

LAGOS STATE UNIVERSITY, NIGERIA
FACULTY OF EDUCATION

International Conference

2011



CONFERENCE PROCEEDING

- THEME -

**DEMOCRATIZATION,
GOOD GOVERNANCE
AND EDUCATION**

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DEMOCRACY, GOOD GOVERNANCE AND EDUCATION: RETHINKING AFRICAN POSSIBILITIES

System will be the first to be published in the series of the Journal of Democracy, Volume 30, Number 1, Spring 2010, July 20, 2010.

GRANTING J. S. J. J. J.

Professor of the Integrated Policy Studies
University of the South
and www.journalofdemocracy.org

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MR. CHURCHILL, BALTIMORE:
 The same as the previous edition of the same name, but
 with the addition of the new edition of the
 same name.

They are not all the same. In fact, the 1990s saw a

It is a pleasure to have you here.

[illegible]

¹ See, for example, the *Chicago Public Schools v. Federal Election Commission*, 432 U.S. 191, 198 (1977) (quoting *Chicago Public Schools v. Board of Education*, 375 U.S. 500, 504 (1964)).

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1. **Introduction**

Market Segment	Percentage of Sales	Forecasting Method
Automotive	10%	Delphi
Commercial	15%	Delphi
Industrial	25%	Delphi
Consumer	50%	Delphi

Table 15: *Empirical and Theoretical Analysis of Investment Opportunity*

Task	Frequency	Time (s)
Task 1: Data Entry	10	120
Task 2: Data Analysis	5	80
Task 3: Data Reporting	5	100
Task 4: Data Archiving	5	110
Task 5: Data Backup	5	130
Task 6: Data Restoration	5	140
Task 7: Data Migration	5	150
Task 8: Data Security	5	160
Task 9: Data Compliance	5	170
Task 10: Data Governance	5	180

Uspolniti

1446 Y. Liang et al. / *Journal of Macroeconomics* 29 (2007) 1439–1450

[illegible]

Abstract

1. **10/20/2013.**
1. **10/20/2013.**

1. 姓名: 李小明 2. 性别: 男 3. 年龄: 25 4. 职业: 教师

Age	Percentage	Percentage
15-19	5	10
20-24	7	15
25-29	1	1
30-34	2	11
35-39	2	15

There is little doubt that the 1970s were a decade of the R^2 fallacy (cf. Hsiao, 2003; Doornik, 2004) and that the 1980s were a decade of the R^2 fallacy. The 1990s were a decade of the R^2 fallacy. The 2000s were a decade of the R^2 fallacy. The 2010s were a decade of the R^2 fallacy. The 2020s were a decade of the R^2 fallacy. The 2030s were a decade of the R^2 fallacy. The 2040s were a decade of the R^2 fallacy. The 2050s were a decade of the R^2 fallacy. The 2060s were a decade of the R^2 fallacy. The 2070s were a decade of the R^2 fallacy. The 2080s were a decade of the R^2 fallacy. The 2090s were a decade of the R^2 fallacy. The 2100s were a decade of the R^2 fallacy.

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It is important to understand that the legal system in the United States is not a monolith. It is a complex system of laws and regulations that are constantly evolving. The legal system is designed to protect the rights of individuals and to ensure that justice is served. It is a system that is based on the principles of fairness and equity. The legal system is a system that is designed to protect the rights of individuals and to ensure that justice is served. It is a system that is based on the principles of fairness and equity. The legal system is a system that is designed to protect the rights of individuals and to ensure that justice is served. It is a system that is based on the principles of fairness and equity.

doi:10.1017/S0022292412001617

[illegible]

For the first time in 1999, the Department of Education (DOE) and the National Center for Education Statistics (NCES) conducted a national survey of the health and safety of students in U.S. schools. The survey, titled "School Safety and Health: National Longitudinal Study of the 1990s," was the first of its kind. It was designed to provide information on the health and safety of students in U.S. schools, and to provide information on the health and safety of students in U.S. schools.

particularly within the family unit." From the liberal feminist theoretical perspective, women have the same inalienable rights as men. Liberal feminist theory supports women's rights to be adequately enforced in public spheres such as equal educational opportunities, equal pay for equal work, equal political empowerment, equal power sharing, equal asset sharing without disparities, etc (Muhibbu-Din, 2011).

The finding also reveals that lack of access to equal educational opportunities has greatly affected the political empowerment of women in Badagry Local Government area of Lagos State. In the same vein, Adebisi (2004) reports that African women and girls are lying fallow as a result of their education jettisoned and this has resulted to a critical loss to harnessing the women potential for full development. Education has been seen as a prerequisite for political positions and other social development goals of women but sadly, this is very difficult to achieve in Nigeria. In support of this, Muhibbu-Din (2011) reports that most developing countries, like Nigeria, agenda and programmes of women development particularly women education has been marred by lack of application of three fundamental parameters of planning, execution, monitoring, and evaluation activities. To ameliorate the development of women education, Muhibbu-Din (2011) suggests that the New Partnership for Africa's Development (NEPAD) policy must synergize in its programme and actions in reducing educational disparities that exist between men and women in Nigeria generally. He reports further that women disproportionate burden of poverty that permeates developing societies, any improvements in their role and status through education can impact on breaking the vicious cycle of poverty and inadequate schooling.

According to Adebisi (2004), Increasing women's education not only increases their productivity on the farm and factory but also results in greater labour force participation and political participation. If women are adequately educated they will be able to influence people and contribute more to socio-political developments in the society (Ogunbiyi and Setonji, 2010; Ukoha, 2005). Education helps to equip women with the knowledge and skills to be able to participate in economic, political, social and national development activities of a nation. Also in support of this submission, Ajayi (2004) opines that if you educate a man, you educate an individual but if you educate a woman, you educate a family and the entire nation. Similarly, Ogunbiyi and Setonji (2010), Ogbuagu (1990) both agreed that women education is a sine qua non for social, economic, and political advancement of any nation. Based on this, there is the need to provide women with equal educational opportunities, devoid of any disparities as an empowerment drive to participate actively in the socio-economic and socio-political developments at local, state and national levels in the country.

On poor women political empowerment, Muhibbu-Din (2011) corroborates the finding by reporting that women constitute a minority in policy-making bodies and government. Women Member of Parliament has scarcely exceeded 10% in Nigeria. This trend explains why most states have not made factual development in the laws they inherited from the pre-colonial patriarchal structures and those introduced by colonial patriarchy rule, which favored men, and such laws include those related to issues of property rights, power sharing, marriage, and child custody (Muhibbu-Din, 2011). In supporting the women political empowerment, (ACW 2007) advocates that the Beijing Platform for Action recommends 30% representation of political positions by women.

ACW (2007) reports further that studies on women in decision-making have indicated serious discrepancies in access to resources of education and power sharing on the continent of Africa, and if this same scenario persists, the GDP and GNP in terms of the continent's performance in education, economic activity, political activity or access to basic health services will continue to be grossly deteriorating. According to Mansaray (2004), women have a key role to play in ensuring good governance because they could bring new and different perspectives to politics in developing countries like Nigeria.

Conclusion and Recommendations

Based on the findings, it was discovered that societal discrimination against women and lack of access to equal education opportunities are still pervasive in Nigerian society especially in Badagry Local Government area of Lagos State. This unfortunate development has made it difficult for women to get involved and be empowered in the political spheres of Badagry Local Government administration.

Education is a civil right and a foundation for all other fundamental human rights because it is a tool with which the people can fight injustice and a key ingredient of democracy in developing countries. The education of women in Badagry Local Government area and Nigeria generally should be enforced as a matter of priority because it is the only key to their liberation and political empowerment.

The continuing marginalization of women in Nigerian politics generally calls for comprehensive implementation of NEPAD policies and Beijing platform achievements in order to derive appropriate strategies and tactics for motivating and enhancing women political participation and empowerment in rural settings in Nigeria.

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