National Policy on Gender in Education and its Implementation

Guide

FEDERAL MINISTRY OF EDUCATION.
NIGERIA

2021
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Foreword

Gender issues continue to attract increasing attention globally; yet, gender disparities in most facets of life still hamper the progress of girls and boys, men and women. In the education sector, a large number of girls and boys are deprived of basic knowledge competencies and necessary skills to enable them lead safe and productive lives. Such deprivations in the area of knowledge and skills as well as disparities in access and completion at all levels of education are unhelpful and run against national and global thinking on the need for gender equity in society as a basic requirement for any sustainable development. There is therefore the need to evolve functional strategies to breach gender gaps in education, to harness the full potential of women and men, as well as boys and girls, and to ensure equal access to quality and relevant education, economic, social, political, and wealth creation opportunities. The enactment of the Violence Against Persons Prohibition (VAPP) Act, the Child Rights Act and other recurrent emerging issues like rape call for more urgent attention to women and girls rights.

Governments as well as international organizations all over the world have allocated appreciable budgets towards eliminating gender disparities at all levels. To address this issue of national and global concern, the Federal Ministry of Education in collaboration with International Partners, particularly UNICEF and the Foreign and Commonwealth Development Office (FCDO) formerly DFID, produced a working document to provide guidance on the processes of gender sensitivity in Basic Education in Nigeria. This document and its implementation guidelines were published in 2006 and 2007 respectively. However, these documents need to be reviewed to reflect emerging issues and changes in society. A technical committee was therefore set up with the mandate of reviewing the National Policy on Gender in Basic Education and developing an all-inclusive policy for the entire education system by expanding the policy to include all levels of education.

A comprehensive National Gender Policy in Education will strengthen Government’s capacity to oversee the integration of gender concerns in every area of national life and also improve compliance with reporting requirements under various Human Rights Instruments. As the root of complex barriers to gender equality are identified and addressed by the policy, the potentials of men and women, boys and girls will be harnessed. The overall objective of achieving meaningful and sustainable development in every area of our national life will be realized.

I recommend the policy for your use and urge you all to implement with fidelity.

[Signature]
Adamu Adamu
Minister of Education,
Federal Republic of Nigeria
Preface

The Federal Government of Nigeria is committed to equality for men and women, boys and girls in the provision of educational opportunities. This commitment is grounded in international conventions to which Nigeria is signatory. Hence, when the United Nations General Assembly in 2012 challenged 195 nations of the world including Nigeria to urgently address the needs of its people, children and families as expressed in the Sustainable Development Goals (SDGs), Nigeria rose with a bold commitment to build on the blocks of the MDGs. The 17 SDGs adopted in 2015 by world leaders included two key elements of quality education and gender equality.

In recognition of the disproportionate access to quality education and gender imbalances in school enrolment, retention and completion, the Federal Government of Nigeria mandated the establishment of Gender Education Branch under the Federal Ministry of Education in 2002 to fast track access to quality education and ensure gender balance in education. The new structure facilitated the development of the National Policy on Gender in Basic Education (NPGBE) and its Guidelines in 2006. The thrust of the policy was to bring about the attainment of gender equality at the basic education level. In order to attain SDGs 4 and 5 targets of quality education and gender equality by year 2030, a more comprehensive and holistic policy for all levels of education and emerging issues in education became imperative, requiring the review of the NPGBE. The National Policy on Gender in Education (NPGE) is therefore the outcome of that review.

The National Policy on Gender in Education and its Implementation Guidelines addresses the fundamentals of closing the gender gap in education with a framework within international good practices that enables implementation of the policy in Nigeria. Structurally, the Policy is arranged into the Preliminary Pages which include the Table of Content, Preface, Forward, Acknowledgement etc. and Six (6) major Sections. Section 1 presents the introductory aspects, which include Introduction, Situation Analysis of Gender in Education, Guiding Principles and Values, Policy Vision, Mission, Goal, Objectives, Focus Area and the Legal and Policy Framework. Section 2 focuses on the different levels of education which are Basic Education (ECCDE, Primary Education, Adult and Non-Formal Education, Nomadic), Post Basic Education and Tertiary Education. Section 3 x-rays emerging and cross-cutting Issues that currently impact education while Section 4 considers resource mobilization. The Implementation framework, which is Section 5 focuses on gender in institutional systems, processes, resources capacity and accountability, whereas Section 6 offers a framework for monitoring and evaluation. The Policy ends with References and Annexes.

Implementing organs, states and LGAs are encouraged to familiarize themselves with the entire document and then select the areas relevant to their particular needs and jurisdiction for implementation.

Arc. Sonny S. T. Echono
Permanent Secretary, FME
Acknowledgement

The Federal Ministry of Education wishes to acknowledge and appreciate the immense contributions of the Federal Ministries of Women Affairs (FMWA), Health (FMOH), Sports and Youth Development (FMSY&D), Justice (FMOJ), and the following Departments and Agencies: Nigerian Institute for Educational Planning and Administration (NIEPA), Nigerian Educational Research & Development Council (NERDC), Universal Basic Education Commission (UBEC), National Commission for Mass Literacy, Adult & Non-formal Education (NMEC), the State Ministries of Education (SMOEs), States Universal Basic Education Board (SUBEB), National Human Rights Commission (NHRC), National Orientation Agency (NOA), and FCT Education Secretariat, for their participation in the review and development of the National Policy on Education and its implementation framework.

Our gratitude goes to the Civil Society Organizations (CSOs), Private Sector, Non-Governmental Organizations (NGOs), Traditional leaders, Religious leaders, Malala foundation, Federation of African Women Educationists (FAWE), and other stakeholders who contributed immensely to the completion of this document.

We highly appreciate the resource persons and the following Institutions for releasing some of their best talents to be part of the review process: Bayero University, Kano, (BUK), University of Abuja, Obafemi Awolowo University, (OAU), Ekiti State University, Federal College of Education, Yola, and retired Civil Servants who are Gender Experts and free consultants that contributed greatly to this work. We also wish to thank the Joint Consultative Committee on Education (JCCE) for their scrutiny of the document.

We are particularly grateful to our Development Partners, UNICEF and FCDO for their guidance, technical and financial support which made the realization of this review possible. Our appreciation also goes to the World Bank and UNESCO for their immense contribution to this document.

We wish to thank all the Directors of the departments of the Federal Ministry of Education, the Gender Education Branch Officers and everyone who assisted in one way or the other for their tireless effort that ensured the completion of this document.

Finally, we thank God Almighty for the actualization of this work.

Hajia Binta Abdulkadir
Director, Basic and Secondary Education
## Acronyms

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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>BUK</td>
<td>Bayero University, Kano</td>
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<tr>
<td>COVID-19</td>
<td>Corona Virus Disease 19 (2019)</td>
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<td>CSOs</td>
<td>Civil Society Organizations</td>
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<td>ECCDE</td>
<td>Early Child Care Development Education</td>
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<td>FME</td>
<td>Federal Ministry of Education</td>
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<td>FMH</td>
<td>Federal Ministry of Health</td>
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<td>FMWA</td>
<td>Federal Ministry of Women Affairs</td>
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<tr>
<td>FMOJ</td>
<td>Federal Ministry of Justice</td>
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<td>FMSY&amp;D</td>
<td>Federal Ministry of Sports, Youth Development</td>
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<td>GBV</td>
<td>Gender Based Violence</td>
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<td>GESI</td>
<td>Gender Equity and Social Inclusion</td>
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<tr>
<td>GPI</td>
<td>Gender Parity Index</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>IEIs</td>
<td>Innovation Enterprise Institutions</td>
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<td>JCCE</td>
<td>Joint Consultative Committee on Education</td>
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<td>LGEA</td>
<td>Local Government Education Authority</td>
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<td>MSP</td>
<td>Ministerial Strategic Plan</td>
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<td>NBS</td>
<td>National Bureau of Statistics</td>
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<td>NBTE</td>
<td>National Board for Technical Education</td>
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<tr>
<td>NCE</td>
<td>National Council on Education</td>
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<td>NEDS</td>
<td>Nigeria Education Data Survey</td>
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<td>NERDC</td>
<td>Nigerian Educational Research and Development Council</td>
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<td>NFE</td>
<td>Non-Formal Education</td>
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<td>NGP</td>
<td>National Gender Policy</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>NHRC</td>
<td>National Human Rights Commission</td>
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<td>NIEPA</td>
<td>Nigerian Institute for Educational Planning and Administration</td>
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<td>NMCE</td>
<td>National Commission for Mass Literacy, Adult and Non Formal Education</td>
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<td>NOA</td>
<td>National Orientation Agency</td>
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<td>NPA</td>
<td>National Personnel Audit</td>
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<td>NPE</td>
<td>National Policy on Education</td>
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<td>OAU</td>
<td>Obafemi Awolowo University</td>
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<tr>
<td>OoSC</td>
<td>Out- of- School Children</td>
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<td>SBMC</td>
<td>School-Based Management Committee</td>
</tr>
<tr>
<td>SGBV</td>
<td>Sexual and Gender Based Violence</td>
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<tr>
<td>SDGs</td>
<td>Sustainable Development Goals</td>
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<tr>
<td>SMoE</td>
<td>State Ministry of Education</td>
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<td>STEAM</td>
<td>Science, Technology, Engineering, Arts and Mathematics</td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
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<tr>
<td>SUBEB</td>
<td>State Universal Basic Education</td>
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<tr>
<td>TFVA</td>
<td>Technology-Facilitated Violence and Abuse</td>
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<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<tr>
<td>UBEC</td>
<td>Universal Basic Education Commission</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children Fund</td>
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<td>VEIs</td>
<td>Vocational Enterprise Institutions</td>
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# Glossary of Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>Gender</td>
<td>Socially and culturally constructed roles, relationships, responsibilities, attributed to men and women, boys and girls in a given society.</td>
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<tr>
<td>Gender analysis</td>
<td>A critical process that examines relations between girls and boys, women and men regarding the division of labour, belief systems, institutions and policies that create or hinder access to resources and opportunities.</td>
</tr>
<tr>
<td>Gender awareness</td>
<td>Recognizing the diverse life experiences, aspirations, and achievements of boys and girls, women and men.</td>
</tr>
<tr>
<td>Gender-Based Violence</td>
<td>Gender Based Violence is any form of coercion, force or violence ranging from physical, emotional, verbal, economic, or discriminatory practice meted out to men and women, boys and girls, individually or as a group, in schools and different spheres because of their sex, gender or low status in order to cause them harm or suffering.</td>
</tr>
<tr>
<td>Gender blind</td>
<td>Non-recognition of differences in opportunities and resource allocation for women and men, boys and girls, which often reinforces gender-based discrimination.</td>
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<tr>
<td>Gender discrimination</td>
<td>The unfair and unequal treatment of a person solely on the grounds of a person’s sex.</td>
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<tr>
<td>Gender equality</td>
<td>The ability of men and women, boys and girls to have equal opportunities to achieve their potentials.</td>
</tr>
<tr>
<td>Gender equity</td>
<td>Fairness and justice in the distribution of resources, benefits, roles, responsibilities and opportunities between men and women, boys and girls.</td>
</tr>
<tr>
<td>Gender gap</td>
<td>Disparity between girls and boys, women and men, across economic, socio-political, cultural or intellectual spheres.</td>
</tr>
<tr>
<td>Gender in education</td>
<td>A focus on the impact that certain sociocultural constructs, beliefs and attitudes have on access, retention, transition and completion at all levels of education.</td>
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<tr>
<td>Gender indicators</td>
<td>Standards of assessment of progress, or any change over a period of time for gender equality.</td>
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<tr>
<td>Gender issues</td>
<td>Adverse areas and factors of gender inequality and inequity that are of concern to boys and girls, women and men.</td>
</tr>
<tr>
<td>Gender mainstreaming</td>
<td>Conscious strategy to integrate gender issues, concerns and experiences into the educational policy process.</td>
</tr>
<tr>
<td>Gender Management System</td>
<td>Structures and frameworks established to manage gender issues and their manifestations in society.</td>
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<tr>
<td>Gender neutral</td>
<td>Policies, plans, language, action, social institutions and structures devoid of a link to any of the genders.</td>
</tr>
<tr>
<td>Gender policy</td>
<td>The deliberate commitments to plan, formulate, and implement practices that promote gender equality and development.</td>
</tr>
<tr>
<td><strong>Gender research</strong></td>
<td>Studies that examine the impact of gender differentiation on power relations, resources, roles and responsibilities as they affect development.</td>
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<tr>
<td><strong>Gender responsive</strong></td>
<td>The conscious effort towards creating an environment that addresses gender inequalities and inequities.</td>
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<tr>
<td><strong>Gender sensitive budget</strong></td>
<td>Mobilizing, allocating and sustaining resources to bridge gender-gaps and ensure equality.</td>
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<tr>
<td><strong>Gender sensitivity</strong></td>
<td>Awareness of the effects of gender norms, roles, and relations on life, policy, and programmes.</td>
</tr>
<tr>
<td><strong>Gender stereotyping</strong></td>
<td>The assigning of specific attributes, characteristics, threats and roles to girls and women, as well as boys and men that may hinder choices, performance, achievement and equity.</td>
</tr>
<tr>
<td><strong>Gender training</strong></td>
<td>Manpower development, and intellectual capacity building within gender equality paradigms.</td>
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Section One

1. INTRODUCTION
2. SITUATION ANALYSIS OF GENDER IN EDUCATION
3. GUIDING PRINCIPLES AND VALUES
4. LEGAL AND POLICY FRAMEWORK
INTRODUCTION

Nigeria, as other nations of the world, views education as a potent tool for all-round development of the individual. A major resource that Nigeria has is her diverse human capital. However, there exist gender disparities across the regions of the country, which continue to hamper optimum development. These disparities are manifested in ways that allow the boy child, for instance, to enjoy certain privileges which gives him an undue advantage over the girl child and vice versa. In recognition of the importance of gender-sensitiveness in decision making and corporate existence, Nigeria has committed itself to promoting gender equity in various sectors of the economy by signing international treaties which seek to eliminate gender disparities. The many efforts of the government notwithstanding, school enrolment figures for boys and girls, men and women still vary from one region to the other.

While the gender gap seems to be closing generally, there are still evidences of wide disparities in the enrolment rates for boys in the south and girls in the north, as well as attrition rates and retention at all levels. Decline in enrolment occasioned by early marriage, boy-child preference, high level of insecurity like insurgencies, kidnapping, militancy, banditry, violent conflicts and civil unrest in some regions has created imbalance in access, retention and completion of education at all levels. The decline in enrolment has also contributed significantly due to the increase in out-of-school children in Nigeria from 12.7 million (UNICEF, 2015) to over 13.2 million (NBS, 2020). Also, adult literacy is yet to show a marked improvement as almost 40% of men and women in Nigeria are still illiterate (NBS, 2018). To close these gaps and ensure that boys and girls, men and women are able to develop to optimum capacity, regardless of their gender affiliations, a gender-sensitive policy is imperative. In response to the challenges of achieving gender equality in education, the government of Nigeria developed a National Policy on Gender in Basic Education in 2006. The goal of this gender policy in education was to eliminate gender disparities in primary and Junior Secondary education, ensuring full and equal access to quality education for all Nigerians. With the introduction of a gender-sensitive policy, which was expected to ensure that gender is systematically mainstreamed into all components and levels of the education sector, other emerging gender issues that affect the education sector have become more obvious. With the advent of the COVID-19 pandemic and issues of insecurity, the gender disparities in the education sector have been exacerbated by gender-vulnerabilities. Women and girls bear the brunt of the impacts, due to increased burden of domestic and caregiving work, as well as increased risk of domestic, sexual and gender-based violence. To ensure the continued relevance of the Nigerian national policy on gender in education, it became imperative to review the extant national policy on gender in basic education. The 2030 Agenda for Sustainable Development targets the elimination of gender disparities in education by linking this to the right to quality education for all. In order to achieve this in Nigeria, there is the need for a policy environment which ensures that girls and boys, women and men, have access, complete and get empowered through quality education, without gender discrimination at all levels.

To achieve this, the Federal Ministry of Education in partnership with UNICEF commissioned a team of researchers to carry out a situation analysis of the implementation of the 2006 National Policy on Gender in Basic Education across the six geo-political zones of Nigeria between the 31st of July and 2nd of August, 2020.
2 SITUATION ANALYSIS
OF GENDER IN EDUCATION

During the course of implementing the 2006 National Policy on Gender in Basic Education, it became clear that gender issues were not only challenges to basic education, but also in post basic and tertiary levels of education. It was also observed that gender challenges, which resulted in glaring inequities at the basic education level, were having negative effects at higher levels and thus perpetuating existing inequities and even widening these in some instances. Consequently, the need to expand the scope of the extant policy to address issues at the other levels of education was brought to the fore. Stakeholders in the sector also emphasized the necessity to address key issues as gender-based violence, rape and forced labour in the policy. With insufficient data available to guide decision and policy making generally, the team of researchers commissioned by FME in collaboration with UNICEF went into the field and came up with evidence-based analysis of the implementation status of the 2006 National Policy on Gender in Basic Education.

The focus of the study was to determine the level of implementation of the National Policy on Gender in Basic Education with specific focus on access, retention, completion, and performance in basic education. Other highlights of the study include, funding and budgetary allocation, level of community engagement, achievements as well as gaps and challenges in the implementation effort. Participants for the study spanned the entire spectrum of key stakeholders in the basic education sector. Findings from majority of key informants and focus group discussion participants across the six regions indicated the following:

1. Increased access, retention, and completion, which was attributed to massive community mobilization and sensitization supported by the enforcement of the governments' policy of mandatory enrollment of children by government law agencies.
2. Development Partners played a significant role in providing technical support for gender related programmes.
3. Lack of awareness about the National Policy on Gender in Basic Education.
4. Evidence of inclusiveness in the states visited.
5. Absence of specific budget line for gender-related programmes coupled with inconsistencies in budget allocation and releases.
6. Low enrollment for boys, particularly at JSS and SSS levels in the South-East zone.

The general recommendation across the zones is the imperative to review the NPGBE to meet contemporary requirements and realities of the Nigerian society.

2.1 POLICY RATIONALE

The National Policy on Gender in Education (NPGE) is a response to the National Gender Policy (NGP) 2006 which made education one of its strong pillars. The focus of the NPGE is to address access, retention, and completion concerns for boys, girls, men and women in education. The NPGE is key to ensuring the attainment of SDGs 4 & 5, and the elimination of forms discrimination in education thereby ensuring equity, equality, parity and social inclusion.
3 GUIDING PRINCIPLES AND VALUES

This policy is premised upon the principles and values within the Nigerian Constitution and existing national policies that promote gender mainstreaming across all levels of the education sector to meet the principles and practices of gender equity and social inclusion. The policy is guided by the following principles and values:

1. Provision of safe, gender sensitive spaces for the all-round development of children at the pre-primary education level.
2. Commitment to free and compulsory basic education as a human right of all children irrespective of gender and vulnerabilities at all levels of the system (federal, state, LGA, community, and school).
3. Provision of effective and efficient education that will equip students with the required foundations for transiting to tertiary education and self-reliance in the society.
4. Integrating gender responsive learning technologies and pedagogies into the education system to facilitate multi-modal (face to face, distance, blended learning) education for adult learners in an environment that is free of gender-based discriminations and violence.
5. Commitment to evidence-based, continuous monitoring and evaluation of the implementation of the National Policy on Gender in Education.
6. That various levels of government in Nigeria acknowledge and exercise their responsibilities to provide for education and well-being of learners at all levels which shall be fulfilled by the provision of appropriate gender-sensitive and learner-friendly environments.
7. Empowering and reforming existing gender-management structures for effective safeguard of citizens at all levels of the education sector regardless of gender and vulnerabilities.
8. Re-orientation for citizens on societal norms, values and practices as they affect the roles of males and females and its implications for educational attainments of learners.

3.1 POLICY VISION AND MISSION

Vision
An education that is gender sensitive and inclusive at all levels.

Mission
To ensure gender equity and social inclusion in the delivery of education programs in Nigeria.

3.2 POLICY GOAL
The goal of the National Policy on Gender in Education is to ensure equitable access, promote quality, competitive, empowering and inclusive education for boys and girls, men and women at all levels taking into consideration retention and completion.

3.3 POLICY OBJECTIVES
a. Ensure equitable access to empowering and inclusive education for all by the year 2030.
b. Increase enrolment, retention, completion and transition at all levels of education.
c. Provide a gender-sensitive learning environment that will facilitate the all-round development of the Nigerian learner.
d. Promote sound, and functional academic qualification that will enable the attainment of greater equity and inclusiveness in the basic requirements for tertiary education as well as skills for self-reliance for male and female candidates.
e. Promote equal access to quality education, devoid of gender discrimination at all levels.
f. Reduce failure and dropout rates of girls and boys, men and women at all levels of education.
g. Improve quality teaching and learning outcomes for all learners.

h. Advocate for partnership and support of all key stakeholders in resource mobilization.

i. Create a favourable environment in support of planning, management, implementation, and actualization of the gender policy in education at all levels.

3.4 POLICY FOCUS AREA

The policy focus area is on the different levels of education in Nigeria as contained in the National Policy on Education. Namely:

1. Early Childhood Care and Development Education (ECCDE);
2. Basic Education (Pre-primary, Primary Education and Junior Secondary Education);
3. Adult and Non-Formal Education.
4. Post-Basic Education (Senior Secondary Schools and Technical Colleges); and
5. Tertiary Education (Colleges of Education, Mono-technics, Polytechnics, and the Universities)
Gender equity and inclusion are not just human rights issues but are regarded as criteria or success factors for achieving sustainable development in Nigeria in response to the Constitution of the Federal Republic of Nigeria (as amended) and the National Policy on Education on the challenges of gender equity and inclusion. This Policy on Gender in Education is developed to target gender issues at all levels of education in Nigeria.

Nigeria has a robust legislative and policy environment to promote gender equity and inclusion. The government has signed and ratified various international instruments, conventions and treaties that outline the mechanisms to eliminate gender inequities against boys and girls, men and women. Several states of the Federation have domesticated relevant laws on gender and inclusion. Therefore, this policy aligns with relevant international, regional and national protocols and instruments, which will set essential standards and benchmarks to measure performance of the country as regards the promotion of gender equity. These include amongst others; Sustainable Development Goals (SDGs), which together with Education 2030 –Incheon Declaration and Framework for Action commits countries to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The Policy aligns with the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), UN Convention Against Discrimination in Education, the AU Agenda 2063; the Africa We Want, African Charter on Human and People's Right (Maputo protocol), Economic Recovery and Growth Plan (ERGP). This policy is expected to facilitate mainstreaming of gender in education at all levels.

The supporting documents that guided this review include:

Section Two

5. BASIC EDUCATION
6. MASS LITERACY, ADULT & NON-FORMAL EDUCATION
7. POST-BASIC EDUCATION
8. TERTIARY EDUCATION
5 BASIC EDUCATION

Basic Education is the formal foundational level of free and compulsory inclusive education provided for Children of 0-15 years and adult and non-formal learners at the following stages:

a. Early Childhood Care and Development Education (0–4 years) is the care, protection of, stimulation to learn and learning promoted in children from age 0 - 4 years in a crèche or nursery.

b. 1-Year Pre-Primary at age 5 is the education given to children aged 5 prior to their entering primary school.

c. 6 years of primary at age 6-12 is the education given to children aged 6 – 12 years from primary 1-6.

d. 3-years of Junior Secondary School Education at age 12-15; and

EARLY CHILDHOOD CARE DEVELOPMENT AND EDUCATION (ECCDE) AND PRE-PRIMARY EDUCATION

i. Policy Statement

a. It shall be the responsibility of the Federal Government of Nigeria, states, Local Government, and other stakeholders to provide free, equitable access, quality and inclusive ECCDE for every Nigerian child without gender discrimination.

b. Every Nigerian child (age 5) shall be guaranteed inclusive access to 1-year free and compulsory Pre-Primary education without bias in a safeguarded system.

ii. Policy Objectives

a. Prepare the child for gender friendly primary level of education and effect a smooth transition from the home to the school;

b. Prepare the child for the primary level of gender-planned education by teaching the rudiments of numbers; letters, colours, shapes, forms, civic engagement, self-awareness, bodily integrity, etc, through play, creative dramatics and presentations without gender discrimination and prejudices.

c. Provide conscious and adequate gender responsive care, supervision and security for the children while their parents are at work;

d. Inculcate social, cultural, moral norms and values to strengthen positive gender relations;

e. Inculcate in the children the spirit of enquiry, creativity, team-work and innovation through the exploration of nature, the environment, art, music and the use of toys without gender bias, gender stereotypes, or discrimination;

iii. Policy Targets

a. Regulated gender responsive structures and requirements for the establishment of ECCDE and Pre-primary classes in public and private spaces for the smooth transition from home to the school by 2025;

b. Free and equitable access to quality gender friendly ECCDE and compulsory Pre-Primary education to learners by 2025;

c. Increased number of gender responsive capacity building, mandatory in-service professional development and functional gender training for pre-primary teachers and care-givers;

d. Improved gender responsive care, safety, security and supervision for ECCDE/pre-primary centres;

e. Improved disposition, attitudes, social expectations and life skills to strengthen positive gender relations;

iv. Policy Strategies

a. Sensitize the public on the need to promote gender responsive education at all levels;

b. Plan, set, monitor and regularly review minimum standards and gender management systems for ECCDE centres and Pre-Primary education to reflect the National Policy on Gender in Education by 2025;

c. Strengthen existing ECCDE/ Pre-Primary structures, encourage and advocate for both community and
private efforts in the establishment of gender responsive ECCDE centres/Pre-Primary education based on set standards;

d. Develop, disseminate and constantly review inclusive, gender responsive curriculum materials on ECCDE and pre-primary education for nation-wide implementation by 2025;

e. Build capacity of teachers and mainstream gender into teacher education programmes for their specialization in ECCDE/ Pre-Primary education by 2025;

f. Promote gender inclusive agency for the teachers, other staff and children on negotiation skills, empowerment and self-affirmation strategies;

g. Mainstream gender-oriented programmes into the curriculum of teacher education using practical demonstration and play-making methods to address gender blindness;

h. Sensitise Nigerian publishers to produce gender responsive learning materials e.g. textbooks, supplementary readers and others devoid of gender stereotypes by 2025;

i. Provide for the production and effective utilization of gender responsive learning materials e.g. textbooks, supplementary readers and others devoid of gender stereotypes by 2030;

j. Encourage local content in the manufacturing of gender sensitive local toys for children by 2025.

k. Train teachers and caregivers to adopt strategies that teach socio cultural values, norms, life skills and how to prevent and respond to school related gender-based violence.

l. Advocate for safety, security and supervision for ECCDE and pre-primary centres without gender discrimination.

m. Generate gender-disaggregated data for the purpose of planning, research, resource mobilization, allocation, utilization and sustainability.

n. Uphold gender responsive research, and dissemination of research results; strengthen existing feedback and reporting mechanism in ECCDE/pre-primary education to be gender responsive.

o. Promote gender inclusive resource mobilization, allocation, utilization, sustainability and tracking;

PRIMARY EDUCATION

i. Policy Statement
Nigerian children are entitled to gender responsive free and compulsory, universal, equitable, accessible, quality and inclusive primary education;

ii. Policy Objectives:
   a. Inculcate permanent literacy, numeracy, ethical and moral values, communicative and manipulative competencies as well as life skills in pupils that will enable the child function effectively in the society without gender discrimination;
   b. Lay a solid foundation for scientific, critical and reflective thinking devoid of unequal gender relations;
   c. Promote healthy gender relations amongst pupils within and outside the school;
   d. Develop in pupils the ability to adapt to the changing environment to overcome gender stereotyping.

iii. Policy Targets:
   a. Increased number of children with high level of literacy, numeracy, ethical and moral values, communicative and manipulative competencies, as well as other functional skills.
   b. Improved gender responsive structures for scientific, critical, and reflective thinking in the administration of Primary schools;
   c. Improved enrolment, retention and completion particularly for girls at risk or disadvantaged.
   d. Improved gender relation among pupils within and outside the school;
   e. Enhanced ability to adapt to the changing environment to overcome gender stereotyping;
   f. Sustained collaboration with stakeholders for gender friendly public – private partnership for an inclusive primary education; and
   g. Standardized free, compulsory, equitable, accessible, quality and inclusive gender friendly primary education.
iv. Policy Strategies
a. Set, monitor and constantly review minimum standards for gender based primary education;
b. Advocate, sensitize and mobilize community and private efforts to promote gender friendly primary education;
c. Develop, regularly review and disseminate inclusive curriculum materials on gender responsive primary education for nation-wide implementation;
d. Sensitize publishers in Nigeria to produce gender friendly learning materials, books and other educational resources by 2025;
e. Build gender responsive capacity of and training for primary school teachers to encourage gender transformation;
f. Promote the recruitment of more female teachers in primary schools;
g. Create gender focused agency and gender responsive machinery for primary school teachers and learners on life skills including negotiation skills, empowerment and self-affirmation strategies;
h. Generate gender disaggregated data on staff and learners for the purpose of planning, research, resource mobilization, allocation and utilization;
i. Develop a strong reporting feedback mechanism for a seamless gender responsive administration of primary education;
j. Develop and promote gender responsive curriculum for teacher education oriented towards practical demonstrations, and presentations by 2025;
k. Promote the use of gender friendly Information and Communication Technology (ICT) in teaching and learning;
l. Create gender focused counselling, communicative, management, skills and strategies for teachers and learners in primary education by 2025; and
m. Promote the production of gender responsive and effective utilization of learning materials without gender bias e.g. textbooks, supplementary readers and other learning materials devoid of gender stereotypes.
n. Advocate for the domestication and implementation of the VAPP Act and CRA to ensure zero tolerance to all forms of violence against students and staff to promote transition and retention in primary schools.

JUNIOR SECONDARY SCHOOL (JSS)

i. Policy Statement
Every Nigerian child shall be entitled to equal access to Junior Secondary education that is gender responsive.

ii. Policy Objectives:
   a. Inculcate permanent literacy, numeracy, ethical and moral values, communicative and manipulative competencies as well as life skills in students that will enable them function effectively in the society without gender discrimination;
   b. Provide JSS students with diverse basic knowledge and skills for entrepreneurship and educational advancement that promote gender equality and sustainable development;
   c. Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities without gender bias or stereotype;
   d. Bridge the gender gap in science education, Science Technology Engineering and Mathematics (STEM) and the use of ICTs in education for all learners.

iii. Policy Targets:
   a. Gender responsive and equitable access to quality education that ensures parity in enrolment, performance, achievement, retention and completion at JSS level by 2025;
   b. Gender responsive Junior Secondary School curriculum that inculcates functional knowledge, skills and
values for life and the smooth transition into Senior Secondary;
c. Strengthened gender responsive governance and administrative structures in schools by 2025;
d. Improved modalities for stakeholder participation with regard to gender equity;
e. Increased number of students that participate in school governance without gender bias or stereotype; and
f. Gender parity in learners’ access to STEM and ICT.
iv. Policy Strategies:
a. Review and mainstream gender into junior secondary school curriculum including emphasis on the acquisition of appropriate life skills in all programmes;
b. Generate gender disaggregated data on staff and learners for the purpose of planning, research, resource mobilization, allocation and utilization;
c. Build positive and supportive learning environment to enhance gender needs in enrolment, performance, transition, retention, re-entry and completion;
d. Provide gender friendly school infrastructure and facilities especially laboratories and equipment as well as WASH and security facilities;
e. Increase and balance the number of JSS teachers during job recruitment and training as well as ensure equitable posting with incentives according to gender needs assessment across the nation;
f. Advocate for the effective implementation of the new Teachers’ Salary Structure and welfare policy instituted and approved by the FG;
g. Coordinate stakeholder’s participation at all levels in the provision and promotion of gender responsive education;
h. Introduce incentives that will motivate teachers and students to participate in STEM and ICT programmes and expand the delivery of digital skills with a focus on adolescent girls;
i. Promote gender sensitive guidance and counselling, personal development and mentorship to all learners.
j. Mainstream curriculum development, gender focused teaching, provision of instructional materials, infrastructure like Libraries, Health Services, Educational Resource Centres, Laboratories and Workshops etc, by 2030; and
k. Support gender responsive value reorientation through Guidance and Counselling, provision of psycho-social support, as well as training in life skills by 2025; and
l. Provide a monitoring and evaluation framework for the delivery of gender responsive JSS education.
m. Advocate for the domestication and implementation of the VAPP Act and CRA to ensure zero tolerance to all forms of violence against students and staff to promote transition and retention in JSS.
Mass literacy, adult and non-formal education provides basic, remedial and life-long education to adults and youths who missed the opportunity to attend formal education or left school too early. It also provides in-service, vocational and professional training opportunities for different categories of workers and professionals to improve their skills.

i. Policy Statement
Mass literacy, adult and non-formal education ensures unhindered and equitable access to life-long education opportunities for all Nigerians, thereby availing all the opportunity to contribute to the development of the country.

ii. Policy Objectives
a. Guarantee flexible and inclusive access to mass literacy and non-formal educational programmes for adults and youths who have never had the opportunity of formal education as well as early leavers;
b. Provide continuous gender responsive in-service, vocational and professional training for different categories of workers and professionals in order to regularly improve their skills;
c. Provide equitable opportunities for re-entry into formal, non-formal and vocational education or enrolment into other institutions for adult or other out of school.

iii. Policy Targets:
a. Achieve gender parity in enrolment, performance, retention, re-entry and completion by 2025;
b. Integrated gender responsive functional basic education for adults and youths who have never had the advantage of formal education or who left school too early.
c. Gender friendly remedial and life-long education for youths and adults who did not complete secondary education; and
d. Continuous in-service, vocational and professional training without gender bias for different categories of workers, self-employed persons and other professionals to improve their skills.
e. Increased stakeholders' participation in mass literacy, adult and non-formal education, especially in science, ICT, technical and vocational based skills.
f. Improved funding for programme implementation, monitoring and evaluation.

iv. Policy Strategies
a. Review and mainstream gender into mass literacy, adult and non-formal education curricula.
b. Implement gender sensitive promotional activities to popularize mass literacy, adult and non-formal education to motivate increase in learners’ enrolment by 2030;
c. Advocate for affirmative action and infrastructure development for improved gender sensitive participation, achievement, performance retention in mass literacy, adult and non-formal education;
d. Design and implement gender inclusive programmes that develop positive attitudes to science, technical and vocational courses in mass literacy, adult and non-formal education and increase enrolment.
e. Build capacity of facilitators and managers of mass literacy, adult and non-formal education institutions on the delivery of gender responsive programmes;
f. Support in-service and pre-service training for facilitators and instructors in gender responsive teaching and learning methodologies;
g. Mobilize resources to make learning infrastructure and facilities gender responsive to promote safe, secure and healthy environment for learners in mass literacy, adult and non-formal education institutions.
h. Advocate for the implementation of the Child Rights Act, and VAPP Act.
i. Establish more technical and vocational centres taking into account gender equity;
j. Provide gender focused quality education to vulnerable learners in conflict areas and emergency situations;
k. Sensitize communities against harmful cultural norms and practices that hamper inclusiveness in learning.
l. Develop operational guideline to facilitate re-entry of girls who are out of school due to teenage pregnancy and early marriage, as well as young mothers.
m. Advocate for gender responsive Quality Assurance, Centre Based Management Committees (CBMCs), and Parent Teacher Associations (PTAs).
n. Provide a budget line for gender issues.
o. Collaborate with key stakeholders in the development of gender responsive skills, training and meaningful linkages with employers and community needs.
p. Make provision for adequate funding of programme implementation, monitoring and evaluation
7 POST-BASIC EDUCATION

This is the education provided for children aged 15-18 after successful completion of a 10-year basic education. It is composed of Senior Secondary Education (SSE), Technical and Vocational Education and Training (TVET), Integrated Qur’anic and Islamic Education (IQIE) and Integrated Christian Religious Education (ICRE).

i. Policy Statement
Post-Basic Education gender policy addresses issues of inclusivity, equity, and quality in the provision and delivery of education, which learners, irrespective of gender, social status, religion or ethnic background, received after successfully completing ten years of basic education or its equivalence in preparation for life and higher education.

ii. Policy Objectives:
   a. Provide holders of basic education certificate or its equivalent equal access to requisite academic and technical knowledge for higher education;
   b. Provide diversified and flexible curriculum that meets the needs of all category of learners and promotes education for sustainable education;
   c. Provide equal opportunity to all categories of learners for the acquisition of entrepreneurial, technical, and vocational skills for self-reliance, wealth creation and employment.
   d. Promote gender equity and parity in the delivery and management of Post-Basic education in Nigeria.
   e. Promote gender equity in enrolment, retention, and completion in Technical and Vocational Education and Training (TVET) and Science Technology Engineering and Mathematics (STEM) programmes, with greater emphasis on creating more opportunity for women and girls; and
   f. Provide opportunity for adolescent mothers in post-basic education to continue and complete education after delivery.

iii. Policy Targets:
   a. Increased opportunity devoid of gender bias to transit from basic to post-basic education for all categories of learners by 2030;
   b. Mandatory implementation of crosscutting curriculum in post-basic education by 2030;
   c. Increased access, retention, and completion in TVET or STEM programmes, especially for women and girls by 2030;
   d. Attain parity in performance for boys and girls at Senior School Certificate Examination (SSCE) conducted by the West African Examinations Council (WAEC), National Examination Council (NECO), National Business and Technical Examination Board (NABTEB) and/ or National Board for Arabic and Islamic Studies (NBAIS) or National Board of Christian Religious Studies (NBCRS).
   e. Address school related gender-based violence
   f. Achieve gender balance in the recruitment of teachers and appointment of Principals for post-basic schools by 2030;
   g. Reduced incidence of adolescent mothers in schools; and
   h. Increased opportunities to reintegrate adolescent mothers after delivery to complete their post-basic education.
   i. Increased funding for programme implementation, monitoring and evaluation.

iv. Policy Strategies:
   a. Make post-basic education, gender and learner friendly by providing facilities that encourage access, retention, completion and performance for disadvantaged girls and boys;
   b. Provide required infrastructure, facilities, equipment and learning materials that support the operation of crosscutting curriculum in post-basic education schools;
c. Provide standard and adequately equipped laboratories and workshops that are inclusive and gender friendly;

d. Advocate for the implementation of mandatory crosscutting curriculum in post-basic education and ensure regular reviews;

e. Create programmes that highlight benefits and generate interest of women and girls in TVET and STEM based professions;

f. Integrate the use of ICT in post-basic education classes and build the capacity of teachers and instructors to deliver contents using ICT especially in COVID-19 era;

g. Provide incentives to attract and retain qualified male and female teachers;

h. Build the capacity of teachers to effectively deliver subject contents using appropriate instructional strategies and materials that are gender responsive, and sensitive to learners' learning styles;

i. Provide post-basic education learning environment that is inclusive and gender responsive to safety and security of students and staff;

j. Provide and strengthen psychosocial support, mentoring and counselling to all post-basic education learners;

k. Advocate for the domestication and implementation of the VAPP Act and CRA to ensure zero tolerance to all forms of violence against students and staff to promote transition and retention in post-basic schools;

l. Establish gender desk offices and appoint focal persons for all post-basic education programmes to coordinate gender activities and records;

m. Make provision for a budget line to execute gender programmes and activities in post basic education aimed at increasing transition and completion rates.

n. Increase and sustain advocacy, sensitization, and mobilization of the immediate community for retention, completion and transition;

o. Engage key stakeholders and development partners to support the attainment of gender responsive post-basic education;

p. Recruit and promote teachers, and appoint those qualified into leadership position without gender discrimination.

q. Make provision for adequate funding of programme implementation, monitoring and evaluation.
8 TERTIARY EDUCATION

8.1 Introduction

Tertiary Education in Nigeria is education given after post-basic education. The minimum age requirement for entry into tertiary institutions is 16 years.

The tertiary education sector includes Colleges of Education, Polytechnics, Mono-technics and Innovation Enterprise Institutions (IEI) and Universities.

i. Policy Statement

This policy aims at achieving equitable, quality and easily accessible tertiary education that is gender responsive.

ii. Policy Objectives:

a. Mainstream and institutionalize gender equity and social justice concerns into all existing higher education laws, statutes and policies;

b. Establish Gender Management Systems (GMS), Gender Management Information Systems (GMIS) and gender centres for effective coordination of gender related issues including research and scholarship;

c. Mainstream gender issues in academic curricula across disciplines where relevant;

d. Promote gender balance in leadership and decision-making positions in tertiary institutions;

e. Promote a gender responsive learning and work environment paying particular attention to safety and security issues in campuses;

f. Strengthen institutional structures and other support services to eliminate sexual harassment, cultism and other vices;

g. Ensure regular gender sensitive evidence-based planning, monitoring and evaluation in tertiary institutions;

h. Engender research, documentation and innovations in the tertiary institutions

iii. Policy Targets:

a. More tertiary institutions with reviewed laws, statutes and policies that are gender responsive, especially the use of gender sensitive language in official documents by 2025;

b. More tertiary institutions with GMS, GMIS and gender centre by 2025;

c. Regulation for gender responsive curricula by NUC, NCCE, NBTE, Institutions, and other regulatory bodies by 2025;

d. Number of academics and non-teaching staff with requisite skills for mainstreaming gender into programmes to increase by 2025;

e. Gender-responsive learning environment, administrative procedures and activities to increase in more institutions by 2025;

f. Number of institutions with gender responsive Human Resource (HR) policy and code of conduct for staff and students to increase by 2025

g. The number of institutions with gender targeted guidelines for monitoring students’ admissions, enrolment, retention, performance and completion to increase by 2025;

h. Appreciable number of institutions with gender-responsive leadership and mentoring programmes by 2025;

i. More institutions with childcare facilities in campuses by 2025;

j. Increased number of institutions with gender-sensitive policy guidelines on accommodation, health services, learning structures and administrative facilities in favour of gender and disability needs by 2025

k. Institutions providing gender sensitive loan revolving scheme and work experience for students to increase by 2025
i. Appreciable number of institutions with established Budget line for Gender issues by 2025;

m. More institutions to have indicators for mainstreaming gender into M&E by 2025;

n. Increased number of research and evidence-based publications on gender related issues.

iv Policy Strategies:

a. Advocate for the review of existing higher education laws, statutes and policies in accordance with the principles of gender equity and social justice.

b. Advocate for the development of gender equity and social inclusion policy, as well as sexual harassment guidelines.

c. Establish and improve existing GMS, GMIS and gender centres as mechanisms for instituting gender equity in tertiary institutions.

d. Develop framework for mainstreaming gender into existing academic curricula and ensure that new programmes are gender responsive.

e. Build the capacity of academic and non-teaching staff in gender analytical skills and knowledge for mainstreaming gender into programmes.

f. Develop and implement gender-responsive leadership and mentoring programmes for staff and students across departments and units, and in particular for females in science and technology programmes.

g. Improve and strengthen the delivery of gender-responsive health services in teaching hospitals and health centres/clinics to meet the gender needs of staff and students.

h. Invest in childcare facilities on campuses for the benefit of staff and students.

i. Formulate and implement gender sensitive and inclusive policy guidelines on accommodation, learning structures and administrative facilities;

j. Advocate for gender responsive accommodation system provided by private owners outside the campus;

k. Engage the school management on how to partner with financial institutions to provide gender targeted loan revolving scheme, work experience and stipend to assist indigent students;

l. Advocate for institutions to establish Gender Responsive Budgeting system;

m. Mobilize institutions to develop gender specific indicators to monitor and evaluate progress of gender mainstreaming on an annual basis;

n. Advocate, sensitize, and support institutions to conduct gender focused research and disseminate findings through publications;

o. Implement policy of zero tolerance to issues of sexual harassment, gender-based violence, cultism and other vices in tertiary institutions in accordance with the VAPP Act and other relevant laws.

p. Strengthen counselling and psychosocial support services to members of school community.
Section Three

9. EMERGING ISSUES
10. CROSS CUTTING ISSUES
EMERGING ISSUES IN GENDER

In the education system, certain emerging issues that have implications for gender are sometimes consequences of recent major local and global socio-political occurrences, or upheavals, which necessitate their consideration because they affect or redefine the sector. These emerging issues are often crosscutting in nature given that they transcend the sphere of gender and education. Review of the implementation status of 2007 National Gender Policy in Basic Education identified out-of-school boys as an emerging issue in some affected areas. Others are very limited number of male teacher role models in schools, rising insecurity in schools like kidnapping of pupils, students and staff, increased prevalence of gender-based violence, burning of schools, as well as the effect of pandemics in the delivery of equitable education to all.

i. Policy Statement
This policy aims to address emerging issues as they relate to gender equity and social inclusion with a view to providing accessible, quality, safe and inclusive education that ensures gender parity and equality in all educational institutions in Nigeria.

ii. Policy Objectives:
   a. Create awareness on emerging gender issues in education at all levels
   b. Implement the National Gender Policy on emerging issues;
   c. Ensure that emerging issues do not widen gender gaps at all educational levels; and
   d. Generate disaggregate gender responsive data on the emerging issues.

iii. Policy Targets:
   a. Increased enrolment, retention and completion for boys and girls in school at all levels;
   b. Increased number of male teacher role models in zones with high level of female teachers;
   c. A framework developed to guide the management and mitigation of emerging issues in gender and education by 2025;
   d. Capacity of teachers and education managers built to recognize the early signs of gender issues and put them in check;
   e. Increased number of rehabilitation centres and psychosocial support services/units established;
   f. Increased number of security structures in schools/institutions and security alertness amongst learners and staff.
   g. Strengthen Gender Management Information Systems in all institutions.

iv. Policy Strategies:
   a. Develop and regularly update gender focused advocacy and sensitization materials, and visit stakeholders to mitigate emerging issues in Nigerian educational institutions at all levels by 2025;
   b. Organise gender sensitive programmes that highlight emerging issues in schools, offices, homes to motivate all categories of learners including Out-of-School Children and children with special needs;
   c. Intentional recruitment of male teachers to serve as role models for boys;
   d. Conduct research on emerging gender issues at all educational levels and document the disaggregated data in the gender management information system (GMIS) by 2025;
   e. Carry out gender responsive data analysis to generate indicators, data validation, report writing, publication and dissemination of emerging gender issues;
   f. Regularly build the capacity of teachers and education managers, to handle emerging issues in gender and education, and to recognize and offer psychosocial support to vulnerable learners.
   g. Advocate for zero tolerance to and seek justice for survivors of sexual and gender-based violence at all levels of education, in accordance to extant laws and policies;
   h. Strengthen security architecture at all levels of education;
i. Establish formal and speedy report lines as mechanisms to check gender-based emerging issues;

j. Create budget line to address emerging gender issues in all levels of education and implement programmes to alleviate them;

k. Encourage gender-sensitive/responsive public procurement and audit for all educational institutions;

l. Regularly review and update monitoring and evaluation tools and processes for emerging gender issues at all levels.

m. Management of institutions of learning to put structures in place to check insecurity, and measures to inculcate security consciousness.
10 CROSS CUTTING ISSUES

Cross-cutting issues are not isolated, but align with other themes in the sphere of gender at all educational levels to influence other sectors particularly regarding inclusive and equitable access to education and services, safe teaching and learning spaces, security, the prevention and elimination of sexual abuse, Sexual and Gender-Based Violence (SGBV) /Sexual Exploitation and Abuse (SEA) and other forms of sexual exploitation which perpetrators among teachers and students profit from in schools. Other crosscutting issues in gender and education relate to equitable access to Guidance and Counselling and psychosocial services, information and communication technology (ICT), health and education, equity in Human Resource Management, and in the provision of special needs education as well as lifelong learning opportunity.

1. Guidance, Counselling and Psychosocial services

i. Policy Statement
The government and stakeholders shall address cross cutting issues as they reflect gender inequality with a view to providing accessible guidance, counselling and psychosocial services in all educational institutions in Nigeria.

ii. Policy Objectives:
   a. Provide guidance, counselling and psycho-social support services that are responsive to gender, disability needs and violence at all levels of education;
   b. Establish support structures for providing gender sensitive, guidance, counselling and psycho-social services and structures at all levels of education;
   c. Regularly recruit qualified guidance counsellors, train and equip other teaching and non-teaching personnel at all levels of education to render guidance, counselling and psycho-social support services in urban and rural areas;
   d. Implement, review and monitor existing guidelines on guidance, counselling and psychosocial support services to ensure gender sensitivity.

iii. Policy Targets:
   a. Reach learners and teachers having challenges in accessing guidance, counselling and psychosocial support services at all levels of education by 2030.
   b. Improved capacity of all staff to provide guidance, counselling and psychosocial support services at all levels of education by 2025.
   c. Achieve gender parity in the recruitment of School Counsellors and providers of psychosocial support services at all levels of education.

iv. Policy Strategies:
   a. Train adequate number of professionally qualified teachers and other staff on gender responsive guidance, counselling and psycho-social services at all levels of education sector;
   b. Recruit adequate number of qualified guidance counsellors, and train them on providing gender responsive and psychosocial support services.
   c. Produce and disseminate gender sensitive information, and enlightenment materials on confidence-building strategies;
   d. Provide counselling clinics, resource and information centres for gender relational information on career, life choices, vocations, rehabilitations, etc. at all levels;
   e. Create budget line to address cross cutting gender issues in guidance, counselling and psycho-social support services at all levels of education; and
   f. Monitor and offer gender sensitive support and supervision at all levels of education.
2. Sexual and Gender Based Violence

i. Policy Statement
The government shall have zero tolerance to the different forms of sexual and gender-based violence (SGBV) in all schools and address gender inequalities, inequities, discriminatory social, cultural practices, and negative attitudes towards women and girls, men and boys that arise from and contribute to SGBV which impede teaching and learning in all educational institutions.

ii. Policy Objectives:
   a. Provide an environment that is supportive of education and safe from violence and insecurity;
   b. Provide information and access to it, on the different forms of SGBV to staff and students of all educational institutions;
   c. Identify SGBV as human rights violation of women and men, boys and girls in schools and a development issue.

iii. Policy Target:
   a. Increased advocacy against gender-based violence which inhibits women and men’s ability to enjoy educational rights and freedoms;
   b. Established environment that is supportive to education, gender responsive, and free and safe from SGBV and other forms of insecurity;
   c. Increased number of schools with reduced incidents of rape and other forms of SGBV.
   d. Institutionalized gender responsive prevention measures to check SGBV;

iv. Policy Strategies:
   a. Advocate against sexual harassment, SGBV/SEA and criminalise it irrespective of the parties involved;
   b. Sensitise staff and learners in educational institution on the warning signs and early detection of SGBV and its prevention;
   c. Establish safe, accessible gender responsive reporting processes, emergency response and monitoring mechanisms on SGBV for staff and students in schools;
   d. Promote safe learner-centred environment in all educational institutions by establishing care and treatment centres, as well as shelters for victims of SGBV;
   e. Develop gender-based training manuals for capacity strengthening of staff and students on SGBV;
   f. Map out sites of SGBV for recognition by staff and learners using GMIS;
   g. Collect sex-disaggregated data on survivors of SGBV;
   h. Provide Legal protection for SGBV survivors;
   i. Enforce code of conduct for personal and group behaviour in schools to prevent SGBV for pupils/students, staff, PLWD and other vulnerable groups;
   j. Advocate for the domestication and implementation of the CRA and the VAPP Act;
   k. Form strategic linkages and build partnerships across ministries, Department and Agencies, NGOs and with international partners on SGBV;
   l. Ensure gender responsive psychosocial support services for survivors and perpetrators of SGBV;
   m. Institutionalise Monitoring, Evaluation and tracking systems for SGBV;
   n. Conduct periodic check of mental health status of staff and learners;

3. Gender in Education, Information and Communication Technologies (ICTs)

i. Policy Statement
Considering the relevance of Information Communication Technology (ICT) in advancing knowledge and skills necessary for effective functioning in a knowledge-driven world, adequate gender sensitive infrastructure shall be provided. Also, capacity for effective utilization of ICT and digital literacy shall be developed to enhance
the delivery of gender friendly education at all levels as well as prevent Technology-Facilitated Violence and Abuse (TFVA) against girls.

ii. Policy Objectives:
   a. Increase gender responsive and equitable access to quality education, and enhance efficiency in the delivery of education at all levels through ICT and blended learning;
   b. Provide and strengthen existing ICT centres/facilities at all levels of education to be gender sensitive;
   c. Revise the ICT curriculum at all levels to feature gender constructs, teaching material and methods using non-sexist symbols, language and stereotypes;
   d. Advocate for gender responsive implementation of the National Policy on Information and Communication Technologies (ICTs) in education and its implementation guidelines; and
   e. Ensure gender responsiveness in ICT career progression and education.

iii. Policy Targets:
   a. Education managers, girls and boys, men and women acquire ICT knowledge and skills to enhance their productivity and prevent online violence and abuse.
   b. More educational institutions at all levels equipped with necessary ICT equipment and facilities that are gender responsive;
   c. The use of available disaggregated gender data to build capacity of teachers and education managers in ICTs; and
   d. Attain gender equality in access to ICTs education and career progression.

iv. Policy Strategies:
   a. Mainstream gender in ICTs in the delivery of education and other capacity building programmes at all levels;
   b. Make gender friendly ICT infrastructure a benchmark for all schools and education institutions;
   c. Train teachers and instructors in the use of online and offline ICT for gender responsive teaching and learning; and
   d. Build capacity of teachers and instructors on how to prevent and respond to technology-facilitated violence and abuse;
   e. Advocate for a gender budget line to mobilize more resources for science, technology/entrepreneurship education.

3. Gender in Health and Education

i. Policy Statement
The wellness of staff, students and other categories of people in institutions of learning highly influence the overall stability of the learning environment. To this end, there shall be deliberate efforts by government and stakeholders to attend to the health needs of these groups with regards to communicable and non-communicable health challenges like malaria, tuberculosis, HIV/AIDS, SGBV and in recent times, epidemics and the COVID-19 Pandemic that have transformed the delivery of learning and educational services among others.

ii. Policy Objectives:
   a. Develop a gender responsive policy to mitigate health challenges as they intersect with educational issues;
   b. Reduce gender gaps in access to compulsory, quality, free and inclusive education as a result of Sexual and Gender Based Violence (SGBV), diseases, epidemics and pandemics;
   c. Provide access to gender friendly healthcare services at all levels of education in line with SDG 3;
   d. Eradicate stigma and discrimination against survivors of SGBV, and sufferers of diseases, epidemics and
pandemics like COVID-19 in all educational institutions;

e. Reduce the risk and the effects of SGBV, diseases, epidemics and pandemics on staff, students and other members of the educational community.

iii. Policy Targets:

a. Increased number of educational institutions with teaching and learning environment that prevent incidence of SGBV and outbreak or spread of diseases and pandemics by 2025;

b. Educational institutions with limited or no incidence of SGBV, diseases, epidemics, pandemics by 2025

c. Increased number of educational institutions with capacity to limit the impact of SGBV, diseases, epidemics and pandemics on staff and learners by 2025;

d. More educational institutions that have mainstreamed gender into health concerns, and generated data for the control of the spread or resurgence of SGBV, diseases, epidemics and pandemics by 2025;

e. Increased, continuous and sustained advocacy for proactive gender responsive public procurement for health infrastructure at all levels of education;

f. More educational institutions with zero tolerance for stigmatization and discrimination against survivors of SGBV and sufferers of diseases, epidemics and pandemics by 2025.

iv. Policy Strategies:

a. Disseminate gender friendly information on SGBV, disease, epidemics and pandemics prevention and control strategies;

b. Establish in all educational institutions, gender sensitive local advocacy mechanisms for the control of stigma and discrimination against survivors of SGBV and sufferers of diseases;

c. Introduce gender responsive prophylaxis, care, support and coping mechanisms for staff and students who are victims of SGBV in all educational institutions;

d. Update health care centres at all institutions with gender friendly facilities and state-of-the-art infrastructure;

f. Carry out gender responsive sensitization at all levels of education on sexual and reproductive health.

4. Gender in Physical and Health Education

i. Policy Statement

Physical and Health Education (PHE), co-curricular activities such as clubs and societies are important instruments for gender transformative character formation and development as well as institutional building.

ii. Policy Objectives

a. Develop Physical and Health Education strategies devoid of gender discrimination in all educational institutions;

b. Provide infrastructure to facilitate the attainment of positive character formation and development in all learners using physical and health education;

c. Promote contemporary gender based physical and health education training for all staff in all educational institutions;

d. Advocate for the review of the National Sports Policy in line with gender and educational needs and emphasize areas of agreement between the National Sports Policy, National Policy on Education and National Gender Policy; and

e. Adopt a zero tolerance to sexual abuse in PHE.

ii. Policy Targets:

a. Increased gender-based participation and representation in sports councils, boards, committees and other sports platforms;
b. Advocate for review of existing guidelines for school sports competition in all educational institutions;
c. Increased number of educational institutions with infrastructural facilities that will enhance the effective implementation of PHE by 2025;
d. Increased number of staff in educational institutions with capacity to promote contemporary gender based PHE by 2025;
e. More educational institutions with zero tolerance for sexual and gender-based violence by 2025.

iii. Policy Strategies:
   a. Sensitise and strengthen the role of PHE in order to emphasize health and wellness benefits in the population;
b. Revive the sports unit with a gender focus in all educational institutions
   c. Create safe spaces in PHE with a recognition of gender differences;
d. Improve gender management systems for data on the performances of learners and staff in PHE in decision making;
f. Establish Physical and Health Education sports field and stadia devoid of gender discrimination in all educational institutions;
g. Provide infrastructure to facilitate the attainment of gender balanced positive character formation and development in all learners using physical and health education;
h. Allocate resources for contemporary gender based physical and health education training for staff in all educational institutions; and
   i. Monitor and evaluate the level of implementation of the National Sports Policy in line with gender responsiveness for informed decision making.

5. Gender in Human Resource Management (HRM)

i. Policy Statement
   It is pertinent to have gender-based career and professional development in the work place without gender discrimination.

ii. Policy Objectives:
   a. Develop Human Resource Management guidelines that promote gender responsiveness in all educational institutions;
b. Design mentorship programmes to achieve gender parity in staff and learner’s development;
c. Promote gender equity and social inclusion for staff at all levels in all educational institutions;
d. Develop a sexual harassment guideline to address HRM issues;
e. Implement the Civil Service Rules in agreement with gender and educational needs as provided by the National Policy on Education and National Gender Policy; and
   f. Adopt a zero tolerance to workplace sexual abuse and Gender-based violence.
   g. Ensure gender balance in decision making positions

iii. Policy Targets:
   a. Increased recruitment in the education sector for any of the gender where gaps exist;
b. Promote gender equality and parity in appointments;
c. Reduced gender gap in participation and representation in all educational institutions;
d. Implement sexual harassment codes and gender policy to check workplace SGBV;
e. Establish and strengthen the gender unit to promote gender equality in all sections in educational institutions;
iv. Policy Strategies:

a. Advocate for gender responsive operations and employee management with regard to equitable job recruitment, postings, reward systems, promotion and disciplinary matters especially as they affect leadership positions;

b. Advocate for mechanisms that protect victims of harassment due to the sexualisation of the workplace, discriminatory performance management, over representation of any gender in low-paying jobs and services;

c. Promote gender responsive work-life balance; and

d. Promote gender responsive capacity building, skills development at all school levels.

6. Special Needs Education

i. Policy Statement

Government and its partners shall promote gender sensitive access, quality and inclusiveness in special needs education. Special Needs Education is a modified educational programme, designed to meet the unique needs of persons with special needs that the general education programme cannot cater for in line with Agenda 2030, SDGs and National Gender Policy. The teacher/pupil ratio in special schools shall be 1:10.

Special needs learners include the following:

a. Visually impaired;

b. Hearing impaired;

c. Physically impaired;

d. Emotional and behavioural disorders;

e. Speech and Language impairment;

f. Learning disabilities;

g. Multiple disabilities;

h. The gifted and talented; and

i. Albinism and other health challenges.

ii. Policy Objectives

The objectives are to:

a. Access to gender-friendly education for all Special Needs learners, in an inclusive setting;

b. Provide gender responsive consultations and services that address the challenges of Special Needs learners at all levels;

c. Support the direct supervision, establishing and institutionalization of gender sensitive infrastructure in Special Needs Educational institutions for learners across Nigeria.

iii. Policy Targets:

a. More institutions mainstreamed with gender equality and social inclusion educational opportunities for all Special Needs learners;

b. Increased equal opportunities for exceptionally gifted and talented learners to develop their talents;

c. Mainstreamed existing curricula to meet the learning requirements of different Special Needs learners;

d. Increased gender sensitivity in the promotion of equality in all initial and in-service teacher training and in the training of vocational advisors for special needs learners.

iv. Policy Strategies:

a. Advocate for gender responsiveness in intervention measures for Special Needs learners;

b. Mobilize resources including matching grants for gender sensitive special education programmes across the country;
c. Advocate for the support of development partners/financial institutions in gender-based resource mobilization, allocation for special needs education programmes;
d. Conduct regular research on Special Needs issues for informed decision making;
e. Build institutional capacity for gender-friendly special education on the use of requisite resources and other assistive technologies that would ensure easy access to quality education;
f. Provide gender sensitive guidance on policy implementation as regards Special Needs Education;
g. Provide inclusive education services in gender integrated schools to learners with special needs together with normal learners, in age appropriate gender-sensitive general education classes directly supervised by general teachers without gender bias, or sexual harassment; and;
h. Establish gender-friendly special schools for special needs learners who cannot benefit from inclusive education. Special classes and units shall receive the same quality of education in the other settings;

7. Gender in Open and Distance Education

i. Policy Statement
Government shall encourage Open and Distance Education as a mode of education delivery by utilizing it as a tool of gender empowerment, parity and occupational mobility.

ii. Policy Objectives:
   a. Provide equal access to gender responsive quality education and opportunities through open and distance learning;
   b. Develop interventions that address the health, empowerment and knowledge needs of employers and employees through open and distance learning programmes.
   c. Promote the use of blended learning in the school curricula at all levels
   d. Provide life-long and flexible learning opportunities for all learners irrespective of gender.

iii. Policy Targets:
   a. Increased gender parity in access to quality Open and Distance education
   b. Improved awareness of positive gender norms and practices in gender sensitive open and distance education,
   c. Increased number of programmes for open/distance education that are gender sensitive in equivalence to those offered by learners in conventional face-to-face mode of delivery in all educational institutions by 2025;

iv. Policy Strategies:
   a. Strengthen existing regulatory agencies in the use of gender responsive monitoring and evaluation framework;
   b. Mobilize educational institutions to liaise with media organisations and NGOs to enhance gender responsive Open and Distance education;
   c. Sensitize women and men to utilize open and distance education to facilitate job mobility;
   d. Collaborate with development partners to facilitate the seamless delivery of gender sensitive open and distance learning;
   e. Utilize gender based open and distance education to build the capacity and skills acquisition for low income earners and inmates of correctional centres;
   f. Identify and disseminate acceptable gender norms and practices in gender sensitive open/distance education, and
   g. Strengthen blended learning
Section Four

11. RESOURCE MOBILIZATION, ALLOCATION AND SUSTAINABILITY
12. A LIVING DOCUMENT
11 RESOURCE MOBILIZATION, ALLOCATION AND SUSTAINABILITY

i. Policy statement

In policy formulation and implementation, consideration is given to resource allocation, mobilization, and sustainability. However, the much-needed resources, which include funding, human and material are limited. Hence, the need to clearly identify sources of funds in particular, as well as outline how the funds are mobilized for a sustained gender policy implementation.

ii. Policy Objectives:

a. Mobilize substantial resources; particularly the much-needed funds, for effective and comprehensive implementation of the policy.

b. Ensure accountability and equitability in the allocation and distribution of resources in policy implementation.

iii. Policy Targets:

a. A dedicated percentage of annual budgetary allocation by each level of government for mainstreaming of gender into the education sectors.

b. Consistent inclusion of gender targeted funds in the guideline for quarterly releases of appropriated funds.

c. Strengthened partnership between government agencies, development partners, Civil Society Organisations (CSOs), communities etc. in funding gender programmes in the education sector.

iv. Policy Strategies:

a. Sustained advocacy on the need to provide budget lines by the three tiers of government for the funding of gender programmes at all levels of the educational sector.

b. Build the capacity of agencies and departments in the education sector to produce and use gender responsive expenditure frameworks in the management of funds.

c. Sensitize school managers on how to collaborate with development partners, CSOs, and communities to attract funding support for gender programmes.


e. Sensitize agencies and departments in the education sector on the need to request for gender-targeted funds on quarterly basis.

f. Build capacity on participatory budgeting for government agencies and departments to sustain gender-targeted resource mobilization.

g. Organize regular consultative forum for stakeholders concerned with the mobilization of gender-targeted resources to appraise and re-strategize for sustainability.
12 A LIVING DOCUMENT

The National Policy on Gender in Education shall be published and made available to stakeholders to facilitate the implementation of its provisions. It shall also be reviewed every five years taking into consideration the results of the monitoring and evaluation exercises, the emerging needs within the Nigerian education system as well as global good practices in the field of education.
Section Five

13. IMPLEMENTATION FRAMEWORK
13 IMPLEMENTATION FRAMEWORK

i. Introduction
The commitment to mainstream gender at all levels of education, signals the country’s obligation to providing an enduring solution to achieve gender equality for boys and girl, men and women. The implementation of this National Gender Policy on education and the proposed action plans over the next five years is based on the outcome of the review of the existing policy and other relevant instruments on gender. In the process, the document was aligned with good practices, taking into account, emerging issues as they affect gender in education. For the effective implementation of the policy therefore, a multi-sectoral approach is important. The need to have a baseline prior to commencement of the implementation of this policy would be essential to the success of the policy.

ii. Objective of the framework
Provide guidance for effective implementation of the National Policy on Gender in Education.

13.1 Institutional Framework: Gender Management System (GMS)
Gender Mainstreaming is effectively implemented through the institution of a GMS. The implementation framework is based on four pillars of the GMS which are the enabling environment, structures, mechanisms and processes. The establishment of appropriate institutional structures and frameworks for gender analysis, gender training, monitoring and evaluation is key in gender integration. The GMS provides the platform to achieve gender equality through political will, forging partnerships with stakeholders, including governments, development partners, private sector, and civil society. Building capacity and sharing good practices are integral to the processes.
### Major Elements of Nigerian Gender Management System in Education

#### Enabling Environment
- Political will
- Legislative and administrative framework
- Adequate human, material and financial resources
- Active participation of the civil society
- Women in positions of authority in education

#### Processes
- Setting up GMS structure and mechanisms
- Developing and implementing a National Gender in Education Action Plan across all MDAs
- Mainstreaming gender in the National Policy on Education and Education 2030

#### Structures
- Federal Executive Council
- Federal Ministries of Education, Women Affairs and its organs
- Gender Focal Points (Line Ministries, Legislature, Judiciary, and other government organs)
- National Technical Team of Gender Experts
- Community Based Gender Equality Structures
- National Educational Research and Development Council (NERDC)
- Federal Ministry of Finance, Budget and Planning
- Federal Ministry of Health
- Federal Ministry of International Affairs
- Nigerian University Commission (NUC)
- Federal Ministry of State and Local Government Affairs
- Federal Ministry of Internal Affairs

#### Tools and Mechanisms
- Gender analysis and mainstreaming skills
- Gender training and education Management Information System
- Performance appraisal system

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**Source:** Adapted from the Commonwealth Gender Management System Handbook, 1999

### 13.3 Roles and Responsibilities of Stakeholders

**Federal Ministry of Education and parastatals**
Federal, States, Local Governments and their organs will be expected to institute GMS in line with these guidelines and enabling structures:
- Formulate, Publish, distribute and disseminate the National Policy on Gender in Education to all stakeholders for effective implementation
- Conduct a baseline, midterm and end line research to determine the level of gender mainstreaming in education for easy evaluation
- Conduct intensive sensitization on the significance of the policy to all segments of the Nigerian society
- Allocate a budget line for gender in education to enhance effective implementation
• Engage with development partners and other key stakeholders for the sensitization and capacity building of officials concerned with implementation
• Collaborate with other line Ministries, Departments and Agency’s (MDAs)
• Establish a Steering Committee for the Implementation of the NPGE
• Conduct and coordinate capacity building on Gender responsiveness at all levels of education
• Monitor and evaluate Gender responsiveness at all levels of education

State Ministries of Education and parastatals
Federal, States, Local Governments and their organs will be expected to institute GMS in line with these guidelines and enabling structures:
• Develop the State Action Plan for effective implementation of the NPGE
• Coordinate implementation of the NPGE
• Conduct intensive sensitization on the significance of the policy to all segments of the Nigerian society
• Allocate a budget line for gender in education to enhance effective implementation
• Engage with development partners and other key stakeholders for the sensitization and capacity building of officials concerned with implementation
• Collaborate with other line Ministries, Departments and Agency’s (MDAs)

Steering Committee for the Implementation of the NPGE
• Oversee, monitor and evaluate the implementation of the NPGE
• Disseminate the results of the impact researches to be conducted
• Liaise between the FME and all other MDAs implementing the NPGE

Composition of the steering Committee
The steering committee shall be at the federal, state and local government levels to include the following:

<table>
<thead>
<tr>
<th>Federal Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Minister of Education</td>
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<tr>
<td>● Permanent Secretary of Education</td>
</tr>
<tr>
<td>● Chairs, House committee on gender</td>
</tr>
<tr>
<td>● Relevant Directors in education and allied ministries</td>
</tr>
<tr>
<td>● Representatives of relevant CSOs</td>
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<tr>
<td>● Traditional rulers/community leaders</td>
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<tr>
<td>● Religious leaders</td>
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<tr>
<td>● Representative of Educational Institutions</td>
</tr>
<tr>
<td>● Development partners</td>
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<tr>
<td>● Media</td>
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</tbody>
</table>

Local Government Education Authorities (LGEAs)
Federal, States, Local Governments and their organs will be expected to institute GMS in line with these guidelines and enabling structures:
• Implementation of the State Action Plan on NPGE
• Oversee, monitor and report the implementation of the NPGE
• Engage the Community to mobilize and support the implementation of the NPGE
• Collaborate with Gender Development Officers for effective implementation of the NPGE
• Integrate the values of gender and inclusive education in the learning process

Civil Society Organisations
• Conduct advocacy to all relevant stakeholders for the proper implementation of all policies related to gender in education
• Engage government and other implementation agencies to ensure transparency and accountability in public procurement and other services
• Conduct impact assessment research to evaluate the extent of implementation
• Support and facilitate training on the strategies of the NPGE

Development Partners
• Provide technical support for improved gender responsive practices
• Track the implementation of the NPGE
• Advocate for improved gender responsive budgeting

Media
• Collaborate with the FME and NPGE Steering Committee to create awareness on gender in education
• Promote gender sensitive media coverage and reporting
• Be an effective communication channel for sensitization and dissemination of gender issues at all levels

Legislature
• Enact laws and legislations that support gender in education
• Appropriate adequate funds and to support gender in education
• Conduct oversight for effective implementation of the gender in education policy
Section Six

14. PLANNING, MONITORING AND EVALUATION
14 MONITORING & EVALUATION

i. Introduction
Monitoring and Evaluation is key to ensuring that gender is mainstreamed in the education sector particularly in the school system. It is important to establish an integrated and effective monitoring and evaluation system with appropriate and efficient feedback mechanisms. Effective gender equality and social inclusion tracking and benchmarking of progress; regular system-wide assessment of impact is necessary. Hence, monitoring and evaluation will be an essential strategy and tool for the delivery of the National Gender Policy in Education. This M&E plan is a detailed document for effective tracking of all interventions in the national Gender Policy in Education.

ii. Objectives
Specifically, the policy's monitoring and evaluation components aim to:

- Provide accurate and timely feedback on the effectiveness of gender mainstreaming efforts in the education sector at all levels;
- Integrate gender into monitoring and evaluation mechanisms to inform policy decisions;
- Provide M&E indicators to guide effective implementation and assessment of the National Gender Policy in Education;
- Design a logical framework to guide documentation of gender mainstreaming activities and impact in education;
- Reduce bottle-necks in project cycles and improve the effectiveness of intervention activities in National Gender Policy in Education; and
- Establish National M&E Committee on Gender comprising of key stakeholders in education.
References

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• Proceedings of the Nigeria’s Annual Education Conference (2020), Building an Effective, Resilient and Sustainable Education System for Nigeria, During and Post Covid-19 Pandemic: The way forward; Department of Educational Planning, Research and Development, Federal Ministry of Education and Partners. Abuja,
• Report on Capacity Building Workshops on Income Generating Activities (IGAs) for Mothers Associations and Community Based organizations (2015): Ossap, MDGS; Abuja: Chirsromy Printers and Publishers Ltd.
• The Compulsory, Free, Universal Basic Education Act, 2004 and related matters (2005), Universal Basic Education Commission; Abuja: GAM International Investments Ltd.
• Understanding my Basic Rights and Responsibilities as a child (2016); Abuja, Action Aid etal.
# NPGE IMPLEMENTATION FRAMEWORK (2021-2031)

<table>
<thead>
<tr>
<th>Mandate</th>
<th>Policy objectives</th>
<th>Targets</th>
<th>Strategies</th>
<th>Activities</th>
<th>Indicators</th>
<th>Timeline</th>
<th>Responsible persons/agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCDE</td>
<td><strong>Objective 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Social mobilization Officers, NOA, LGEAS, CSOs, SBMC, High level women Advocates (HILWA), SUBEB, Development partners</td>
</tr>
<tr>
<td></td>
<td><em>Prepare the child for gender friendly primary level of education and effect a smooth transition from the home to the school</em></td>
<td>Regulated gender responsive structures and requirements for the establishment of ECCDE and Pre-Primary classes in public and private spaces for the smooth transition from home to the school by 2025</td>
<td>Sensitize the public on the need to promote gender responsive education at all levels</td>
<td>i. Conduct enrolment drive campaign, community mobilization and town hall meetings ii. Implement girls/boys go to school; Back to school and stay in school (GBBS) Campaign</td>
<td>Increased awareness and increased enrolment Report of activities</td>
<td>May to August (Annually)</td>
<td>Federal Ministry of Education</td>
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<td></td>
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<td></td>
<td></td>
<td>i. Sensitize communities for gender responsive Social-Corporate Responsibility (SCR) ii. Re-introduce Adopt-a-School Initiative</td>
<td>More communities engaged in SCR Number of schools adopted</td>
<td>2021-2025</td>
<td>Social mobilization Officers, NOA, LGEAS, CSOs, SBMC, High level women Advocates (HILWA), SUBEB, Development partners</td>
</tr>
<tr>
<td></td>
<td>Free and equitable access to quality gender friendly ECCDE and compulsory Pre-Primary education to learners by 2025</td>
<td>Plan, set, monitor and regularly review minimum standards and gender management systems for ECCDE Centres and Pre-Primary education to reflect the National Policy on Gender in Education by 2025</td>
<td>i. Develop State Education Sector Strategic Plan ii. Regularly Review of Minimum Standard for compliance &amp; adoption iii. Institute the gender management system (GMS) for ECCDE</td>
<td>The state has and is implementing an existing education sector plan Report of Review Gender management System in place</td>
<td></td>
<td>2023/2024</td>
<td>SMoEs, SUBEB, LGEAs, CSOs, Development partners</td>
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<tr>
<td>Objective 2</td>
<td>Increased number of gender responsive capacity building, mandatory in-service professional development and functional gender training for pre-primary teachers and care-givers</td>
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<td><strong>Prepare the child for the primary level of gender-planned education by teaching the rudiments of numbers; letters, colours, shapes, forms, civic engagement, self-awareness, bodily integrity, etc, through play, creative dramas and presentations without gender discrimination and prejudices</strong></td>
<td>Build capacity of teachers and mainstream gender into teacher’s professional Development Programmes for ECCDE/ Pre-Primary education by 2025</td>
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</table>
| | i. Train the Trainers on Mainstreaming Gender in ECCDE/Pre-Primary Education  
ii. Conduct Training Workshops for all teachers on ECCDE/Pre-Primary Education |
| | Number of ToTs conducted  
Number of Trainers trained  
Report of Activities |
| | **2022**  
**Directorate of Planning, Research and Statistics (DPRS),**  
Directorate of School Services,  
CSOs,  
NOA,  
UBEC, FMOE, SMOE, SUBEB, NGOs,  
All Institute of Education and NTIs  
Private sectors |
| | Promote gender inclusive agency for the teachers, other staff and children on negotiation skills, empowerment and self-affirmation strategies |
| | i. Conduct capacity building workshops on negotiation skills, empowerment and self-affirmation strategies for teachers and other staff  
ii. Engage children in role plays that promote gender inclusive agency |
| | Number of trainings conducted  
Number of skits |
| | **2021 -2025**  
NOA, SUBEB, Federal Ministry of Information and Culture,  
School-based Management Committee (SBMC), Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners |
Mainstream gender-oriented programmes into the Teachers' Professional Development using practical demonstration and play-making methods to address gender blindness

1. Review all teachers’ professional training materials for gender responsiveness
2. Infuse gender concerns teachers’ professional training materials
3. Conduct Training of Trainer (ToT) and step-down training using the reviewed materials
4. Conduct Capacity strengthening activities such as talk shows, experience sharing and book writings

<table>
<thead>
<tr>
<th>Number of trainings conducted</th>
<th>Number of Teachers trained</th>
<th>Number of Certificate of attendance Issued</th>
<th>Number Talk shows produced and Skits performed</th>
<th>Number of Essays and books published</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2025</td>
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</table>

Sensitize Nigerian publishers to produce gender responsive learning materials e.g. textbooks, supplementary readers and others devoid of gender stereotypes by 2025

1. Dialogue with Nigerian publishers on producing gender responsive learning materials

<table>
<thead>
<tr>
<th>Number of sensitization workshops</th>
<th>Number of publishers trained</th>
<th>Number of publishing houses sensitized</th>
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<tr>
<td>Annually</td>
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</table>

Federal Ministry of Education,
NOA, SUBEB, Federal Ministry of Information and Culture,
School-based Management Committee (SBMC),
Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners,
National Council for Arts and Culture

Federal and State Ministry of Educations,
Nigerian Copy Right Commission,
NOA, SUBEB, LGEAs, National Publishers Association,
REPRONIG,
Nigerian Book sellers Association, and Federal Ministry of Women Affairs

Dialogue with Nigerian publishers on producing gender responsive learning materials
| Provide for the production and effective utilization of gender responsive learning materials e.g. textbooks, supplementary readers and others devoid of gender stereotypes by 2030 | i. Budgetary Allocation of Funding for production of gender responsive learning materials  
ii. Procure, distribute and ensure effective utilization of gender responsive learning materials | Increased funding List of gender responsive learning materials Produced | Annually | Federal Ministry of Finance, Nigerian Customs and Excise, NERDC, Association of Nigerian Authors, Book sellers Associations, MOEs, LGEAS, Teachers |
|---|---|---|---|---|
| Encourage local content in the manufacturing of gender sensitive local toys for children by 2025 | i. Identify types of safe local toys  
ii. Identify manufacturers of local toys  
iii. Engage local toys manufacturers in the production of safe and gender-sensitive toys  
iv. Suggest samples from folktales to manufacturers | Types of safe local toys identified  
List of manufacturers of local toys  
<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
<th>Frequency</th>
<th>Responsible Parties</th>
</tr>
</thead>
</table>
| Generate gender disaggregated data for planning, research, resource mobilization, allocation, utilization and sustainability | i. Establish a central GMIS at Federal and State Levels  
ii. Establish EMIS Notes in all schools  
iii. Conduct Training workshops on ECCDE GMS/GMIS for planning, research, resource mobilization, allocation, utilization and sustainability for teacher and other staff  
iv. Conduct training on gender disaggregated data and GMS/GMIS for enumerators and other researchers | Annually | Federal Ministry of Education (FMOE), GMIS, National Bureau of Statistics (NBS), NOA, SUBEB, Federal Ministry of Information and Culture, School-based Management Committee (SBMC), Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners, National Council for Arts and Culture |
| Uphold gender responsive research, and dissemination of research results; strengthen existing feedback and reporting mechanism in ECCDE/pre-primary education to be gender responsive | i. Train a cohort of gender researchers on gender-responsive research  
ii. Conduct research and disseminate results for decision-making  
iii. Provide funding and other resources to effectively conduct gender-responsive research  
iv. Review existing feedback and reporting mechanism  
v. Adopt new implementation strategies adopted | Quarterly | Presidency, Federal Ministry of Finance, NERDC, Authors and Researchers, TETFund, SMOEs, LGEAS, Teachers Publishers and printing houses, SUBEB |
| Objective 3 | Improved gender responsive care, safety, security and supervision for ECCDE/pre-primary centres | Advocate for safety, security and supervision for ECCDE and pre-primary centres without gender discrimination | i. Seek a budget line for gender responsive learning  
ii. Advocate for increased funding for gender activities  
iii. Ensure appropriate releases and utilization of funds  
iv. Seek for partnerships to close the gaps  
v. Put in place a monitoring and tracking mechanism  
vi. Conduct regular audit of funds released  
vii. Ensure fiscal responsibility  
viii. Quarterly monitoring of financial reports | i. Number of training conducted and evaluated  
ii. Establish muster points and emergency escape routes  
iii. Fences constructed  
iv. Partnerships with security agents formed  
v. List of security personnel recruited and trained on gender responsiveness  
vi. Number of identity cards issued  
vii. List of safety equipment provided | 2022-2025 | UBEC, SUBEB, FMOE, SMOE, Private institutions Etc. |
<table>
<thead>
<tr>
<th>Mandate</th>
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<th>Activities</th>
<th>Indicators</th>
<th>Timeline</th>
<th>Responsible persons/agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 4</strong>&lt;br&gt;<strong>Inculcate social, cultural, moral norms and values to strengthen positive gender relations</strong></td>
<td>Improved disposition, attitudes, social expectations and life skills to strengthen positive gender relations</td>
<td>Train teachers to adopt strategies that teach socio cultural values, norms and life skills</td>
<td>i. Train teachers on disposition, self-evaluation and reflective practice&lt;br&gt;ii. Conduct orientation sessions on cultural values and ethics of behaviour&lt;br&gt;iii. Invite male and female role models to address the school community (e.g. traditional, religious and community leaders, etc.)</td>
<td>i. Number of trainings conducted and teachers trained&lt;br&gt;ii. Number of orientation sessions conducted&lt;br&gt;iii. Number of role models invited</td>
<td>Annually</td>
<td>UBEC, SUBEB, FMOE, SMOE, Private institutions Etc.</td>
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<tr>
<td><strong>Objective 5</strong>&lt;br&gt;<strong>Inculcate in the children the spirit of enquiry, creativity, team-work and innovation through the exploration of nature, the environment, art, music and the use of toys without gender bias, gender stereotypes, or discrimination</strong></td>
<td>Improved disposition, attitudes, social expectations and life skills to strengthen positive gender relations</td>
<td>Train teachers to adopt strategies that teach socio cultural values, norms and life skills</td>
<td>i. Adoption of role plays and games as teaching methods&lt;br&gt;ii. Train, re-enforce and support teachers to explore communicative activities for children on speech and creative arts for expressions of self and environmental identity&lt;br&gt;iii. Utilize technology to facilitate blended learning</td>
<td>i. Role plays and games adopted as teaching methods&lt;br&gt;ii. Number of teachers trained and supported&lt;br&gt;iii. Types of technologies enabled to facilitate the training</td>
<td>Annually</td>
<td>UBEC, SUBEB, FMOE, SMOE, Private institutions Etc.</td>
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### Policy Objectives

**Objective 1**

Inculcate permanent literacy, numeracy, ethical and moral values, communicative and manipulative competencies as well as life skills in pupils that will enable the child function effectively in the society without gender discrimination

- Increased no of children with high level of literacy,
- Set, monitor and constantly review minimum standards for gender based primary education
- Develop State Education Sector Strategic Plan
- Conduct quarterly monitoring of the level of implementation of the sector plan
- Conduct Regular Review of Minimum Standard for compliance & adoption
- Institute and implement the Gender Management System (GMS) for Primary education

**Targets**

- Advocate, sensitize and mobilize community and private efforts to promote gender friendly primary education

**Strategies**

- Develop State Education Sector Strategic Plan
- Conduct quarterly monitoring of the level of implementation of the sector plan
- Conduct Regular Review of Minimum Standard for compliance & adoption
- Institute and implement the Gender Management System (GMS) for Primary education

**Activities**

- Conduct enrolment drive campaign, community mobilization and town hall meetings
- Conduct girls/boys go to school; Back to school and stay in school (GBBS) Campaign

**Indicators**

- The state has and is implementing an existing education sector plan
- Monitoring Report
- Review Report
- Established GMS

**Timeline**

- Annually

**Responsible personalities/agencies**

- UBEC, SUBEB, FMOE, SMOE, Private institutions Etc.
<table>
<thead>
<tr>
<th>Sensitize Nigerian publishers to produce gender responsive learning materials e.g. textbooks, supplementary readers and others devoid of gender stereotypes by 2025</th>
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<tbody>
<tr>
<td>i. Dialogue with Nigerian publishers on producing gender responsive learning materials</td>
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<tr>
<td>ii. Conduct of sensitization workshops on Publishing of gender responsive learning materials for Nigerian publishers and book sellers</td>
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<tr>
<td>iii. Distribute gender responsive learning materials to all centres for utilization</td>
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<tr>
<td>i. Number of sensitization workshops held with publishers</td>
</tr>
<tr>
<td>ii. Number of publishing houses sensitised and publishers trained</td>
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<tr>
<td>iii. Number of gender responsive learning materials distributed</td>
</tr>
<tr>
<td>Annually</td>
</tr>
<tr>
<td>Federal and State Ministry of Educations, Nigerian Copy Right Commission, NOA, SUBEB, LGEAs, National Publishers Association, REPRONIG, Nigerian Book sellers Association, and Federal Ministry of Women Affairs</td>
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<thead>
<tr>
<th>Build gender responsive capacity of and training for primary school teachers to encourage gender transformation</th>
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<tbody>
<tr>
<td>i. Train the Trainers on Mainstreaming Gender in Primary Education.</td>
</tr>
<tr>
<td>ii. Conduct Training Workshops for all teachers of Primary Education for gender transformation</td>
</tr>
<tr>
<td>i. No of ToTs conducted</td>
</tr>
<tr>
<td>ii. No of workshops conducted</td>
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<tr>
<td>iii. Report of Workshops conducted</td>
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<tr>
<td>2021-2025</td>
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<thead>
<tr>
<th>Generate gender disaggregated data on staff and learners for the purpose of planning, research, resource mobilization, allocation and utilization</th>
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<tbody>
<tr>
<td>i. Establish a central GMIS at Federal and State Levels</td>
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<td>ii. Establish EMIS Nodes in all schools</td>
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<tr>
<td>iii. Conduct Training workshops on Primary GMS/GMIS for planning, research, resource mobilization, allocation, utilization and sustainability for teachers and other staff</td>
</tr>
<tr>
<td>iv. Conduct training on gender disaggregated data and GMS/GMIS for enumerators and other researchers</td>
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<tr>
<td>i. Central GMIS established</td>
</tr>
<tr>
<td>ii. EMIS Nodes established in schools</td>
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<td>iii. Number of training workshops conducted</td>
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<td>iv. Workshop Report</td>
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<tr>
<td>v. Report of training activity</td>
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<td>2021-2025</td>
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<tr>
<th>Develop a strong reporting feedback mechanism for a seamless gender responsive administration of primary education</th>
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<tr>
<td>i. Review existing feedback and reporting mechanism</td>
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<td>ii. Adopt new strategies for implementation</td>
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<tr>
<td>i. Existing feedback and reporting mechanism reviewed</td>
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<td>ii. New implementation strategies adopted</td>
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<tr>
<td>2021-2025</td>
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<tr>
<td>Objective 2</td>
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<tr>
<td><strong>Objective 3</strong></td>
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<td>Mandate</td>
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</table>
| **Objective 1** | **Junior Secondary School** | Inculcate permanent literacy, numeracy, ethical and moral values, communicative and manipulative competencies as well as life skills in students that will enable them function effectively in the society without gender discrimination | Gender responsive and equitable access to quality education that ensures parity in enrolment, performance, achievement, retention and completion at JSS level by 2025 | Generate gender disaggregated data on staff and learners for the purpose of planning, research, resource mobilization, allocation and utilization | i. Institute and implement the gender management system (GMS) for JSS  
ii. Train the technical staff to manage the GMS  
iii. Develop State Education Sector Strategic Plan  
iv. Conduct Regular Review of Minimum Standard for compliance & adoption  
v. Conduct quarterly monitoring and evaluation of the level of implementation of the sector plan | Established GMS  
Number of technical staff trained on GMS management  
The state has and is implementing an existing education sector plan  
Review Report  
Motoring Report | Annually | UBEC, SUBEB, FMOE, SMOE, Private institutions, Media houses etc |
| **Objective 4** | **Develop in pupils the ability to adapt to the changing environment to overcome gender stereotyping** | Enhanced ability to adapt to the changing environment to overcome gender stereotyping | Create gender focused agency and gender responsive machinery for primary school teachers and learners on negotiation skills, empowerment and self-affirmation strategies  
Advocate for the domestication and implementation of the VAPP and CRA Act to ensure zero tolerance to all forms of violence against students to promote transition and retention in primary schools | i. Conduct capacity building workshops on ability to speak-up and make choices  
ii. Train teachers and learners on negotiation skills, empowerment and self-affirmation skills  
iii. Conduct advocacy visits to stakeholders on the domestication and implementation of the VAPP and CRA Acts  
iv. Initiate the process of domestication for states that are yet to do so | i. Capacity building workshops on agency conducted  
ii. Teachers and learners trained on negotiation skills  
iii. Advocacy visits to stakeholders conducted  
iv. Process of initiation conducted | 2021-2025 | |
<table>
<thead>
<tr>
<th>Action</th>
<th>Benefits</th>
<th>Target Population</th>
<th>Timeframe</th>
<th>Sponsors</th>
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<tbody>
<tr>
<td>Build positive and supportive learning environment to enhance gender needs in enrolment, performance, transition, retention, re-entry and completion</td>
<td>i. Offer psychosocial support through confidence and peace building initiatives for teachers, students and vulnerable persons ii. Train teachers and students to recognise and check all forms of online or physical bullying iii. Provide counselling services at state level to early leavers for re-entry into the school system</td>
<td>Number of teachers, students and vulnerable persons supported Number of teachers and students trained Counseling clinics set up, and number of beneficiaries</td>
<td>2021 - 2024</td>
<td>FME, SMoEs, UBEB, SUBEBs, LGEAs, ERCs Communities, Philanthropists, DPs, CSOs</td>
</tr>
<tr>
<td>Provide gender friendly school infrastructure and facilities especially laboratories, kitchens, and other equipment as well as WASH and security facilities</td>
<td>i. Upgrade existing infrastructural facilities and establish new ones where necessary ii. Upgrade, maintain and establish additional WASH facilities iii. Upgrade existing security facilities for gender responsive school environment iv. Train technical personnel to maintain the facilities</td>
<td>Number of facilities upgraded Number of additional facilities established Number of technical personnel trained</td>
<td>2021 – 2024</td>
<td>FME, SMoEs, UBEB, SUBEBs, LGEAs, Communities, Philanthropists, DPs, CSOs</td>
</tr>
<tr>
<td>Increase and balance the number of JSS teachers during job recruitment and training as well as ensure equitable posting with incentives according to gender needs assessment across the nation</td>
<td>i. Conduct needs assessment ii. Recruit and post teachers equitably iii. Conduct orientation for teachers on gender responsiveness.</td>
<td>Report of needs assessment Parity in the recruitment and deployment of teachers Reports of orientation conducted</td>
<td>2021 - 2022</td>
<td>FME, SMoEs, UBEB, SUBEBs, NUT, DPs, CSOs, SBMC, LGEAs and Community Leaders</td>
</tr>
<tr>
<td>Advocate for the effective implementation of the new Teachers’ Salary Structure and welfare policy instituted and approved by the FGN</td>
<td>i. Pay advocacy visits to relevant ministries and parastatals ii. Monitor the implementation</td>
<td>Number of advocacy visits Implementation reports Satisfaction survey</td>
<td>Annually</td>
<td>UBE, SUBEB, SMoEs, Min. of Women Affairs, LGEAs, CSOs</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Gender responsive Junior Secondary School curriculum that inculcates functional knowledge, skills and values for life and the smooth transition into Senior Secondary</td>
<td>Review and mainstream gender into junior secondary school curriculum including emphasis on the acquisition of appropriate life skills in all programmes</td>
<td>i. Conduct train the trainers for teachers on mainstreaming gender into JSS teaching and learning materials</td>
<td>Number of train the trainers conducted</td>
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<td>Provide JSS students with diverse basic knowledge and skills for entrepreneurship and educational advancement that promote gender equality</td>
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<td>ii. Mainstream gender into JSS teaching and learning materials</td>
<td>Gender responsive JSS teaching and learning materials</td>
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<td>iii. Review JSS curricula to integrate gender concerns and life skills</td>
<td>Evidence of curricula review</td>
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<td>iv. Strengthen existing gender responsive life skills and entrepreneurship clubs, and establish new ones where necessary</td>
<td>Functional life skills and entrepreneur clubs</td>
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<td>Integrate gender focused teaching to align with the provision of instructional materials, infrastructure like Libraries, Health Services, Educational Resource Centres, Laboratories and Workshops etc, by 2030</td>
<td>i. Train teachers on gender issues</td>
<td>Number of trainings conducted</td>
<td>Annually</td>
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<td>ii. Procure instructional and learning materials that are gender responsive</td>
<td>Number of Instructional and learning materials procured</td>
<td>FME, SMoEs, UEBEB, SUBEBs, NTI, Institutes of Education, DPs, CSOs</td>
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<td>iii. Remodel facilities to be gender responsive</td>
<td>Number of facilities remodeled to be gender responsive</td>
<td></td>
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<tr>
<td>Mandate</td>
<td>Policy Objectives</td>
<td>Targets</td>
<td>Strategies</td>
<td>Activities</td>
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<tr>
<td><strong>Objective 3</strong></td>
<td>Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities without gender bias or stereotype</td>
<td>Strengthened gender responsive governance and administrative structures in schools by 2025</td>
<td>Promote gender sensitive guidance and counselling, personal development and mentorship to all learners</td>
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<td>Improved modalities for stakeholder participation with regard to gender equity</td>
<td>Support gender responsive value reorientation through Guidance and Counselling, provision of psycho-social support, as well as training in life skills by 2025</td>
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<td></td>
<td>Increased number of students that participate in school governance without gender bias or stereotype</td>
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</table>
| **Objective 4** | Bridge the gender gap in science education, Science Technology Engineering and Mathematics (STEM) and the use of ICTs in education for all learners | Gender parity in learners’ access to STEM and ICT | Advocate for the domestication and implementation of the VAPP Act and CRA to ensure zero tolerance to all forms of violence against students and staff to promote transition and retention in JSS | i. Conduct advocacy to traditional and religious leaders, SHAs, NASS for FCT, and community leaders on the domestication and implementation of VAPP and CRA acts  
ii. States yet to domesticate VAPP and CRA acts to initiate the process of doing so  
iii. Conduct ToT for principals, G&C teachers on VAPP & CRA acts implementation | Number of advocacies conducted  
VAPP act domesticated  
ToT conducted for principals, G&C teachers on VAPP & CRA acts implementation | | SHAs, NASS for FCT, FME, SMoEs, UBE, SUBEBs, CSOs, Community and Religious Leaders |
Introduce incentives that will motivate teachers and students to participate in STEM and ICT programmes

<table>
<thead>
<tr>
<th>Mandate</th>
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<th>Targets</th>
<th>Strategies</th>
<th>Activities</th>
<th>Indicators</th>
<th>Timeline</th>
<th>Responsible Persons/Agencies</th>
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<tbody>
<tr>
<td>Mass Literacy, Adult and Non-Formal Education</td>
<td>Objective 1: Guarantee flexible and inclusive access to mass literacy and non-formal educational programmes for adults and youths who have never had the opportunity of formal education as well as early leavers</td>
<td>Achieve gender parity in enrolment, performance, retention, re-entry and completion by 2025</td>
<td>Review and mainstream gender into mass literacy, adult and non-formal education curricula</td>
<td>i. Review and integrate gender responsiveness into existing instructional materials on Mass Literacy, Adult and Non-Formal education ii. Develop relevant and appropriate instructional materials iii. Distribute to all centres for utilization iv. Conduct a ToT on gender responsiveness for the Facilitators and Instructors</td>
<td>Instructional materials reviewed No of Instructional materials developed No of curriculum materials that have received the Instructional materials No of ToTs conducted</td>
<td></td>
<td>FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, DPs, CSOs,</td>
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<td></td>
<td>Integrated gender responsive functional basic education for adults and youths who have never had the advantage of formal education or who left school too early</td>
<td>Implement gender sensitive promotional activities to popularize mass literacy, adult and non-formal education to motivate increase in learners’ enrolment by 2030</td>
<td>i. Conduct Campaigns, drama/use of ICT to promote Mass Literacy, Adult and non-formal education ii. Reviving of existing centres and the creation of additional ones iii. Provision of flexible and inclusive access to Mass Literacy, adult and non-formal education</td>
<td>Attendance activity Report and pictures No of Centres renovated and additional Centres established No of adult learners enrolled</td>
<td></td>
<td></td>
<td>FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,</td>
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<tr>
<td>Increased stakeholders’ participation in mass literacy, adult and non-formal education, especially in science, ICT, technical and vocational based skills</td>
<td>Design and implement gender inclusive programmes that develop positive attitudes to science, technical and vocational courses in mass literacy, adult and non-formal education and increase enrolment</td>
<td>No of trainings conducted</td>
<td>No of learning materials procured</td>
<td>No of Life Skills Trainings</td>
<td>No of Town Hall meetings conducted</td>
<td>No of students</td>
<td>FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,</td>
</tr>
<tr>
<td>Improved funding for programme implementation, monitoring and evaluation</td>
<td>Build capacity of facilitators and managers of mass literacy, adult and non-formal education institutions on the delivery of gender responsive programmes</td>
<td>No of ToTs conducted</td>
<td>FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,</td>
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<tr>
<td>Provide gender focused quality education to vulnerable learners in conflict areas and emergency situations</td>
<td>i. Renovation of existing Mass Literacy centres and establish additional ones where necessary to cater for vulnerable learners especially in conflict areas and emergency situations</td>
<td>No of Mass Literacy centres renovated/established in conflict areas</td>
<td>FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,</td>
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<tr>
<td>Advocate for gender responsive Quality Assurance, Centre Based Management Committees (CBMCs), and Parent Teacher Associations (PTAs)</td>
<td>i. Conduct advocacy visits to CBMCs, PTAs, Community leaders,</td>
<td>No of advocacy visits conducted</td>
<td>FME, UBEC, NMEC, SMOEs, SUBEs, SAMEs, Community stakeholders,</td>
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<tr>
<td>Make provision for adequate funding of programme implementation, monitoring and evaluation</td>
<td>i. Advocate for the creation of a gender budget line to mobilize more resources for gender education in Mass Literacy, Adult and Non-Formal education</td>
<td>Budget line created</td>
<td>FME, FMF, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,</td>
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<tr>
<td>Mandate</td>
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| **Objective 2** | Provide continuous gender responsive in-service, vocational and professional training for different categories of workers and professionals in order to regularly improve their skills | Continuous in-service, vocational and professional training without gender bias for different categories of workers, self-employed persons and other professionals to improve their skills | Support in-service and pre-service training for facilitators and instructors in gender responsive teaching and learning methodologies | i. Review teaching and learning materials and methodologies for gender responsiveness  
ii. Conduct ToT and Stepdown training using the reviewed materials  
iii. Conduct capacity strengthening activities like Talk shows and Experience sharing | Teaching and Learning materials reviewed for gender responsiveness  
No of ToTs and Stepdown trainings conducted  
No of Talk shows conducted  
No of experience sharing programmes conducted |  | FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, DPs, CSOs, |
| **Objective 3** | Provide equitable opportunities for re-entry into formal, non-formal and vocational education or enrolment into other institutions for adult or other out of school | Gender friendly remedial and life-long education for youths and adults who did not complete secondary education | Advocate for affirmative action and infrastructure development for improved gender sensitive participation, achievement, performance retention in mass literacy, adult and non-formal education | i. Dialogue with stakeholders through Forums and Town hall meetings  
ii. Design gender responsive skills and community training needs for Mass Literacy, Adult and Non-Formal education  
iii. Engage in meaningful linkages with employers and community needs | No of dialogues held  
Report of Stakeholder’s meetings  
Policy Briefs presented at the Forum  
Effective linkage created between employers and community needs |  | FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, LGEAs |
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<tr>
<th>Mobilize resources to make learning infrastructure and facilities gender responsive to promote safe, secure and healthy environment for learners in mass literacy, adult and non-formal education institutions</th>
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<tbody>
<tr>
<td>i. Engage philanthropists to support Centres and/or adopt a Centre</td>
</tr>
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<td>ii. Upgrade existing infrastructural facilities and establish new ones where necessary</td>
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<tr>
<td>iii. Upgrade existing security facilities for gender responsive Centres environment and procure additional security facilities where necessary</td>
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<tr>
<td>iv. Upgrade, maintain and establish additional WASH facilities</td>
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<tr>
<td>v. Train the technical personnel to effectively maintain the facilities</td>
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<tr>
<td>No of philanthropists contacted</td>
</tr>
<tr>
<td>No of Centres supported /adopted</td>
</tr>
<tr>
<td>No of security facilities upgraded and procured</td>
</tr>
<tr>
<td>No of WASH facilities upgraded, maintained, and established</td>
</tr>
<tr>
<td>No of technical personnel trained</td>
</tr>
<tr>
<td>FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, LGEAs,</td>
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<tr>
<th>Advocate for the implementation of the Child Rights Act, and VAPP Act</th>
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<tr>
<td>i. Conduct advocacy to Traditional and religious leaders, SHAs and NA for FCT, and community leaders on the domestication and implementation of VAPP and CRA Acts</td>
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<tr>
<td>ii. States yet to domesticate the VAPP and CRA Acts, to initiate the process</td>
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<tr>
<td>iii. Conduct ToT for Principals, G&amp;C Teachers and teachers on VAPP and CRA Acts implementation</td>
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<tr>
<td>No of advocacy visits conducted to each stakeholder</td>
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<tr>
<td>VAPP and CRA Acts domesticated</td>
</tr>
<tr>
<td>No of ToTs conducted on the VAPP and CRA Acts</td>
</tr>
<tr>
<td>No of personnel trained</td>
</tr>
<tr>
<td>FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, DPs, CSOs,</td>
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<tr>
<th>Establish more technical and vocational centres taking into account gender equity</th>
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<tbody>
<tr>
<td>i. Create additional gender friendly technical and vocational centres</td>
</tr>
<tr>
<td>No of additional TVT Centers created</td>
</tr>
<tr>
<td>2021-2025</td>
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<tr>
<th>Sensitize communities against harmful cultural norms and practices that hamper inclusiveness in learning</th>
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<tbody>
<tr>
<td>i. Conduct community mapping</td>
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<tr>
<td>ii. Conduct sensitisation programmes against harmful cultural norms and practices</td>
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<tr>
<td>i. Communities mapped</td>
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<tr>
<td>ii. Sensitisation programmes conducted</td>
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<td>2021-2025</td>
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| Post-Basic Education    | **Objective 1** Provide holders of basic education certificate or its equivalent equal access to requisite academic and technical knowledge for higher education | Increased opportunity devoid of gender bias to transit from basic to post-basic education for all categories of learners by 2030 | Make post-basic education, gender and learner friendly by providing facilities that encourage access, retention, completion and performance for disadvantaged girls and boys | i. Upgrade existing infrastructural facilities and establish new ones where necessary  
ii. Upgrade, maintain and establish additional WASH facilities  
iii. Upgrade existing security facilities for gender responsive school environment  
iv. Train technical personnel to maintain the facilities | Number of facilities upgraded  
Number of additional facilities established  
Number of technical personnel trained | 2021 – 2024 | FME, SMoEs, UBEB, SUBEBs, LGEAs, Communities, Philanthropists, DPs, CSOs |
|                         | **Objective 2** Promote gender equity in enrolment, retention, and completion in Technical and Vocational Education and Training (TVET) and Science Technology Engineering and Mathematics (STEM) programmes, with greater emphasis on creating more opportunity for women and girls | Increased access, retention, and completion in TVET or STEM programmes, especially for women and girls by 2030 | Provide standard and adequately equipped laboratories and workshops that are inclusive and gender friendly | i. Adequately reequip existing laboratories and workshops, and make them gender responsive  
ii. Establish new gender responsive laboratories and workshops where none exists | Number of laboratories and workshops reequipped and made gender responsive  
Number of new gender responsive laboratories and workshops built | 2021 – 2024 | FME, SMoEs, UBEB, SUBEBs, LGEAs, SBMCs, Communities, Philanthropists, DPs, CSOs |
| Objective 3                                                                 | Attain parity in performance for boys and girls at Senior School Certificate Examination (SSCE) conducted by the West African Examinations Council (WAEC), National Examination Council (NECO), National Business and Technical Examination Board (NABTEB) and/or National Board for Arabic and Islamic Studies (NBAIS) | Create programmes that highlight benefits and generate interest of women and girls in TVET and STEM based professions | i. Sensitize communities using town hall meetings on how studying TVET and STEM subjects by women and girls benefit the entire community (role models would be required during such campaigns)  
ii. Provide scholarship to women and girls studying TVET and STEM subjects  
iii. Make available curriculum compliant and gender responsive textbooks for TVET and STEM subjects | Number of sensitization meetings held  
Number of women and girls sponsored to study TVET and STEM subjects  
Number of curriculum compliant, gender responsive textbooks provided for TVET and STEM subjects | 2021 – 2024  
FME, SMoEs, UBE, SUBEBs, LGEAs, SBMCs, Communities, Religious/Faith Based Organisations, Philanthropists, DPs, CSOs, Social mobilization Officers, NOA, Traditional Leaders |
| Integrate the use of ICT in post-basic education classes and build the capacity of teachers and instructors to deliver contents using ICT especially in COVID-19 era | i. Train teachers and instructors on how to deliver lessons using ICT  
ii. Make available the required ICT infrastructure for lesson delivery  
iii. Provide for teachers and instructors the ICT equipment needed to deliver lessons | Number of teachers and instructors trained on the use of ICT for lesson delivery. Availability of functional ICT infrastructure Teachers and instructors possessing laptop computers | 2021 – 2024  
FME, SMoEs, UBE, SUBEBs, LGEAs, SBMCs, Communities, Philanthropists, DPs, CSOs |
| Provide equal opportunity to all categories of learners for the acquisition of entrepreneurial, technical, and vocational skills for self-reliance, wealth creation and employment | Increased funding for programme implementation, monitoring and evaluation | Provide incentives to attract and retain qualified male and female teachers | i. Ensure full implementation of the recently approved teachers’ salary and welfare packages | Full implementation of the teachers’ salary and welfare packages | Always  
FME, SMoEs, UBE, SUBEBs, LGEAs, SBMCs, DPs, CSOs, |
| Build the capacity of teachers to effectively deliver subject contents using appropriate instructional strategies and materials that are gender responsive, and sensitive to learners’ learning styles | i. Train teachers and instructors on the use appropriate gender responsive strategies and materials to effectively deliver subject contents  
ii. Train teachers and instructors on adopting content delivery strategies that suit learners’ learning styles | Number of ToT conducted | Annually  
FME, SMoEs, UBE, SUBEBs, LGEAs, SBMCs, Religious/Faith Based Organisations, Philanthropists, DPs, CSOs, |
<p>| | | Provide post-basic education learning environment that is inclusive and gender responsive to safety and security of students and staff |
| | | i. Upgrade existing infrastructure in schools to be gender responsive to safety and security of students and staff |
| | | ii. Construct additional new structures that are gender responsive to safety and security of students and staff |
| | | Number of infrastructure upgraded |
| | | Number of additional new gender responsive structures constructed |
| | | 2021 – 2025 |
| | | FME, SMoEs, UBEB, SUBEBs, LGEAs, SBMCs, Communities, Private School Proprietors |
| | | Increase and sustain advocacy, sensitization, and mobilization of the immediate community for retention, completion and transition |
| | | i. Media (print, audio, visual, and social) sensitization campaigns |
| | | ii. Faith and community based sensitization campaigns |
| | | Number of sensitization campaigns held in the media |
| | | Number of faith/community based sensitization campaigns |
| | | Annually |
| | | FME, SMoEs, UBEB, SUBEBs, LGEAs, SBMCs, Communities, Religious/Faith Based Organisations, Philanthropists, DPs, CSOs, Social mobilization Officers, NOA, Traditional Leaders |
| | | Engage key stakeholders and development partners to support the attainment of gender responsive post-basic education |
| | | i. Visits to key stakeholders and DPs to seek support |
| | | ii. Memos to stakeholders and DPs |
| | | Number of stakeholders and DPs visited |
| | | Copies of memos to stakeholders and DPs for support |
| | | Reports of visits to DPs and stakeholders |
| | | Specific budgetary provision |
| | | Annually |
| | | FME, SMoEs, UBEB, SUBEBs, LGEAs, SBMCs, |</p>
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<th>Mandate</th>
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<th>Timeline</th>
<th>Responsible Persons/Agencies</th>
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| **Objective 4**  <br> Provide diversified and flexible curriculum that meets the needs of all category of learners | Mandatory implementation of crosscutting curriculum in post-basic education by 2030 | Provide required infrastructure, facilities, equipment and learning materials that support the operation of crosscutting curriculum in post-basic education schools | i. Upgrade existing infrastructure, facilities, equipment, and provide new ones where they are not available  
ii. Recruit qualified teachers and instructors for areas of need to enable the operation of crosscutting curriculum | Number of infrastructure, facilities, and equipment upgraded  
Number of new ones constructed or provided  
Number of teachers and instructors recruited to fill areas of need | Annually | FME, SMoEs, UBEB, SUBEBs, LGEAs, SBMCs, Private School Proprietors, DPs, CSOs |
| **Objective 5**  <br> Promote gender equity and parity in the delivery and management of Post-Basic education in Nigeria | Achieve gender balance in the recruitment of teachers and appointment of head teachers in post-basic education by 2030 | Establish gender desk offices and appoint focal persons for all post-basic education programmes to coordinate gender activities and records | i. Create gender desks at all LGEAs and appoint gender focal persons for them  
ii. Train the focal persons on their responsibilities and expectations | Number of gender desks available  
Number of trainings held for focal persons | Annually | FME, SMoEs, UBEB, SUBEBs, LGEAs, SBMCs, DPs, CSOs |
| **Objective 6**  <br> Provide opportunity for adolescent mothers in post-basic education to continue and complete education after delivery | Reduced incidence of adolescent mothers in schools | Provide and strengthen psychosocial support, mentoring and counseling services to all post-basic education learners | i. Establish psychosocial support, mentoring and counseling units in schools where they do not exist, and resuscitate existing ones  
ii. Engage the service of qualified counsellors, or train selected teachers in the provision of psychosocial support, mentoring and counseling services | Number of psychosocial support, mentoring and counseling units established or resuscitated  
Number of service providers engaged or trained | 2021 – 2024 | FME, SMoEs |
**Mandate** | **Policy Objectives** | **Targets** | **Strategies** | **Activities** | **Indicators** | **Timeline** | **Responsible Persons/Agencies**
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**Tertiary Education** | **Objective 1**  
Mainstream and institutionalize gender equity and social justice concerns into all existing higher education laws, statutes and policies | 25% of tertiary institutions that have reviewed laws, statutes and policies that are gender responsive, especially in the use of gender sensitive language in official documents by 2025 | Advocate for the review of existing higher education laws, statutes and policies in accordance with the principles of gender equity and social justice. | Advocacy visits to  
- NUC  
- NABTEC  
- NCCE  
- Committee of Vice Chancellors | % of institutions that have gender-responsive laws, statutes and policies by 2025 | 2021 - 2022 | Federal Ministry of Education  
CSOs  
Development Partners

**Objective 2**  
Establish GMS, GMIS and gender centres for effective coordination of gender related issues including research and scholarship | 40% of tertiary institutions have Gender Management System (GMS), Gender Management Information System (GMIS) and gender centre by 2025 | Establish and improve existing GMS, GMIS and gender centres as mechanisms for instituting gender equity in tertiary institutions | Institutional assessment to ascertain their current status of institutions on GMS and GMIS  
Capacity building to fill the gaps  
Procurement relevant hardware and software systems.  
Recruitment of qualified personnel. | % of institutions that have GMS, GMIS and gender centres by 2025 | 2022 - 2024 | Federal Ministry of Education  
NUC  
NABTEC  
NCCE  
CSOs
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<th>Responsible Persons/Agencies</th>
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<tr>
<td><strong>Objective 3</strong>&lt;br&gt;Mainstreaming gender equity and equality in academic curricula across disciplines where relevant</td>
<td>NUC, NCCE, NBTE, Institutions, and other regulatory bodies ensure use of gender responsive curricular by 2025</td>
<td>Develop framework for mainstreaming gender into existing academic curricula, and ensure that new programmes are gender responsive</td>
<td>Setting up a technical committee to develop the framework for mainstreaming gender and convening series of stakeholders’ engagement</td>
<td>% of institutions that have implemented gender responsive curricular by 2025</td>
<td>2021-2022</td>
<td>Federal Ministry of Education&lt;br&gt;All tertiary institutions in Nigeria&lt;br&gt;NUC&lt;br&gt;CSOs</td>
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<td><strong>Objective 4</strong>&lt;br&gt;Promote gender balance in leadership and decision-making positions in tertiary institutions</td>
<td>50% of institutions with gender responsive Human Resource (HR) policy and code of conduct for staff and students to increase by 2025</td>
<td>Build the capacity of academic and non-teaching staff in gender analytical skills and knowledge for mainstreaming gender into programmes</td>
<td>Setting up a technical Capacity Building to enhance competence of both academic and non-academic staff on gender activities</td>
<td>% of institutions that have carried out capacity building on gender related activities</td>
<td>2022-2024</td>
<td>- NUC&lt;br&gt;- NABTEB&lt;br&gt;- NCCE&lt;br&gt;- Committee of Vice Chancellors</td>
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<td><strong>Objective 5</strong>&lt;br&gt;Promote a gender responsive learning and work environment paying particular attention to safety and security concerns in campuses</td>
<td>Gender-responsive learning environment, administrative procedures and activities to increase to 40% in more institutions by 2025</td>
<td>Tertiary Institution to put in place and implement gender-responsive mentoring programs</td>
<td>% of institutions that have gender responsive leadership and mentoring programmes by 2025.</td>
<td>2021-2024</td>
<td>All Tertiary institutions in Nigeria and or their representatives&lt;br&gt;NUC, NCCE, NABTEP&lt;br&gt;Federal Ministry of Education</td>
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**Mandate**

- **Objective 3**
  - Mainstreaming gender equity and equality in academic curricula across disciplines where relevant
  - Targets: NUC, NCCE, NBTE, Institutions, and other regulatory bodies ensure use of gender responsive curricular by 2025
  - Strategies: Develop framework for mainstreaming gender into existing academic curricula, and ensure that new programmes are gender responsive
  - Activities: Setting up a technical committee to develop the framework for mainstreaming gender and convening series of stakeholders’ engagement
  - Indicators: % of institutions that have implemented gender responsive curricular by 2025
  - Timeline: 2021-2022
  - Responsible Persons/Agencies: Federal Ministry of Education<br>All tertiary institutions in Nigeria<br>NUC<br>CSOs

- **Objective 4**
  - Promote gender balance in leadership and decision-making positions in tertiary institutions
  - Targets: 50% of institutions with gender responsive Human Resource (HR) policy and code of conduct for staff and students to increase by 2025
  - Strategies: Build the capacity of academic and non-teaching staff in gender analytical skills and knowledge for mainstreaming gender into programmes
  - Activities: Setting up a technical Capacity Building to enhance competence of both academic and non-academic staff on gender activities
  - Indicators: % of institutions that have carried out capacity building on gender related activities
  - Timeline: 2022-2024
  - Responsible Persons/Agencies: - NUC<br>- NABTEB<br>- NCCE<br>- Committee of Vice Chancellors

- **Objective 5**
  - Promote a gender responsive learning and work environment paying particular attention to safety and security concerns in campuses
  - Targets: Gender-responsive learning environment, administrative procedures and activities to increase to 40% in more institutions by 2025
  - Strategies: Tertiary Institution to put in place and implement gender-responsive mentoring programs
  - Activities: % of institutions that have gender responsive leadership and mentoring programmes by 2025.
  - Timeline: 2021-2024
  - Responsible Persons/Agencies: All Tertiary institutions in Nigeria and or their representatives<br>NUC, NCCE, NABTEP<br>Federal Ministry of Education
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<tr>
<th>Objective 6</th>
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<tr>
<td><strong>Strengthen institutional structures and other support services to eliminate sexual harassment, cultism and other vices</strong></td>
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<td>40% of institutions have gender targeted guidelines for monitoring students’ admissions, enrolment, retention, performance and completion to increase by 2025</td>
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<td>Build the capacity of academic and non-teaching staff in gender analytical skills and knowledge for mainstreaming gender into programmes</td>
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<td>Develop/update guidelines for monitoring students admissions, enrolments, retention and performance to be gender responsive.</td>
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<td>50% of institutions have gender-sensitive policy guidelines on accommodation, health services, learning structures and administrative facilities in favour of gender and disability needs by 2025</td>
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<td>Improve and strengthen the delivery of gender-responsive health services in teaching hospitals and health centres/clinics to meet the gender needs of staff and students.</td>
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<tr>
<td>Access and upgrade existing support services in tertiary institutions to be more gender responsive in access and usage.</td>
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<td>% of institutions that have gender-sensitive policy guidelines by 2025</td>
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<td>2022 - 2024</td>
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<td>All tertiary in Nigeria and or their representatives NUC CSOs MO</td>
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Advocate for gender responsive accommodation system provided by private owners outside the campus

Universities should put in place an information channel that will enable students report gender-related violence without been identified and victimised

Set up committee that addresses students’ safety/concerns on campus

Tertiary institutions should actively implement the Sexual Harassment Bill

Installation of CCTVs & Security gadgets in tertiary institutions to checkmate the security concerns on campus

Build the capacity of academic and non-teaching staff in gender analytical skills and knowledge for mainstreaming gender into programmes

Develop/update guidelines for monitoring students admissions, enrolments, retention and performance to be gender responsive.

Implement policy of zero tolerance to issues of sexual harassment, gender-based violence, cultism and other vices in tertiary institutions in accordance to the VAPP, July 2020 Sexual Harassment Bill and other relevant laws
<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Strengthen counselling and psychosocial support services to members of school community</th>
<th>Tertiary institutions should put mechanism in place for implementing the Sexual Harassment Bill (e.g. set up a unit for addressing complaints on sexual harassment and provision of psychosocial support to victims)</th>
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<tr>
<td>50% of institutions with childcare facilities in campuses by 2025</td>
<td>Invest in childcare facilities on campuses for the benefit of staff and students</td>
<td>% of institutions that have childcare facilities on campuses by 2025</td>
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<td></td>
<td>Improve and strengthen the delivery of gender-responsive health services in teaching hospitals and health centres/clinics to meet the gender needs of staff and students.</td>
<td>% of institutions that have childcare facilities on campuses by 2025</td>
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<td>% of institutions provide gender sensitive loan revolving scheme and work experience for students by 2025</td>
<td>Engage the school management on how to partner with financial institutions to provide gender targeted loan revolving scheme, work experience and stipend to assist indigent students</td>
<td>% of institutions that have functional gender-sensitive loan revolving scheme and work experience by 2025</td>
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<td>Objective 7</td>
<td>Ensure regular gender sensitive evidence-based planning, monitoring and evaluation in tertiary institutions</td>
<td>Advocate for institutions to establish Gender Responsive Budgeting system</td>
<td>Capacity building on gender-sensitive planning/budgeting</td>
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<td>Objective 8</td>
<td>Encourage research, documentation and innovations gender-related concerns.</td>
<td>Number of research and evidence-based publications on gender related issues.</td>
<td>Sensitization programmes to stimulate conduct of gender-based research in Tertiary institutions</td>
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<td>Encourage institutions on the need to disseminate gender-focused research findings through publications</td>
<td>Support the tertiary institutions to disseminate their findings in peer-reviewed journals</td>
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<td>Mandate</td>
<td>Policy Objectives</td>
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| Emerging Issues | **Objective 1**  
Create awareness on emerging gender issues in education at all levels | Increased enrolment, retention and completion for boys and girls in school at all levels; | Develop and regularly update gender focused advocacy and sensitization materials, and visit stakeholders to mitigate emerging issues in Nigerian educational institutions at all levels. | Organize town hall meetings about emerging issues in Education.  
Sensitize through Radio jingles, television and the use of social media, newspaper advertorials, town criers | Number of sensitizations done, people reached and photographs taken | 2021-2025 | FME, UBEC, SMoE, SUBEB, LGEAs, NUC, NCCE, NBTE, NERDC, CSOs, SBMCs, NOA, NCDS, Police, |
|              |                                                                                 |                                                                        |                                                                           |                                                                           |                                                                                                                                                                                                           |               |                                                                                                                                                                                                                       |
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| Objective 2  | Implement the National Gender Policy on emerging issues;  
A framework developed to guide the management and mitigation of emerging issues in gender and education by 2025 | Increased number of male teacher role models in zones with high levels of female teachers | Intentional recruitment of male teachers to serve as role models for boys | Carry out Needs assessment, Recruit male teachers, train and deploy them based on need, and then incentivize and monitor. | Needs Assessment Report  
Number of male teachers recruited and deployed  
Monitoring Report | 2021-2025 | FME, UBEC, SMoE, SUBEB, LGEAs, NUC, NCCE, NBTE, NERDC, CSOs, SBMCs, NOA, Traditional rulers |
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<tr>
<th>Objective 3</th>
<th>Ensure that emerging issues do not widen gender gaps at all educational levels;</th>
<th>Increased number of male teacher role models in school at all levels;</th>
<th>Intentional recruitment of male or female teachers as need arises to serve as role models</th>
<th>Recruit qualified teachers with a focus on gender balance</th>
<th>Balance in the gender of recruited teachers</th>
<th>2021-2025</th>
<th>FME, SMoEs, SUBEB, CSO, Traditional rulers</th>
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<tbody>
<tr>
<td>Objective 4</td>
<td>Generate disaggregated gender responsive data on the emerging issues</td>
<td>Strengthen Gender Management Information Systems in all institutions</td>
<td>Conduct research on emerging gender issues at all educational levels and document the disaggregated data in the gender management information system (GMIS) by 2025</td>
<td>Conduct survey/up to date annual school census: 2020/2021 to get the number of males, females.</td>
<td>Annual School Census (ASC) Reports</td>
<td>2021-2025</td>
<td>FME, SMoEs,</td>
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<td>Capacity of teachers and education managers built to recognize the early signs of these issues and put them in check</td>
<td>Carry out gender responsive data analysis to generate indicators, data validation, report writing, publication and dissemination of emerging gender issues</td>
<td>Conduct training for teachers on data collection and management</td>
<td>No of trainings conducted</td>
<td>2021-2025</td>
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**CROSS CUTTING ISSUES**

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<tr>
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<tbody>
<tr>
<td>Guidance, Counseling and Psychosocial Services</td>
<td><strong>Objective 1:</strong> Provide guidance, counselling and psychosocial support services that are responsive to gender, disability needs and violence at all levels of education;</td>
<td>Reach learners and teachers having challenges in accessing guidance, counselling and psychosocial support services at all levels of education by 2030.</td>
<td>Provide counselling clinics, resource and information centres for gender relational information on career, life choices, vocations, rehabilitations, etc. at all levels;</td>
<td>Upgrade existing counselling clinics and provide new ones where no clinic exist Equip the clinics with state of the art resources</td>
<td>Number of clinics provided or upgraded Equipment inventoried</td>
<td>2021-2025</td>
<td>Federal Ministry of Education, State Ministry of Education, UBEC, SUBEB School-based Management Committee (SBMC), Development Partners</td>
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<td>Produce and disseminate gender sensitive information, enlightenment materials on informed sexual choices, maturation, and confidence-building strategies (banners, posters, IEC materials, jingles, flyers, etc)</td>
<td>Engage expert as consultants for the development of gender sensitive information and enlightenment materials on informed sexual choices, maturation and confidence building strategies Publish, Distribute and Monitor effective use of all materials in all schools Forge partnership for the development and publication of gender sensitive information and enlightenment materials on informed sexual choices, maturation and confidence building strategies</td>
<td>Number experts engaged Report on development process Copies of material produced List of schools where materials are distributed Report of schools utilizing the materials</td>
<td></td>
<td>2021-2025</td>
<td>UBEC, SUBEB, LGEAs, State MOEs Federal Ministry of Education, NOA, School-based Management Committee (SBMC), NUT, PTA Media Houses Traditional Leaders, CSOs, Development Partners</td>
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<td>Create budget line to address cross cutting gender issues in guidance, counselling and psychosocial support services at all levels of education</td>
<td>Advocate for budget line Ensure adequate appropriation, releases and utilization of funds Track funds</td>
<td>Budget lines created Financial audit reports Transparent/publicized report of tracking online</td>
<td></td>
<td>2021-2025</td>
<td>National/State Houses of Assembly, Federal/State Ministry of Finance Office of the Auditor General, FMOE, SMOEs UBEC, SUBEB, LGEAs School-based Management Committee (SBMC), Development Partners CSOs</td>
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| **Objective 2:** Relevant recruited qualified guidance counsellors, train and equip other teaching and non-teaching personnel at all levels of education to render guidance, counselling and psycho-social support services in urban and rural areas; | Improved capacity of all staff to provide guidance, counselling and psychosocial support services at all levels of education by 2025. | Train adequate number of professionally qualified teachers and other staff on gender responsive guidance, counselling and psycho-social services at all levels of education sector; | i. Create psychosocial centres and update existing ones to bridge any learning gap in access to psycho social services in schools  
ii. Sensitize and train teachers on counselling and psycho-social support methods.  
iii. Strengthen capacity of teachers on gender responsive psycho social services that are that are relevant to vulnerable groups, disability needs and violence survivors at all levels of education | Number of teachers trained  
Number of survivors/vulnerable people reached/serviced  
Manual/Report of training | Annually  
whenever vacancies are advertised | Federal Ministries of Education, Health, Science and Technology,  
School-based Management Committee (SBMC), PTA, NUT  
Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners  
Organized Private sector |
| **Objective 3:** Implement, review and monitor existing guidelines on guidance, counselling and psycho-social support services to ensure gender sensitivity. | Achieve gender parity in the recruitment of School Counsellors and providers of psychosocial support services at all levels of education. | Recruit adequate number of qualified guidance counsellors, and train them on providing gender responsive and psychosocial support services. | Place job calls and adverts for certified guidance counsellors and educational psychologists  
Conduct of Orientation programme for recruited staff | Number of guidance counsellors recruited  
Report of Orientation programme conducted for recruited staff  
Number of guidance counsellors Trained | Annually/whenever vacancies are advertised | Federal Ministry of Education, UBEC, SUBEB  
School-based Management Committee (SBMC), LGEAs, State MOEs, Private School Proprietors |

Achieve gender parity in the recruitment of School Counsellors and providers of psychosocial support services at all levels of education.

Recruit adequate number of qualified guidance counsellors, and train them on providing gender responsive and psychosocial support services.

Place job calls and adverts for certified guidance counsellors and educational psychologists.

Conduct of Orientation programme for recruited staff.

Number of guidance counsellors recruited  
Report of Orientation programme conducted for recruited staff  
Number of guidance counsellors Trained

Annually/whenever vacancies are advertised

Federal Ministry of Education, UBEC, SUBEB  
School-based Management Committee (SBMC), LGEAs, State MOEs, Private School Proprietors

Improved implementation of extant guidelines on gender sensitive guidance, counselling and psychosocial support services.

Monitor and offer gender sensitive support and supervision at all levels of education.

Conduct monitoring and evaluation of guidance and counselling activities in schools.

M&E Report

On-going and annually (2021-2025)  
FMOE, SMOEs, UBEC, SUBEB, School-based Management Committee (SBMC),

M&E Report

On-going and annually (2021-2025)  
FMOE, SMOEs, UBEC, SUBEB, School-based Management Committee (SBMC),
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| Sexual and Gender Based Violence | **Objective 1** Provide an environment that is supportive of education and safe from violence and insecurity; | Increased number of schools with reduced incidents of rape and other forms of SGBV. | a. Sensitise staff and learners in educational institution on the warning signs and early detection of SGBV and its prevention;  
   b. Establish safe, accessible gender responsive reporting processes, emergency response and monitoring mechanisms on SGBV for staff and students in schools;  
   c. Promote safe learner-centred environment in all educational institutions  
   d. Enforce code of conduct for personal and group behaviour in schools to prevent SGBV for pupils/students, staff, PLWD and other vulnerable groups; | Sensitization of staff and learners in school and communities against sexual harassment, SGBV/SEA  
   Raise Champions against SGBV  
   Simulate safe learner-centred environment as examples to be copied  
   Develop and implement plan for safe learner-centred environment | Number of teachers trained  
   Number of survivors/vulnerable people reached/trained/serviced  
   Manual/Report of training produced | Annually | Federal Ministries of Education, Health, Science and Technology, School-based Management Committee (SBMC), School Authorities, PTA, NUT, Governing Council, Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners Organized Private sector |
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<td><strong>Objective 2</strong></td>
<td>Provide information and access to it, on the different forms of SGBV to staff and students of all educational institutions;</td>
<td>Institutionalized gender responsive prevention measures to check SGBV;</td>
<td>a. Develop gender based training manuals for capacity strengthening of staff and students on SGBV; b. Map out sites of SGBV for recognition by staff and learners using GMIS; c. Sensitise staff and learners in educational institution on the warning signs and early detection of SGBV and its prevention; d. Establish safe, accessible gender responsive reporting processes, emergency response and monitoring mechanisms on SGBV for staff and students in schools; e. Enforce code of conduct for personal and group behaviour in schools to prevent SGBV for pupils/students, staff, PLWD and other vulnerable groups.</td>
<td>Develop Training Manual on SGBV Conduct capacity strengthening workshops for teachers on SGBV Map out sites of SGBV around the school Early warning signs of SGBV published and posted on billboards and websites Establishment of emergency response and monitoring mechanisms structures Produce code of conduct cards for staff and students in all schools Provision of psychosocial support for both victims and perpetrators Conduct mental health examinations annually</td>
<td>Training Manual developed Capacity Strengthening workshops conducted SGBV sites mapped Staff and students sensitised on warning signs, early detection of SGBV and how to prevent occurrence Emergency response and monitoring mechanisms instituted Code of conduct for personal and group behaviour produced and enforced Psycho social support provided Mental health examinations conducted</td>
<td>Annually</td>
<td>Federal Ministries of Education, Health, Science and Technology, Media houses School-based Management Committee (SBMC), School Authorities, Principal, PTA, NUT, Governing Council, Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners</td>
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| **Objective 3**  
Identify SGBV as human rights violation of women and men, boys and girls in schools and a development issue. | a. Increased advocacy against gender-based violence which inhibits women and men’s ability to enjoy educational rights and freedoms; | b. Advocate against sexual harassment, SGBV/SEA and criminalise it irrespective of the parties involved; |
|   | c. Collect sex-disaggregated data on survivors of SGBV; | d. Provide Legal protection for SGBV survivors; |
|   | e. Advocate for the domestication and implementation of the CRA and the VAPP Act; | f. Form strategic linkages and build partnerships across ministries, Department and Agencies, NGOs and with international partners on SGBV; |
|   | g. Ensure gender responsive psychosocial support services for survivors and perpetrators of SGBV; | h. Institutionalise Monitoring, Evaluation and tracking systems for SGBV; |

Ensure gender responsive psychosocial support services for survivors and perpetrators of SGBV;

Institutionalise Monitoring, Evaluation and tracking systems for SGBV;

Conduct periodic check of mental health status of staff and learners;

Moot Court sessions on the trial and sentencing of SGBV offenders to serve as deterrent to others;

Push for the domestication of the CRA and VAPP Act;

Legal Aid Council and schools in partnerships for justice;

CRA and VAPP Act domesticated;

Quarterly

Federal Ministries of Education, Health, Science and Technology, Legal Aid Council, FIDA, Legal Aid Council, Principal, Head Teacher, School-based Management Committee (SBMC), PTA, NUT, Governing Council, Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners, Care Givers.
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| Gender in Education, Information and Communication Technologies (ICTs) | **Objective 1**  
Increase gender responsive and equitable access to quality education, and enhance efficiency in the delivery of education at all levels through ICT and blended learning | Enhanced productivity of Education managers, girls and boys, men and women through ICT knowledge and skills | Mainstream gender in ICTs in the delivery of education and other capacity building programmes at all levels | Conduct advocacy for gender in ICT at all levels  
Enrolment/Subscription drive for targetted groups  
Carry out curriculum review and mainstream gender in ICT.  
Conduct ToT and carry out stepdown training on how to mainstream gender into ICT curriculum  
Adopt intervention programmes to improve ICT knowledge -base across all institutions and centers  
Adopt and implement blended learning strategies (online and face to face) in all learning activities | Report of Advocacies carried out  
Enrolment drive conducted  
ICT Curriculum reviewed and mainstreamed  
No of ToTs and stepdown trainings conducted  
ICT Knowledge base created  
Blended learning strategies adopted and implemented with fidelity | 2021-2025 | Federal Ministries of Education, Health, Science and Technology, NITDA, NCC, Media Houses NERDC  
School-based Management Committee (SBMC), Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners  
Development Partners GSM/IS Providers |
| | **Objective 2**  
Advocate for gender responsive implementation of the National Policy on Information and Communication Technologies (ICTs) in education and its implementation guidelines | More educational institutions at all levels equipped with necessary ICT equipment and facilities that are gender responsive | Make gender friendly ICT infrastructure a benchmark for all schools and education institutions | Provide ICT Centres and necessary infrastructure  
Procure hardware and software based on the guidelines and standard specified in the ICT Policy in Education  
Conduct ToT for teachers on the use of ICT for gender responsive teaching and learning  
Establish GMISat all levels of education | ICT Centers and infrastructure provided  
Hardware and software procured  
Number of TOTs conducted  
Teachers trained to reflect blended training in classroom teaching  
GMIS operational and data of teachers disaggregated | Every commencement of the School year | Federal Ministries of Education, Science and Technology, NCC, NOTAP, NITDA, SUBEB  
School-based Management Committee (SBMC), Development Partners  
Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners  
Nigerian Publishers Association  
Nigerian Copyright Commission |
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<td>Gender in Health, and Education</td>
<td><strong>Objective 1</strong>&lt;br&gt;Develop a gender responsive policy to mitigate health challenges as they intersect with educational issues</td>
<td>More educational institutions that have mainstreamed gender into health concerns, and generated data for the control of the spread or resurgence of SGBV, diseases, epidemics and pandemics by 2025</td>
<td>Establish in all educational institutions, gender sensitive local advocacy mechanisms for the control of stigma and discrimination against survivors of SGBV and sufferers of diseases</td>
<td>Review existing Health policies for gender responsiveness and develop one where there is none&lt;br&gt;Develop emergency preparedness framework and set up committees on rapid response to emerging health concerns&lt;br&gt;Monitor for implementation of policy and framework</td>
<td>Health policies reviewed&lt;br&gt;New health policies developed&lt;br&gt;Emergency preparedness framework set up/available&lt;br&gt;Rapid Response Committee in place&lt;br&gt;Monitoring Report</td>
<td>2022</td>
<td>FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA</td>
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<td><strong>Objective 2</strong>&lt;br&gt;Provide access to gender friendly healthcare services at all levels of education in line with SDG 3</td>
<td>Increased, continuous and sustained advocacy for proactive gender responsive public procurement for health infrastructure at all levels of education</td>
<td>Update health care centres at all institutions with gender friendly facilities and state-of-the-art infrastructure&lt;br&gt;Carry out gender responsive sensitization at all levels of education on sexual and reproductive health</td>
<td>Upgrade existing health care facilities for gender compliance and provide additional ones where none exist&lt;br&gt;Conduct advocacy on gender responsive sexual and health education&lt;br&gt;Disseminate gender responsive information on radio, TV, Social Media and stage drama on SGBV, Diseases, epidemics and pandemic prevention and control strategies&lt;br&gt;Train staff and students on health intervention and disease mitigation</td>
<td>Health care facilities and new ones established&lt;br&gt;No of advocacies conducted, reports and pictures&lt;br&gt;No of gender responsive information strategies disseminated&lt;br&gt;No of trainings conducted</td>
<td>2022</td>
<td>FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA</td>
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<td>Gender in Physical and Health Education</td>
<td><strong>Objective 1</strong> Develop Physical and Health Education strategies devoid of gender discrimination in all educational institutions</td>
<td>Increased number of educational institutions with infrastructural facilities that will enhance the effective implementation of PHE by 2025 More educational institutions with zero tolerance for sexual and gender-based violence by 2025</td>
<td>Provide infrastructure to facilitate the attainment of gender balanced positive character formation and development in all learners using physical and health education Improve gender management systems for data on the performances of learners and staff in PHE in decision making</td>
<td>Conduct Needs Assessment of existing facilities for gender compliance Upgrade and provide new ones where necessary Adopt and implement existing standard guidelines on PHE Conduct advocacy for review of National Sports Policy for gender sensitivity Set up Gender management Systems Train staff on GMS Gather and analyse data for decision making</td>
<td>Needs Assessment Report No of facilities upgraded No of new facilities established Standard guidelines on PHE in place National Sports Policy reviewed No of advocacy conducted GMS in place No of staff trained GMIS database established and functional</td>
<td>2021-2025</td>
<td>FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA</td>
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<td>Gender in Human Resource Management (HRM)</td>
<td><strong>Objective 1</strong> Develop Human Resource Management guidelines that promote gender responsiveness in all educational institutions</td>
<td>Reduced gender gap in participation and representation in all educational institutions</td>
<td>Advocate for gender responsive operations and employee management with regard to equitable job recruitment, postings, reward systems, promotion and disciplinary matters especially as they affect leadership positions</td>
<td>Review existing Civil Service Rules and Regulations on recruitment, posting, reward and disciplinary matters Conduct advocacy on gender responsive management Implement all extant guidelines with fidelity Ensure a functional GMS</td>
<td>Civil Service Guidelines reviewed and implemented Advocacy conducted All extant guidelines implemented Functional GMS in place</td>
<td>2021-2025</td>
<td>FME, FMH, FMWASD, FML, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, NUT, SAMEs, DPs, CSOs, Media Institutions, NOA</td>
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<td><strong>Objective 2</strong></td>
<td>Adopt a zero tolerance to workplace sexual abuse and Gender-Based Violence</td>
<td>Implement sexual harassment codes and gender policy to check workplace SGBV</td>
<td>Advocate for mechanisms that protect victims of harassment due to the sexualisation of the workplace, discriminatory performance management, over representation of any gender in low-paying jobs and services; (National Gender Policy)</td>
<td>Conduct advocacy on sexual harassment in the workplace</td>
<td>Advocacy conducted</td>
<td>2021-2025</td>
<td>FME, FMH, FMWASD, FML, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, NUT, SAMEs, DPs, CSOs, Media Institutions, NOA</td>
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| Special Needs       | **Objective 1**
Provide access to gender-friendly education for all Special Needs learners, in an inclusive setting | More institutions mainstreamed with gender equality and social inclusion educational opportunities for all Special Needs learners | Advocate for gender responsiveness in intervention measures for Special Needs learners | Enrolment drive to communities
Sensitise schools on inclusion policy
Ensure implementation of the inclusion policy
Create safe learning spaces | Enrolment drive conducted
Schools sensitised
Inclusion policy implemented
Safe learning spaces created | 2021-2025 | FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, NBTE, SAMEs, DPs, CSOs, Media Institutions, NOA |

| Special Needs       | **Objective 2**
Provide gender responsive consultations and services that address the challenges of Special Needs learners at all levels | Mainstreamed existing curricula to meet the learning requirements of different Special Needs learners | Build institutional capacity for gender-friendly special education on the use of requisite resources and other assistive technologies that would ensure easy access to quality education.
Provide gender sensitive guidance on policy implementation as regards Special Needs Education
Provide inclusive education services in gender integrated schools to learners with special needs together with normal learners, in age appropriate gender-sensitive general education classes directly supervised by general teachers without gender bias, or sexual harassment | Conduct Training for Management, Teaching and non-teaching staff on gender-friendly special education
Sensitisation on the implementation of the policy on Special Needs education
Create Professional Learning Communities for sustained interaction on the policy
Conduct advocacy to the communities and partners on Gifted and Talented children, other Special Needs children and other vulnerable Learners
Implement the infrastructural code for inclusion
Monitor effective integration of Special Needs services in schools
Implement with commitment all extant guidelines on incentives for Special Needs personnel | Trainings conducted
Sensitisations done
Professional Learning Communities established
Advocacies conducted
Infrastructural codes implemented
Monitoring Report Records of implementation | 2021-2025 | FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, NBTE, SAMEs, DPs, CSOs, Media Institutions, NOA |
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<td>Gender in Open and Distance Education</td>
<td><strong>Objective 1</strong>&lt;br&gt;Provide equal access to gender responsive quality education and opportunities through open and distance learning</td>
<td>Improved awareness of positive gender norms and practices in gender sensitive open and distance education</td>
<td>Sensitize women and men to utilize open and distance education to facilitate job mobility</td>
<td>Conduct sensitisation to communities, MDAs, Institutions and Correctional Centers on ODE</td>
<td>Identify and publish existing ODE opportunities</td>
<td>2021-2025</td>
<td>FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NOUN, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA</td>
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<td>Identify and disseminate acceptable gender norms and practices in gender sensitive open and distance education</td>
<td>Conduct ToT and stepdown training on positive gender norms and mainstream gender on ODE</td>
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<td><strong>Objective 2</strong>&lt;br&gt;Promote the use of blended learning in the school curricula at all levels</td>
<td>Increased gender parity in access to quality Open and Distance education</td>
<td>Collaborate with development partners to facilitate a seamless delivery of gender sensitive open and distance learning</td>
<td>Identify and dialogue with development partners for collaboration</td>
<td>MoU with Development partners signed</td>
<td>2021- 2025</td>
<td>FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NOUN, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA</td>
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<td>Strengthen blended learning</td>
<td>Harmonise linkage intervention programmes with development partners</td>
<td>No of intervention programmes harmonised</td>
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<td>Implement the harmonised intervention programmes</td>
<td>Evidence of implementation</td>
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<td>Train facilitators on blended learning</td>
<td>No of facilitators trained</td>
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<td>Use blended learning for ODE</td>
<td>Evidence of implementation</td>
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<td>Upgrade and procure digital equipment and other infrastructure for ODE</td>
<td>Types of technology upgraded and procured</td>
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<td><strong>Objective 1</strong>&lt;br&gt;Resource Mobilization, Allocation and Sustainability&lt;br&gt;<strong>Mobilize substantial resources; particularly the much-needed funds, for effective and comprehensive implementation of the policy</strong></td>
<td>A dedicated percentage of annual budgetary allocation by each level of government for mainstreeming of gender into the education sectors</td>
<td>Sustained advocacy on the need to provide budget lines by the three tiers of government for the funding of gender programmes at all levels of the educational sector</td>
<td>Conduct advocacy visits to NA and SHA to provide a budget line for gender in education&lt;br&gt;Collaborate with development partners to fill the budget gaps</td>
<td>No of advocacy visits&lt;br&gt;Budget line for gender provided&lt;br&gt;Development partners engaged</td>
<td>2021-2025</td>
<td>FME, FMH, FMF, FMWASD, UBEC, OAG, Treasury Department, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA</td>
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<td><strong>Objective 2</strong>&lt;br&gt;Ensure accountability and equitability in the allocation and distribution of resources in policy implementation</td>
<td>Consistent inclusion of gender targeted funds in the guideline for quarterly releases of appropriated funds.&lt;br&gt;Strengthened partnership between government agencies, development partners, Civil Society Organisations (CSOs), communities etc. in funding gender programmes in the education sector</td>
<td>Build the capacity of agencies and departments in the education sector to produce and use gender responsive expenditure frameworks in the management of funds.&lt;br&gt;Ensure strict compliance with the Fiscal Responsibility Act 2007 in the allocation and management of gender-targeted funds.&lt;br&gt;Sensitize agencies and departments in the education sector on the need to request for gender-targeted funds on quarterly basis.&lt;br&gt;Build capacity on participatory budgeting for government agencies and departments to sustain gender-targeted resource mobilization.</td>
<td>Train budget officers in MDAs&lt;br&gt;Conduct regular audits&lt;br&gt;Conduct continued sensitisation for all MDA staff&lt;br&gt;Conduct inter-agency training on participatory budgeting to sustain gender targeted resource mobilization</td>
<td>Bo of budget officers trained&lt;br&gt;Regular audits conducted&lt;br&gt;Regular sensitisations conducted&lt;br&gt;Reports of inter-agency training</td>
<td>2021-2025</td>
<td>FME, FMH, FMF, FMWASD, UBEC, OAG, Treasury Department, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA</td>
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