world and nearly double the rate of sub-Saharan Africa. Every year, more than half a million women die in pregnancy or childbirth. Almost 90 percent of maternal deaths occur in Asia and sub-Saharan Africa, compared to less than 1 percent in the developed world” (Elisabeth, 1994).

Socio-cultural level

Early Marriages

The term “early marriages” is used to refer to both formal marriages and informal unions in which a girl lives with a partner as if married before the right maturity age before 18 or 20 years (UNICEF, 2005). This research suggests that early marriage is due to different issues. Among the reasons noted are: the search for protection of young girls, economic survival, controlling female behavior and sexuality, peer group and family pressure, socio-cultural and religious values, wars and civil conflicts. “Early marriage is an abuse or violation of female human rights as it deprives the girls of autonomy, having adequate time for personal development, and other basic humanity issues” (Mulago, 1991). Early marriage becomes an obstacle or barrier to female education as young girls drop out freely from school to get married which impacts negatively on the community or society as a whole and on the happiness of their future age group. This “practice stands in direct and deep conflict with the right and powerful objectives of the millennium in this world” (UNICEF Report, 2001). In some places in “Africa, (DRC, Zimbabwe, Kenya, etc.) where women marry at age 12 or 13, education is considered as an obstacle to a young woman’s development” (Mujinga, 2011). “Around fifty percent of women in Nigeria are married by age 18 and one in three women are in a polygamous marriage. Estimates of average total fertility rates in Africa were 5.7 children per woman in 1995, even though some Southern African countries, as well as Kenya and Mauritius, have begun to experience down turn with reference to these statistics” (UNICEF, 2005). Related literature and research concerning early marriage on the African continent suggest that there are countries with very high rates of early marriage, such as Niger (77 percent), Chad (71 percent), Mali, Guinea, Bangladesh 65 percent, and Mosambique (57 Percent), but others such as Togo in West Africa have a more moderate rate of early marriage (31 percent), while South Africa has a fairly small percentage of young women who

marry early (8 percent) (Naana and Sonita, 2003). Child marriages are common in Nigeria. Nigerian parents marry their daughters at an early age so they have one less mouth to feed. The socio-cultural and religious values, value virginity and protection of young girls, etc are the different reasons for early marriages in Nigeria. These reasons result in different consequences like health and related outcomes (early child bearing and unwanted pregnancies), domestic violence and sexual abuse, high maternal mortality and morbidity and an increased risk of contracting sexually transmitted diseases and HIV/AIDS.

Early Pregnancy Situations

In Nigeria, “when a young girl accidentally becomes pregnant, automatically she drops out of school. Even after bearing the child, she will be discouraged forever to continue or to think about education” (Bellamy and Rake, 1997). She will be discouraged because she becomes the mother of the child. Maybe it happens that when she starts studying after giving birth, her colleagues or female classmates will laugh at her because it doesn’t seem proper to have an early pregnancy when a girl is still in school. Even when the parents try to convince their daughter to complete her studies, she still may be doubtful. It has been observed that the majority of pregnant teen girls refuse to stay in school and only a few accept with courage to continue their studies after giving birth to a child.

Women (as mothers) in the Family

In Nigeria today, many intelligent women, when they become mothers of children, do not have the courage to restart or to continue again with school and to get a high level of education. Even when their husbands push them to study, often they will categorically refuse because they are very busy in their houses. In many Nigerian communities, when women have become mothers, they don’t want to progress with education or to restart studies. They want to remain home without thinking about the future. This attitude seems to reflect that the problem of the education of women in Nigeria lies with women themselves because it all depends on the depth of their heart and courage. The women who have had little chance of receiving an education are usually forced to marry at a young age; a situation that often leads to multiple childbirths in unsafe conditions and often leaves them without knowing how to protect themselves from the risk of infection with HIV. These circumstances also make it more difficult for mothers to give due considerations to the health, hygiene and nutrition of their babies.

Male Dictatorship in the Family (Marriage)

A dictatorship is defined as an autocratic form of government in which the government is ruled by a dictator individual. In brief, it is a “government controlled by one person, or a small group of people. In this form of government, the power rests entirely on the person or group of people, and can be obtained by force or by inheritance” (Jean, 2000). Furthermore, in Nigerian culture, the man becomes a chief, head of family or house. In the family, for example, it is impossible for the woman to refuse the proposition and recommendation given by her husband in the house whether it is good or bad. Even though marriage is believed to be partnership between both a woman and a man, in Nigeria, many families still utilize the male dictatorship system in which the man becomes the head or the number one in the household.

When a woman needs to continue with previously dropped studies after marriage or to begin education, she must first receive permission from her husband otherwise she will be persecuted. If her husband

refuses, whether she is intelligent or not the problem will remain like that. In Nigeria, many men refuse categorically for their women to continue with their studies or to begin education. This demonstrates the systemic problem of “male dictatorship in the Nigerian family” and how it prevents wives from being educated. Some women who receive education while still in their parents’ house, usually, after marriage, are not given permission by their husbands to work.

Heavy Loads

In Nigeria, young girls are burdened with domestic labor at a disproportionately higher rate than boys. They lag behind their peers in their assignments and are subjected to additional discriminatory practices within the classroom. Forced domestic labor for young girls may be the most prevalent reason girls are hindered from pursuing education. While work and physical labor is an obstacle to both boys and girls, girls are affected at much higher rates, particularly because much of the child labor that girls do many not be statistically counted because it is conducted domestically, outside the immediate review of industry. World Bank Economic and Sector researchers found that “girls start work at an earlier age than boys, work longer hours and oftentimes work as many hours as adults. A full-time work schedule paired with primary education for a ten-year old girl cannot be sustainable, nor can it be adequate preparation for successful passage of examinations and transition to secondary school. The brunt of labor placed on girls must be defrayed to enable girls to pursue an unhindered course of primary and secondary education” (World Bank, 1999). In many rural areas, many women contribute voluntary labor to the household’s agricultural production and spend up to around fifty hours a week on domestic labor and subsistence food production, with little sharing of tasks by spouses or sons in the household. “Studies have documented that women work 12-13 hours a week more than men, as the prevalent economic and environmental crisis have increased the working hours of the poorest women” (World Bank, 1999).

Legal and Policy Levels

Lack of government support for education is the most interesting and pressing issue confronting educational goals for Nigerians. The government of Nigerian should recognize education as a vital precursor to development, followed by policies directly targeting gender disparities in primary and secondary education. Government must be the leading force in combating gender gaps in education and taking authority in this arena. Furthermore, a leading problem is the lack of free and compulsory primary education in Nigeria. In countries where primary school fees have been abolished, such as Rwanda and Tanzania, primary school enrolment has gone up. But without making primary school affordable for all, primary education will continue to be only for the privileged children. The government should provide financial inducements in order to support families as they pay to send their girls to secondary schools. In the same vein, the government incentives would counterbalance the financial benefits of sending only sons to school as an economic investment for the future, while keeping girls at home in preparation for early marriage. While policies may be quick to change, practices vary widely and are typically vastly disparate.

In too many situations, the parents will begin to send only the boy to study because the family is poor and it is very difficult to send both girls and boys at the same time to school. “Rhetorics on education

opportunities for girls has become extremely popular, but resources have not been adequately distributed to support education initiatives for girls” (Mpangeti, 2011).

School Related Level

Programs of Study (Reinforce Traditional Gender Stereotypes)

In Nigeria, the school design, program format, curriculum, as well as treatment within the classroom favors the education and development of boys over girls. “Curriculum reinforces traditional gender stereotypes, which means that girls and young women cannot envision themselves transcending the traditional cultural roles. With female teachers, generally, only at the lower primary levels, girls do not have strong female role models to whom they can reach out and receive moral and emotional support” (Kasongo wa Kasongo, 2005).

Sexual Harassment and Abuse

A male dominated atmosphere breeds instances of sexual harassment. Male teachers and classmates are ensured of impunity for their actions, and girls are afraid and unable to speak about their experiences, particularly in the power relationship between teacher and student. In the same way, girls frequently do not access to what they need through their schools, forcing them to dropout early because male teachers and classmates are forcing the girls to do sex with them. The abuse of girls by some teachers is happening at the schools, and sometimes the teachers, if they are not actually having sexual intercourse, they may like touching (inappropriately). This type of “abuse provokes girls, especially when they reach the ages of 14, or 15, to drop out of school” (Mlama, 2011).

“According to recent studies in six African countries, between 16 percent and 47 percent of girls of primary and secondary schools report sexual abuse or harassment, with both male fellow students and male teachers responsible for the abuse. A recent study of violence in Brazilian schools found that 8 percent of students from 5th to 8th grade had witnessed sexual violence within the school environment. Researchers in Cape Town, South Africa found that the male teachers’ staff room was where teachers would connive to send girls for errands so that other teachers could sexually harass or rape them during their free hours. The girls were so afraid to go near the staff room that they arranged always to do errands in pairs so as to be able to protect each other. The picture next to the staff room shows a man taking a girl by the hand and the girls is crying” (Leoniya, 2010).

Education as a Master key for Empowering Nigerian women

When Nigerian women are educated, they become strong through self-empowering skills that prepare them physically, mentally, socially and economically for the world of work in later life. “Education is normally seen as the true basis of society which brings Nigerian women economic wealth, social success and political stability. It is the best investment for the people because well-educated Nigerian girls and women have more opportunities to get a job which gives them economic potential, approval, personality, knowledge, success, triumph pleasure, satisfaction as well as helps to develop strong impacts values and morals for the benefit of the Nigerian society” (UNESCO, 1994). It is for this reason we call education the “master key” because the master key is a standard key that has possibility to open different doors

everywhere. When someone is educated, it signifies that a person's life is open to everywhere and ultimately leads to development of a good life.

In addition, educated Nigerian girls and women benefit from real respect among their colleagues and social environments. They can efficiently contribute to the progress of the societies, villages, countries and ultimately the entire world by creating new devices and inventions. Nigerian societies today must invest and sacrifice time, money and health in order to increase education of girls and because education is the most veritable world key. Joy Kwesiga writes "Education is not only the master key to a brighter future; it is also a key to survival" (2002). When we educate Nigerian women, we invest in strong life projects, building families and strong communities all over the world. This is true because education is an important master key aspect of the work of society, forms community issues, promote knowledge and understanding of rural communities, closes the doors to poverty and opens the path to a good life beginning today and goes on into the future. Education has a vital role to play among boys and women, in assisting students to understand each other and to share positively their cultural identity (Bond, 1997). To educate Nigerian women is to provide them with all the needed attributes in order to lead their lives in a totally proper existence. Education is able to have a remarkable effect on the behaviour and personality of Nigerian women. Furthermore, it is the key which provides Nigerian women the power to get ahead and do something constructive with their lives. Nigerian women need to grow up and become educated wives, mothers and caregivers in their families. To Nigerian women, education involves a gathering of comprehension and knowledge in all aspects of life in this world. Through education Nigerian women are enabled to illustrate to the world the very best of their mind and spirit. More significantly, education plays a unique role among the Nigerian women in terms of personal growth and social development. If Nigerian women are educated and empowered, they will also be a fundamental source of income for the family. This will not only raise the standard of living for the individual Nigerian family, but also will positively impact the economic condition of all the countries. After all, the economic conditions of the country only improve if all the citizens are prosperous. Nigerian girls and women learn and become more involved in society and leadership as they become educated. They also gain more confidence from acquiring greater knowledge and having greater access to knowledge. When both men and women are educated, they jointly build their nations and the Nigerian society is bound to strongly prosper.

Girls and women who are educated are less likely to get HIV-AIDS, and in Nigeria which has such a pandemic, women have to begin to change the pandemic. Officials of the UNESCO and the U.N. Population Fund (UNFPA) report "women's education has had a direct impact on development in Nigeria and it is the most efficient way to reduce the mortality rate of mothers and babies, as well as the infection rates of HIV" (Rapport, 2008). Power for women in Nigeria today is created through the availability of greater education opportunities. The gaining of status for women as they achieve more education offers a vast improvement in their own personal world and society. These improvements also contribute to improved lives globally. Improvements can impact life at all levels today as well as for all people. In this study, communicative competence played a vital role in that the authors were competent in choosing their languages to explain their thoughts. If they are not competent, in the language, it will be difficult for them to explain their thoughts.

Conclusion

The research is about “Language, Women and Education in Nigeria”. This paper explored the importance of language to women’s education, the main purpose of education, the barriers of Nigerian women in relation to education opportunity and education as a master key for Nigerian women empowerment. Some recommendations are also offered in order to underscore the practicality of the investigation. According to the researcher, language is of immense importance to women’s education in Nigeria. It helps them to communicate ideas, feelings and opinions. Education is a master key and very important way to open the lives of all Nigerian women in the world. It is very difficult to achieve a good life without going to school because education is one discipline through which Nigerian women can advance in life. Education facilitates empowerment which is essential for the participation of women in all aspects of the development process. Furthermore, it provides the expertise or knowledge usually required for the key positions which form policy in all fields therefore it is of particular importance for women. The education of girls and women translates to higher economic opportunity and productivity, reduced mortality, improved family food and health, and increased prevention of diseases.

Recommendations

The researchers recommend the following:

- (1) To promote regular workshops in different areas of Nigeria among women.
- (2) Education for women has to be the number one priority in Nigeria.
- (3) Women in Nigeria should be encouraged and to control in different faculties at the University level, such as science or technology, economics, politics, Agriculture, medicine, ecology, leadership and government.
- (4) Women must fight against illegal sex, early marriage, sexual rape and prostitution.
- (5) To encourage education for women and exchange experiences among women on the African continent.
- (6) To discourage early marriage for both girls and boys.
- (7) To encourage all pregnant girls and women to restart schooling after the birth of a child.
- (8) Nigerian governments at all levels should provide support needed for the education of girls and women such as free books, uniforms, scholarships and so on.
- (9) To encourage different organizations, associations, and churches to continue to provide scholarships for the education of Nigerian girls and women.
- (10) To realize the need for Nigerian country to have the right laws and different strategies that could dismantle patriarchal systems in the society by promoting girls and women education.
- (11) To promote educational gender equality between men and women.

- (12) To bring women teachers into the classroom at primary and secondary schools in order to serve as role models for the young girls.
- (13) To punish teachers who sexually exploit female students, and provide counselling for victims.
- (14) To encourage women to take their responsibilities seriously, join their heads and hands fight to break down the different heavy barriers to education for women in Nigeria.

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