

Inequalities in Nigerian Education Sector: Some Perspectives for Improvement

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Abstract: *This paper focused on improving educational inequalities in the education sector in Nigeria. The paper examined some inequalities existing in the education sector and equally outlined some factors responsible for the inequalities. It also highlighted the dangers of inequalities and further discussed various perspectives towards improvement. Some recommendations were proffered as way forward towards improving the inequalities. Among such recommendations are: adequate resourcing, financing and increased budgetary allocations at all levels of education sector; implementation of effective policies and curriculum that will improve all education sector and proper harmonization of activities at all levels of education sector.*

I. Introduction

The education sector is no doubt an instrument for national development and an asset to any nation. It is also a formidable tool for socio-economic, political and cultural development of the human society. Having been considered as one of the main pillars of the human society, human beings are able to pass on/transmit, develop and improve knowledge, skills and abilities. Education generally makes man by developing skills and competencies, imparting knowledge and learning from the school and colleges which carry individuals well into their personal and professional lives, including in their later years. Education is the surest route to development in any society needs.

In fact the importance of education cannot be overemphasized, without education various socio-economic activities in the societies will remain stagnant and the human society will continue to wallow in ignorance. Despite this fact, several societies in the modern world are still far from providing this basic necessity to the greater proportion of their people. This situation is considered unacceptable more so, if one considers that education has been classified as a major fundamental human rights in contemporary society. Again, in the present globalized society in which every nation is connected to the other, education is perhaps the only instrument for people to adequately cope with the new trend. In most contemporary nation-states including Nigeria, the level of educational attainment vary across regions. Such discrepancies also exist within regions and sub-regions (Yusuf, 2003).

In Nigeria, concerns have been expressed on the glaring educational Inequalities in the education sector which has created a lot of gaps and marginalization among groups in the education sectors. For instance, Yusuf (2003) opined that the classification of many states in the North as “Educationally Disadvantaged-States” has not even remedied the situation. There have been a lot of discrepancies and Inequalities between the regions in education. One important question to answer is that if the Nigerian education sector is adequately effective to prepare individuals towards attaining the best in life coupled with the Inequalities in the sector? According to Dogra (2011), “there are some major Inequalities in today’s education system which should be addressed and solved, if future of the country has to be secured. It will require a lot of initiative, zeal and hard work on the part of government authorities, education stakeholders, schools and teachers to do away with these negatives (Inequalities) plaguing the education sector”. In line with these views, Igbuzor (2006) also highlighted that the importance of education to human beings cannot be over emphasized. Education is a human right that should be accorded to all human beings solely by reason of being human. For this reason, a lot of international human rights instruments that provide for education as a fundamental human right has been propounded. These include the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966) and the African Charter on Human and Peoples’ Rights (1981) (Igbuzor, 2006).

The relationship between education and development is well established such that education is a key index of development. It has been documented that schooling improves productivity, health and reduces negative features of life such as child labour as well as bringing about empowerment. This is why there has been

a lot of emphasis particularly in recent times for all citizens of the world to have access to education. The importance and linkage of education to the development of any society is well known. It is in recognition of this importance that the international community and governments all over the world have made commitments for citizens to have access to education. Meanwhile, it has been documented that across the globe, there are inequalities in educational access and achievement as well as high levels of absolute educational deprivation of both children and adults. In order to confront these educational Inequalities, rightful approaches, strategies and measures need to be adopted and followed. However, Dogra (2011) sees educational imbalance as a stump which threatens to weaken the formal process of imparting knowledge and skills and the general administration of the entire education system. These Inequalities have been there ever since education was institutionalized. Through the course of time, this imbalance has become more and more noticeable, especially in the modern times where equality and parity is the common theme.

Although politicians, governments and education stakeholders have been doing something to minimize the imbalance in education, the situation seemed do not improve but only became more obvious than before. Therefore, the thrust of this paper is the need to take substantive measures in addressing educational Inequalities which exists in the education sector in Nigeria. Clarifications were also made on the perspectives of improving educational Inequalities on what can be done to improve the education sector in Nigeria. Issues relating to the topic have been discussed in four sections. Section one is an outlook of educational Inequalities that exists in the education sector in Nigeria. While section two examined factors responsible for educational inequalities in the education sector in Nigeria. Section three, outlined the dangers of educational Inequalities and section four which is the last also described various perspectives towards Improving educational Inequalities in the education sector.

Educational Inequalities Existing In The Education Sector In Nigeria

♦ **Inequalities in Adequate Availability of Educational Resources:** Educational resources include human and material resources that aid proper administration of school and effective teaching-learning process. The human resources includes teaching and non-teaching staff while material resources includes both financial and non-financial material resources such as money, classrooms, instructional materials, buildings, infrastructure, equipments, ICT/electronic gadgets, libraries, laboratories, books, etc. Observations have shown that these educational resources are neither adequate nor provided sufficiently in the school for effective teaching and learning as a result of lack of funds, creating Inequalities in the education sector. Inequalities in human resources entail the shortage of teachers in areas of great demand and use of non-professional in subject areas/quacks as teachers in school. Material resource imbalance manifest through lack of physical appropriation of text and reference books, technological equipment like computers or learning software and other important facilities as libraries and audio-visual rooms.

According to Dogra (2011), lack of funds to schools upgrade infrastructure, curriculum and quality of teachers have created a lot of Inequalities in the education sector. For instance, Okyi (2004) emphasized that the state of school library development (which is one of the most important education services) in Nigeria is deplorable. Even in this 21st century, which is the age of great advancements in all spheres of human endeavour, the role of school libraries in the attainment of educational excellence is yet to be fully appreciated by most citizens in Nigeria. A nationwide study carried out by Ayeni and Oyebanji (1997), revealed that school libraries in Nigeria were still mostly non-functional due to neglect and inadequate funding. In most states of the country, school library services were very inadequate because there were no financial allocations made to school libraries even though financial allocations were being made to schools. The poor state of school library services creates a problem for the effective implementation of the school programmes e.g UBE programme. Most schools are reported to lack libraries and the few that are available are poorly funded, lack adequate collections and accommodation and are poorly staffed. Since the implementation guidelines of the UBE note the need for infrastructures and facilities, including school libraries, to be provided to appropriate standards, it becomes imperative that school libraries be looked into and revamped with the utmost seriousness with a view to ensuring the success of the UBE programme.

♦ **Inequalities in Proper Harmonization of Activities in the Education Sector:** There are other activities that go on in the school apart from teaching-learning in the classroom. Inequalities in proper harmonization of activities in the education sector will include: variations between teachers' salary/remunerations, constant/continuous staff retraining/development programmes, public and private schools, courses and certificates. This includes failure of the system to maintain uniformity in teachers' salary and condition of service; poor constant/continuous staff retraining and development programmes for teachers at all levels; discrimination and economic segregation between private and public schools; discrimination among tertiary institutions (especially between the Universities and other levels such as Polytechnics and Colleges of Education) in areas of programmes offered, certificates awarded and courses; and lesser focus on science,

vocational and technical areas/subjects. Constitutionally, the Universities, Polytechnics/Monotechnics and Colleges of Education in Nigeria are at par; they are all tertiary level institutions of learning. The Bachelor of Science Degree (B.sc) earned from Universities; and Higher National Diploma (HND) earned from the Polytechnics are equivalents except the Nigeria Certificate in Education (NCE) earned from Colleges of Education. Both B.sc and HND holders spend at least five years in school and undertake the National Youth Service Corps (NYSC); a compulsory one year service to the federal government of Nigeria (Onjewu, n.d). Moreover, NCE holders spend at least three – four years without NYSC until they have gone further at the University.

A lot of disparity, discriminations, segregations and discrepancies hover between the Universities and the other streams. HND graduates are not admitted into a Masters Degree programme until they have acquired an additional qualification to their HND/NCE. Also, graduates of Polytechnics/Colleges of Education are not placed on the same salary level and step even in the Nigerian Federal and State civil services. The B.Sc holder's salary and status/status quo is always higher and superior. Furthermore, the HND/NCE holder is discriminated against by some professional bodies in their registration, B.Sc holders are considered superior and higher. These disparities, are also evident in the students entry qualification which is four Credits instead of the five credits for the Universities, course/programmes offered and staff condition of service in the Polytechnics/Colleges of Education and the different examinations taken to gain entry into the University or Polytechnic.

Similarly, the teaching staffs (lectures) of the Polytechnics/Colleges of Education equally have a fair share of discrimination, disparity and discrepancies. They cannot rise above the level 14 of their own salary structure which is different from those of their University counterparts and who can rise to level 15 of their salary structure. The senior lecturer cadre of Polytechnics is paid a salary of level 12, while his counterpart in the University is paid the salary of level 13. The Polytechnic/College of Education lecturer even with Doctorate Degree cannot earn the title of professor and he only grows to the rank of chief lecturer. As a result, both graduates of Polytechnics/Colleges of Education and their lecturers are accorded a low esteem both by individuals and society so that schooling and working in the Polytechnic/Colleges of Education is considered secondary and last choice, after attempts to gain admission into or employment in Universities have failed.

Suggestions like the harmonization of Polytechnics; Colleges of Education and University entry qualification; raising the standard of Polytechnics and Colleges of Education as equivalent to the Universities; adoption of a single matriculation examination for students seeking admission into all tertiary institutions in the country; call on government to approve HATISS 15 for Polytechnic staff; call on government to transform/convert Colleges of Education into University of Education likewise Polytechnics as Universities of Technology; the correction of the anomaly of the non registration of Polytechnic graduates by some professional bodies; a call for disparity in career progression for HND/NCE and first degree holders; the removal of the disparity in the designation of Polytechnic graduates from being called technicians or instructors but called lecturers like their University graduate counterparts; and the removal of any form of discrimination/discrepancy between Polytechnic, Colleges of Education graduates and lecturers and their University counterparts (Yakubu, 2003; Onjewu, 2005; Momoh, 2005). The Inequalities which exist within the various levels of the education sector have great implications on the system because a lot of brain drain occurs within the Polytechnics and Colleges of Education. Observations/evidence show that majority of the lectures from these two streams would always want to elope either to the University or outside the country for greener pastures, better opportunities and status quo causing a lot of brain drain in the two streams.

Furthermore, within the lower levels of education sector such the basic and secondary levels, a lot of disparity, discriminations and discrepancies occur between the private and public schools; federal government colleges and state schools; teachers and their condition of service. According to Dogra (2011), in the schools administration, children from private school usually are termed superior over public schools. This may cause many self-esteem issues among students when they grow up. Another problem is in the salary structure in which the education sector does not recognize or pay well teachers who make extra effort or take an initiative to be innovative and creative in their teaching methods. This de-motivates the teachers to some extent and thus may inculcate the tendency to not giving their best. Moreover, due to lower salaries, intelligent and capable people do not want to enter the profession at all creating a dearth of quality teachers' in the future in Nigeria whereby private schools in bid for profit maximization go for low quality teachers. The problem of lack of funds and poor staff training and development in order to upgrade infrastructure, curriculum and teachers quality at these levels of education sector is equally worrisome (Dogra, 2011). However, all these Inequalities including poor funding/financing of the education sector has been the bane of constant strikes in all levels of education; fights and struggles between government and education unions such ASUU, COEASU, etc in the tertiary institutions and struggles between teachers of primary/secondary education and government.

◆ **Inequalities in Access to Quality Education:** The issue of access to quality education deals with the degree or extent to which the education sector obtain/achieve excellence and standards in the services rendered. The

issue of achieving quality in all levels of the education sector has always been a great challenge/problem to the sector. For sustainable development and continual progress of individuals in Nigeria, the issue of quality education needs to be addressed urgently. However, access to quality education will include achieving higher degree of excellence in teaching-learning process; excellence in teaching staff and non-teaching staff; excellence in provision of educational resources e.g equipments, infrastructural development and maintenance, instructional materials; excellence in proper administration of special education, inclusive education and education for special target groups, excellence in educational policies/implementation; excellence in curriculum development and constant reform; excellence in general supervision, evaluation, control and monitoring of education; excellence in examinations; and excellence in the entire education process, general administration and management.

◆ **Inequalities in Subject Areas/Courses:** Lesser focus and attention is paid on key areas like science courses, agricultural, vocational and technical courses. These areas which is supposable the main bane of the Nigerian economy are poorly funded. Dogra (2011) identified that researches have shown that Nigeria is far behind countries like Japan in inculcating a scientific spirit amongst its students. Countries like Russia, Sweden, Italy and Canada take awareness campaigns, from time to time to encourage literacy and reading amongst the children. Such initiatives are not given due importance in Nigeria.

◆ **Educational Inequalities As A Result of Persistence of Gender Problems/Inequality:** One major factor is the issue of male dominance in access to educational opportunities. The opportunity cost of foregoing school for female children is very high due to the male roles and society preference for male children. In some communities the female children are not sent to school like their male counterparts due to some cultural/religious practices. Oganwu (1996) cited by Omoregie and Ihensekhien (2009) equally identified that Nigerian women and their counterparts in other African countries have been debased and dishonoured by the thought that every woman is supposed to consider motherhood as the principal purpose of her existence. She is expected to produce children, cook, mend and wash clothes and take care of men and be subordinate to male authority. According to Omoregie and Ihensekhien (2009), there is still much gender inequality in Nigerian Education in spite of all steps taken by the Federal Government to give equal gender opportunity to education such as the provision of the Universal Free Primary Education (UPE) in 1976 and today, the Universal Basic Education (UBE). The female gender is still lacking behind in education and this has much implication in the social-economic status of the females in the nation. If drastic measures are not taken, education in Nigeria may be all male affairs as the females dominate the markets, the farms and the homes to make more babies and increase poverty in the land. Gender inequality between males and females has contributed to educational inequalities in terms of making career choices, where some courses are highly dominated by male than female and such has great implications not only on the education sector but the nation as a whole.

Report of statistics from the study carried out by Omoregie and Ihensekhien (2009) on persistence of gender inequalities in education revealed that for primary, secondary and university enrolments, there existed higher percentage of male's enrolment at the different levels of education in Nigeria. For instance, statistics from UBEC Abuja in 2006 revealed that there were more male enrolment at the basic level of education with a total of 107,973,895 (56.26%) while that of the female was 83,917,306 (43.73%). The Census in Nigeria covering the periods 1991 and 2006 likewise revealed that there were more males in school than females. In 1991, the ratio was males 50.04% and females 49.96%. In 2006, the ratio was males 51.21% and females 48.79% (Omoregie and Ihensekhien, 2009). These data revealed that there is a gender inequality in education right from the primary level. There seems to be so many underlying causative factors responsible for this and which included: general/higher level of preference by parents of male children to females based on cultural, traditional and religious practices; limited resources of families in terms of financial constraints and parents level of educational dispositions.

◆ **Inequalities in Educational Policies and Curriculum:** According to LeVan (2008), the Nigerian government's policy planning documents share the view that education generates human capital that effects the nation's development. The country's National Development Plan for 1962 – 1968 stated that the "education programme is designed to increase as rapidly and as economically as possible the high level manpower which is indispensable to accelerated development." Yet a lot of inequalities occur in implementing sustainable educational policies and curriculum that will equip individuals with enough competencies and skills to face societal challenges. There should be constant review of educational policies and the curriculum in order to suit the needs and demands of the society.

◆ **Educational Inequalities between the South and North:** Inequalities between South and North which is owing to the problems of past educational developments, colonial administration and history in Nigeria has

brought in with it existence of educational gaps between these two regions. Anyanwu (2010) equally highlighted that the educational disparity between the North and the South was a common source of fear and conflict since the Lyttleton Constitution of 1954 officially fashioned Nigeria as a federation. The Federal Commissioner for Education, Chief A.Y. Eke, revealed that the educational gap between the two areas was so wide that, roughly speaking, for every child in a primary school in the northern states there are four in the southern states; for every boy or girl in a secondary school in the North there are five in the South; and for every student in a post-secondary institution in the North there are six in the South. Likewise, the statistics of students enrolled in the six existing universities: University of Ibadan (UI); University of Lagos (UNILAG); University of Nigeria, Nsukka (UNN); Ahmadu Bello University, Zaria (ABU); University of Benin (UNIBEN), and University of Ife revealed not only a low supply of university places but imbalance in enrolment that favored southerners. Out of 14,468 students enrolled in all the universities in 1970, students from the South, constituted more than 75.6 per cent of the total population.

The gross imbalance in the number of students from the South compared with those from the North should not be surprising because out of the six universities in the country, only one, ABU, was in the North. Worst still was that the inadequate facilities in the existing universities greatly restricted enrollment, as many qualified candidates failed to secure admission. For instance, out of the 7,000 applicants in the 1969/70 session, only 1,500 secured admissions. The educational disparity between the North and the South has also introduced educational inequalities and educational marginalization in most regions.

◆ **Inequalities in Financing/Funding Education and Budgetary Allocations:** Yusuf (2003) highlighted in his study that the observed pattern of budgetary allocation to education revealed that Nigerian governments (both state and Federal) did not consider education expenditure as a matter of policy priority. It becomes obvious then that the pattern of government support for education in Nigeria may not sustain the target of making education as prime source of sustainable development in the country. UNESCO has made a recommendation 26% of that annual budget to be allocated to education to salvage this sector from numerous inequalities (Igbuzor, 2006). Abdu (2003) further highlighted the some factors associated with finance in education which needs to be solved: goals and objectives of education; development needs of a nation; human innate needs to learn; data and population of Student-Teacher Ratio (STR), Average Teacher Salaries (ATS) and Students Enrolment Rate (SRT); political exigencies; resource management level; staff manpower capacity; economic situation of a country; very low educational budget by the government; dwindling financial support from foreign donors; economic growth in Africa which is no longer strong enough to fund programmes in higher education; poverty, unemployment and uneven distribution of wealth; high tuition charges by private higher education promoters and limited number of higher education providers both private and community organizations have not invested enough on higher education.

Factors Responsible For The Educational Inequalities In The Education Sector In Nigeria

Major factors responsible for educational inequalities in the education sector in Nigeria include the following:

- ◆ Poor funding, inadequate budgetary allocations and lack of financial support by other public/private institutions to education including the government
- ◆ Lack of priority for boosting education to highest standard in the country
- ◆ Failure to establish effective policies/ineffective implementation of policies concerning different segments of education
- ◆ Improper harmonization of activities and programmes at all levels of education such as ECCE/Basic Education, Primary Education, Secondary Education and Higher Education
- ◆ Improper distribution of resources and funds within the levels/systems of education
- ◆ Inadequacy in constant curriculum review in line with the developments and changes in the society
- ◆ Failure to establish effective institutions that will monitor standards and quality at all levels of education
- ◆ Corruption in the education system
- ◆ Lack of political will on the part of the general public on matters concerning education
- ◆ Current practice of lack of active/non-collaboration between learning institutions and industries and communities

Dangers Of Educational Inequalities

The dangers and negative consequences of educational inequalities in the education sector whose end result if not solved will lead to the following as pointed out by Igbuzor (2006):

- ◆ Decline in literacy rates in the country which has negative effect on both individuals and national development
- ◆ Poor quality and low standards in educational delivery while quality education will be left for only those who can richly afford it

- ◆ Poor quality of teaching workforce especially at lower levels of the education sector
- ◆ Proliferation of many corrupt practices in education leaving the sector at a very deplorable state
- ◆ De-motivated teaching force and brain drain syndrome
- ◆ Persistent instability, interceptions and obstructions in the education sector such strikes, as a result of agitations from various work forces in education

Perspectives Towards Improving The Inequalities In The Education Sector In Nigeria

In bid to salvage situation, the following perspectives towards improving inequalities in the education sector must be followed. In the area of financing/funding the education sector, budgetary allocations to all education sector must be increased. Yusuf (2003) pointed out that one major problem besetting the educational sector in Nigeria and the Northern region in particular, as clearly reflected in his study is the low funding. Education in modern world is a capital intensive industry. There could be no education without funding. To address the obvious inequalities and lapses in educational sector over the years, adequate fund must be made available and must be expended appropriately.

Government alone may not be able to fund education effectively and efficiently due to the fact that economic growth in Africa is no longer strong enough to fund. There is need for public-private partnership. Research in developed countries has shown high levels of public-private partnership in managing education for infrastructural development (Caldwell, 2004). This does not seem to be the case with Nigeria, where the public-private partnership is highly limited (Ezekwesili, 2006; Kolo, 2007). Therefore, to sustain education in the country, all stakeholders must be involved, the parents and guardians, the society in general, the private sector and non-governmental agencies. There has equally been call for a new set of rules for the allocation of federation account funds in line with the constitution and the issue of whether universal primary education is really to be a national target which needs to be addressed. If it is to be a meaningful national target then serious analysis of the expenditures involved will need to be made, incentives/requirements placed on the states to allocate sufficient funding as in the case of the Brazilian government or a framework devised for the (voluntary) allocation of federal government grants as in the case with the Indian government (Agbiogwu, n.d).

Girl-child education should be improved and encouraged. The extension of educational opportunity to the girl-child has been a cornerstone of every development plan. This is in view of the role of women to the development of their community (World Bank, 1997; Amali, 2006). Education for the girl-child must necessarily be a priority in efforts to expand the educational level of the Nigerian Northern region. The traditional, cultural and religious barriers impeding girl-child education should be addressed and policies on women and girl-child education strengthened as well. All cultural and traditional practices, which tend to enhance gender inequality in education, should be discouraged at all levels of education. Omoregie and Ihensekhien (2009) expressed that both federal, state and local governments should give financial assistance through scholarships or bursaries to female students and educate the parents and the general public so as to bring about a change in attitude toward women education. The non-governmental bodies (NGO) should be assigned to do this by the government. The governments should promulgate laws against early marriage, unfavourable cultural practices against women/girl-child and using the females as hawkers on the streets which expose them to dangers that affect their education. Let there be a rule on quota system of 50:50 in admission of males and females to all institutions of learning from primary to tertiary level. That means ratio of admission should be 50 females to 50 males in all levels. Scholarship programme should also be strengthened and properly instituted to cater for the educational needs of the underprivileged /disadvantaged groups, marginalized groups and special groups. This would in no small measure help to reduce the gap of educational opportunities between the privileged and the less privileged people. It would also stem the tide of turnover rate in schools and colleges as well as tertiary institutions in the country (Yusuf, 2003).

In view of the recent of the advancement and modernization in the society, the use of ICT Information and Communication Technologies should be emphasized in the schools. With ICT, it is now possible for teachers and learners to interact without face to face or physical contact. This opportunity of ICT in the educational system should be exploited by governments so as to bring about the desired rapid educational development in Nigeria. This also implies that it may no longer be necessary to be physically present in classrooms to disseminate and receive knowledge. Satellite communication and internet facilities have opened a new form of modern education devoid of the huge investment in construction of classrooms and other physical structures especially at the higher levels. This idea of education-without classroom can foster rapid educational expansion in the education sector (Yusuf, 2003).

Efforts should be made in the area of science and technological education in order to boost the area. According to Yusuf (2003), science and technology is one major tool of development of any nation, society or region. They are the pillars of the well being of every nation as well as the source of economic and social development (Abiodun, 2002). In view of the importance of this form of education to overall development, deliberate efforts must be made to develop science and technological education, especially in the disadvantaged

area. If Nigeria must continue to be relevant in the global community at large and be counted among the twenty top (20-G countries) advanced nations in the world it must place emphasis on appropriate administration and management of science and technological education which would lead to technological development of all the regions in general. There should also be proper harmonization of activities at the various levels of education in terms of raising their activities to quality and higher standards. The standards of all tertiary institutions should be raised to the same level and staff development and training intensified. In line with the above, adequate educational resources (human and material resources) should be provided and existing once maintained. In summary, the following recommendations have been proffered:

- Adequate resourcing, financing and increased budgetary allocations which will be needed to build new schools, train more teachers and provide sufficient equipments in the schools at all levels of the education sector
- Implementation of effective policies and curriculum that will improve all education sector
- Improving and dealing with the quality issues including size of classes, number of teachers and provision of materials
- Massive investment in infrastructures in all levels of education
- Respect and protection of the rights of children in school including protection from violence in schools especially of the girl child and strengthening scholarship and bursaries grants at all levels of education sector
- Review of school curricula to promote critical and relevant learning
- Promoting good governance in schools and strengthening leadership at all levels of education
- Instituting effective means/strategies of keeping proper accountability of resources and accountability on utilization of resources budgeted for education
- Improvement of teacher quality through employment of professional and qualified teachers, in service training and retraining and implementation of the teacher salary structure
- Proper harmonization of activities at all levels of education sector which includes salaries, entry requirements, staff development, etc.
- Improving access to quality education at all levels of education sector including in special education, inclusive education and education for special target and marginalized groups

II. Conclusion

The goal of achieving quality, excellence and improving the Nigerian education sector lies on improving inequalities existing in the education sector. For this purpose, the paper has so far discussed extensively the issue of improving the educational inequalities in the education sector in Nigeria. Having pointed out these educational inequalities existing in the Nigerian education sector, including their dangers and identified ways of Improving them, the paper concluded by proffering recommendations.

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