



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 nay 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.



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

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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 Bintu Abdulkadir

Director, Basic and Secondary Education

Acronyms

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

Glossary of Term

Gender	Socially and culturally constructed roles, relationships, responsibilities, attributed to men and women, boys and girls in a given society.
Gender analysis	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.
Gender awareness	Recognizing the diverse life experiences, aspirations, and achievements of boys and girls, women and men.
Gender-Based Violence	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.
Gender blind	Non-recognition of differences in opportunities and resource allocation for women and men, boys and girls, which often reinforces gender- based discrimination.
Gender discrimination	The unfair and unequal treatment of a person solely on the grounds of a person's sex.
Gender equality	The ability of men and women, boys and girls to have equal opportunities to achieve their potentials.
Gender equity	Fairness and justice in the distribution of resources, benefits, roles, responsibilities and opportunities between men and women, boys and girls.
Gender gap	Disparity between girls and boys, women and men, across economic, socio-political, cultural or intellectual spheres.
Gender in education	A focus on the impact that certain sociocultural constructs, beliefs and attitudes have on access, retention, transition and completion at all levels of education.
Gender indicators	Standards of assessment of progress, or any change over a period of time for gender equality.
Gender issues	Adverse areas and factors of gender inequality and inequity that are of concern to boys and girls, women and men.
Gender mainstreaming	Conscious strategy to integrate gender issues, concerns and experiences into the educational policy process.
Gender Management System	Structures and frameworks established to manage gender issues and their manifestations in society.
Gender neutral	Policies, plans, language, action, social institutions and structures devoid of a link to any of the genders.
Gender policy	The deliberate commitments to plan, formulate, and implement practices that promote gender equality and development.

Gender research	Studies that examine the impact of gender differentiation on power relations, resources, roles and responsibilities as they affect development.
Gender responsive	The conscious effort towards creating an environment that addresses gender inequalities and inequities.
Gender sensitive budget	Mobilizing, allocating and sustaining resources to bridge gender-gaps and ensure equality.
Gender sensitivity	Awareness of the effects of gender norms, roles, and relations on life, policy, and programmes.
Gender stereotyping	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.
Gender training	Manpower development, and intellectual capacity building within gender equality paradigms.

Section One

01

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

1 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)

4 LEGAL AND POLICY FRAMEWORK

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:

1. The 1999 Constitution of The Federal Republic of Nigeria (As amended)
2. National Policy on Education (2013)
3. National Gender Policy (2006)
4. Sustainable Development Goals (2015).
5. The Compulsory, Free, Universal Basic Education Act, 2004 and other Related Matters (2005).
6. The Child Rights Act (2003)
7. National Personnel Audit (NPA) Report on Public and Private Basic Education Schools in Nigeria. UBEC (2018)
8. National Policy on Inclusive Education in Nigeria. FME (2016)
9. National Policy on Special Needs Education in Nigeria (FME, 2015)
10. Strategic Plan of Action for the Implementation of the Almajiri Education Programme. UBEC (2011).
11. Policy Guidelines for Mass Literacy, Adult & Non-Formal Education in Nigeria. (NMEC, 2017)
12. Violence Against Persons Prohibition Act (2015)
13. Education for Change: A Ministerial Strategic Plan 2018-2022 (FME, 2018)

Section Two

02

- 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 in to 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;
- e. Sustained collaboration with stakeholders for gender friendly public – private partnership for an inclusive primary education; and
- f. 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 FGN;
 - 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.

6 MASS LITERACY, ADULT AND NON-FORMAL EDUCATION

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

- l. 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

03

- 9. EMERGING ISSUES
- 10. CROSS CUTTING ISSUES

9 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 bench mark for all schools and education institutions;
- c. Train teachers and instructors in the use of on line and off line 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;
- e. 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 work place 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

04

- 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.
- d. Ensure strict compliance with the Fiscal Responsibility Act 2007 in the allocation and management of gender-targeted funds.
- 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

05

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.

13.2

Major Elements of Nigerian Gender Management System in Education	
Enabling Environment	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Gender analysis and mainstreaming skills • Gender training and education Management Information System • Performance appraisal system

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;

Federal Government

- Minister of Education
- Permanent Secretary of Education
- Chairs, House committee on gender
- Relevant Directors in education and allied ministries
- Representatives of relevant CSOs
- Traditional rulers/community leaders
- Religious leaders
- Representative of Educational Institutions
- Development partners
- Media

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

06

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.

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NPGE IMPLEMENTATION FRAMEWORK (2021-2031)

Mandate	Policy objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible persons/agencies
ECCDE	Objective 1 <i>Prepare the child for gender friendly primary level of education and effect a smooth transition from the home to the school</i>	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	Sensitize the public on the need to promote gender responsive education at all levels	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	Increased awareness and increased enrolment Report of activities	May to August (Annually)	Social mobilization Officers, NOA, LGEAS, CSOs, SBMC, High level women Advocates (HILWA), SUBEB, Development partners Federal Ministry of Education
			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	i. Develop State Education Sector Strategic Plan ii. Regularly Review of Minimum Standard for compliance & adoption iii. Institute the gender management system (GMS) for ECCDE	The state has and is implementing an existing education sector plan Report of Review Gender management System in place	2023/2024	SMEs, SUBEB, LGEAs, CSOs, Development partners
		Free and equitable access to quality gender friendly ECCDE and compulsory Pre-Primary education to learners by 2025	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	i. Sensitize communities for gender responsive Social-Corporate Responsibility (SCR) ii. Re-introduce Adopt- a-School Initiative	More communities engaged in SCR Number of schools adopted	2021-2025	Social mobilization Officers, NOA, LGEAS, CSOs, SBMC, High level women Advocates (HILWA), SUBEB, Development partners

			Develop, disseminate and constantly review inclusive, gender responsive curriculum materials on ECCDE and pre-primary education for nation-wide implementation by 2025	<ul style="list-style-type: none"> i. Review existing curriculum materials on ECCDE for gender responsiveness ii. Develop relevant and appropriate curriculum materials iii. Distribute to all centres for utilization 	<p>Review Reports</p> <p>Relevant and appropriate material developed</p> <p>Number of developed materials distributed</p>	2022	<p>Directorate of Planning, Research and Statistics (DPRS),</p> <p>Directorate of School Services,</p> <p>CSOs,</p> <p>NOA,</p>
	<p>Objective 2</p> <p><i>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</i></p>	Increased number of gender responsive capacity building, mandatory in-service professional development and functional gender training for pre-primary teachers and care-givers	Build capacity of teachers and mainstream gender into teacher's professional Development Programmes for ECCDE/ Pre-Primary education by 2025	<ul style="list-style-type: none"> i. Train the Trainers on Mainstreaming Gender in ECCDE/Pre-Primary Education ii. Conduct Training Workshops for all teachers on ECCDE/Pre-Primary Education 	<p>Number of ToTs conducted</p> <p>Number of Trainers trained</p> <p>Report of Activities</p>	Annually	<p>UBEC, FMOE, SMOE, SUBEB, NGOs, All Institute of Education and</p> <p>NTIs</p> <p>Private sectors</p>
			Promote gender inclusive agency for the teachers, other staff and children on negotiation skills, empowerment and self-affirmation strategies	<ul style="list-style-type: none"> 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 	<p>Number of trainings conducted</p> <p>Number of skits</p>	2021 -2025	<p>NOA, SUBEB, Federal Ministry of Information and Culture,</p> <p>School-based Management Committee (SBMC), Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners</p>

			Mainstream gender-oriented programmes into the Teachers' Professional Development using practical demonstration and play-making methods to address gender blindness	<ul style="list-style-type: none"> i. Review all teachers' professional training materials for gender responsiveness ii. Infuse gender concerns teachers' professional training materials iii. Conduct Training of Trainer (ToT) and step-down training using the reviewed materials iv. Conduct Capacity strengthening activities such as talk shows, experience sharing and book writings 	<ul style="list-style-type: none"> Number of trainings conducted Number of Teachers trained Number of Certificate of attendance Issued Number Talk shows produced and Skits performed Number of Essays and books published 	2021 -2025	<ul style="list-style-type: none"> 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
			Sensitize Nigerian publishers to produce gender responsive learning materials e.g. textbooks, supplementary readers and others devoid of gender stereotypes by 2025	<ul style="list-style-type: none"> i. Dialogue with Nigerian publishers on producing gender responsive learning materials 	<ul style="list-style-type: none"> Number of sensitization workshops Number of publishers trained Number of publishing houses sensitized 	Annually	<ul style="list-style-type: none"> 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

			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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 Available funds for the production of gender responsive local toys	Annually	Federal and State Ministry of Educations, Manufacturers Association of Nigeria, Standards Organization of Nigeria Fashion Designers Association of Nigeria, Federal Ministry of Science and Technology, Federal Ministry of Women Affairs, Nigerian Copy Right Commission, NOA, SUBEB, LGEAs, National Publishers Association, REPRONIG, Nigerian Book sellers Association

			Generate gender disaggregated data for the purpose of planning, research, resource mobilization, allocation, utilization and sustainability	<ul style="list-style-type: none"> 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 	<p>Number of training workshops conducted</p> <p>List of trainees</p> <p>And certificate of attendance</p> <p>Training materials produced</p> <p>Report of training activity</p>	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	<ul style="list-style-type: none"> 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 strategies for implementation 	<ul style="list-style-type: none"> i. Cohort of gender researchers trained ii. Research conducted and disseminated iii. Funding for gender research provided iv. Feedback and reporting mechanism reviewed v. New implementation strategies adopted 	Quarterly	Presidency, Federal Ministry of Finance, NERDC, Authors and Researchers, TETFund, SMOEs, LGEAS, Teachers Publishers and printing houses, SUBEB

			Promote gender inclusive resource mobilization, allocation, utilization, sustainability and tracking	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> i. Budget line for gender included in state appropriation bill ii. Funding for gender activities increased iii. % of budget released and expended iv. Number of interventions through partnership v. Monitoring and Tracking system available vi. Audit Report vii. Number of financial reports monitored viii. Monitoring Report 	Quarterly	Federal and State Ministry of Education, SUBEB, Federal School-based Management Committee (SBMC), Traditional Leaders, CSOs, LGEAs, Development Partners, National Council for Arts and Culture, SLEA
	<p>Objective 3 <i>Provide conscious and adequate gender responsive care, supervision, mentorship, and security for children while their parents are at work</i></p>	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	<ul style="list-style-type: none"> i. Train the ECCDE teachers and other staff on Emergency preparedness ii. Establish muster points and emergency escape routes where they don't exist iii. Construct fences where they don't exist iv. Form partnerships with security agents v. Engage both male and female security personnel vi. Provide biometric Identity cards for students, staff, and parents vii. Provide safety equipment like fire extinguishers and fire buckets 	<ul style="list-style-type: none"> i. Number of training conducted and evaluated ii. Establish muster points and emergency escape routes established 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.

Mandate	Policy objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible persons/agencies
	Objective 4 <i>Inculcate social, cultural, moral norms and values to strengthen positive gender relations</i>	Improved disposition, attitudes, social expectations and life skills to strengthen positive gender relations	Train teachers to adopt strategies that teach socio cultural values, norms and life skills	<ul style="list-style-type: none"> i. Train teachers on disposition, self-evaluation and reflective practice ii. Conduct orientation sessions on cultural values and ethics of behaviour iii. Invite male and female role models to address the school community (e.g. traditional, religious and community leaders, etc.) 	<ul style="list-style-type: none"> i.Number of trainings conducted and teachers trained ii.Number of orientation sessions conducted iii.Number of role models invited 	Annually	UBEC, SUBEB, FMOE, SMOE, Private institutions Etc.
	Objective 5 <i>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</i>	Improved disposition, attitudes, social expectations and life skills to strengthen positive gender relations	Train teachers to adopt strategies that teach socio cultural values, norms and life skills	<ul style="list-style-type: none"> i. Adoption of role plays and games as teaching methods 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 iii. Utilize technology to facilitate blended learning 	<ul style="list-style-type: none"> i.Role plays and games adopted as teaching methods ii.Number of teachers trained and supported iii.Types of technologies enabled to facilitate the training 	Annually	UBEC, SUBEB, FMOE, SMOE, Private institutions Etc.

Mandate	Policy objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible persons/agencies
Primary Education	Objective 1 <i>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</i>	Increased no of children with high level of literacy,	Set, monitor and constantly review minimum standards for gender based primary education	<ul style="list-style-type: none"> i. Develop State Education Sector Strategic Plan ii. Conduct quarterly monitoring of the level of implementation of the sector plan iii. Conduct Regular Review of Minimum Standard for compliance & adoption iv. Institute and implement the Gender Management System (GMS) for Primary education 	<ul style="list-style-type: none"> i.The state has and is implementing an existing education sector plan ii.Monitoring Report iii.Review Report iv.Established GMS 	Annually	UBEC, SUBEB, FMOE, SMOE, Private institutions Etc.
		<p>Sustained collaboration with stakeholders for gender friendly public – private partnership for an inclusive primary education</p> <p>Standardized free, compulsory, equitable, accessible, quality and inclusive gender friendly primary education</p>	Advocate, sensitize and mobilize community and private efforts to promote gender friendly primary education	<ul style="list-style-type: none"> i. Conduct enrolment drive campaign, community mobilization and town hall meetings ii. Conduct girls/boys go to school; Back to school and stay in school (GBBS) Campaign 	<ul style="list-style-type: none"> i.Sensitisation campaigns conducted ii.GBBS campaigns conducted 		
			Develop, disseminate and constantly review inclusive, gender responsive curriculum materials on primary education for nation-wide implementation by 2025	<ul style="list-style-type: none"> i. Review existing curriculum materials on primary for gender responsiveness ii. Develop relevant and appropriate curriculum materials iii. Distribute to all centres for utilization 	<ul style="list-style-type: none"> i.Review Reports ii.Relevant and appropriate material developed iii.Number of developed materials distributed 	2022	<p>Directorate of Planning, Research and Statistics (DPRS),</p> <p>Directorate of School Services,</p> <p>CSOs,</p> <p>NOA,</p>

			Sensitize Nigerian publishers to produce gender responsive learning materials e.g. textbooks, supplementary readers and others devoid of gender stereotypes by 2025	<ul style="list-style-type: none"> i. Dialogue with Nigerian publishers on producing gender responsive learning materials ii. Conduct of sensitization workshops on Publishing of gender responsive learning materials for Nigerian publishers and book sellers iii. Distribute gender responsive learning materials to all centres for utilization 	<ul style="list-style-type: none"> i.Number of sensitization workshops held with publishers ii.Number of publishing houses sensitised and publishers trained iii.Number of gender responsive learning materials distributed 	Annually	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
			Build gender responsive capacity of and training for primary school teachers to encourage gender transformation	<ul style="list-style-type: none"> i.Train the Trainers on Mainstreaming Gender in Primary Education. ii. Conduct Training Workshops for all teachers of Primary Education for gender transformation 	<ul style="list-style-type: none"> i.No of ToTs conducted ii.No of workshops conducted iii.Report of Workshops conducted 	2021-2025	
			Generate gender disaggregated data on staff and learners for the purpose of planning, research, resource mobilization, allocation and utilization	<ul style="list-style-type: none"> i. Establish a central GMIS at Federal and State Levels ii. Establish EMIS Nodes in all schools iii. Conduct Training workshops on Primary GMS/GMIS for planning, research, resource mobilization, allocation, utilization and sustainability for teachers and other staff iv. Conduct training on gender disaggregated data and GMS/GMIS for enumerators and other researchers 	<ul style="list-style-type: none"> i. Central GMIS established ii. EMIS Nodes established in schools iii. Number of training workshops conducted iv. Workshop Report v. Report of training activity 	2021-2025	
			Develop a strong reporting feedback mechanism for a seamless gender responsive administration of primary education	<ul style="list-style-type: none"> i. Review existing feedback and reporting mechanism ii. Adopt new strategies for implementation 	<ul style="list-style-type: none"> i. Existing feedback and reporting mechanism reviewed ii. New implementation strategies adopted 	2021-2025	

			Develop and promote gender responsive curriculum for teacher education oriented towards practical demonstrations, and presentations by 2025	<ul style="list-style-type: none"> i. Review existing curriculum materials on primary for gender responsiveness ii. Develop relevant and appropriate curriculum materials for practical demonstrations iii. Distribute to all centres for promotion and utilization 	<ul style="list-style-type: none"> Review Reports ii.Relevant and appropriate material developed iii.Number of developed materials distributed 	2021-2025	
			Promote the use of gender friendly Information and Communication Technology (ICT) in teaching and learning	<ul style="list-style-type: none"> . 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 	<ul style="list-style-type: none"> i.Number of teachers and instructors trained on the use of ICT for lesson delivery. ii.Availability of functional ICT infrastructure iii.Teachers and instructors possessing ICT equipments 		
			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				
	Objective 2 <i>Lay a solid foundation for scientific, critical and reflective thinking devoid of unequal gender relations</i>	Improved gender responsive structures for scientific, critical, and reflective thinking in the administration of Primary schools	Create gender focused agency and gender responsive machinery for primary school teachers and learners on negotiation skills, empowerment and self-affirmation strategies	<ul style="list-style-type: none"> i. Conduct capacity building workshops on negotiation skills, empowerment and self-affirmation strategies for teachers and other staff Engage children in role plays that promote gender inclusive agency 	<ul style="list-style-type: none"> i.Number of workshops conducted ii.Adoption of skills by teachers and staff iii.Number of skits 	2021-2025	
	Objective 3 <i>Promote healthy gender relations amongst pupils within and outside the school</i>	Improved gender relation among pupils within and outside the school	Create gender focused counselling, communicative, management skills and strategies for teachers and learners in primary education by 2025	<ul style="list-style-type: none"> i.Conduct capacity building workshops on counselling, communicative, management skills and strategies for teachers and learners in primary education 	<ul style="list-style-type: none"> i.Number of workshops conducted ii.Adoption of skills by teachers and staff 	2021-2025	

Mandate	Policy objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible persons/agencies
	Objective 4 <i>Develop in pupils the ability to adapt to the changing environment to overcome gender stereotyping</i>	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	

Mandate	Policy objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible persons/agencies
Junior Secondary School	Objective 1 <i>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</i>	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

			Build positive and supportive learning environment to enhance gender needs in enrolment, performance, transition, retention, re-entry and completion	<ul style="list-style-type: none"> 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 	<p>Number of teachers, students and vulnerable persons supported</p> <p>Number of teachers and students trained</p> <p>Counseling clinics set up, and number of beneficiaries</p>	2021 - 2024	FME, SMOEs, UBEB, SUBEBs, LGEAs, ERCs Communities, Philanthropists, DPs, CSOs
			Provide gender friendly school infrastructure and facilities especially laboratories, kitchens, and other equipment as well as WASH and security facilities	<ul style="list-style-type: none"> 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 	<p>Number of facilities upgraded</p> <p>Number of additional facilities established</p> <p>Number of technical personnel trained</p>	2021 – 2024	FME, SMOEs, UBEB, SUBEBs, LGEAs, Communities, Philanthropists, DPs, CSOs
			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	<ul style="list-style-type: none"> i. Conduct needs assessment ii. Recruit and post teachers equitably iii. Conduct orientation for teachers on gender responsiveness. 	<p>Report of needs assessment</p> <p>Parity in the recruitment and deployment of teachers</p> <p>Reports of orientation conducted</p>	2021 - 2022	FME, SMOEs, UBEB, SUBEBs, NUT, DPs, CSOs, SBMC, LGEAs and Community Leaders
			Advocate for the effective implementation of the new Teachers' Salary Structure and welfare policy instituted and approved by the FGN	<ul style="list-style-type: none"> i. Pay advocacy visits to relevant ministries and parastatals ii. Monitor the implementation 	<p>Number of advocacy visits</p> <p>Implementation reports</p> <p>Satisfaction survey</p>	Annually	UBEB, SUBEB, SMOEs, Min. of Women Affairs, LGEAs, CSOs

			Coordinate stakeholder's participation at all levels in the provision and promotion of gender responsive education	i. Dialogue with stakeholders through forum and town hall meetings	Number of dialogues held Report of stakeholder's meetings Policy briefs presented at the forum	Ongoing	FME, SMOEs, UBEB, SUBEBs, NTI, Institutes of Education, DPs, CSOs
	Objective 2 <i>Provide JSS students with diverse basic knowledge and skills for entrepreneurship and educational advancement that promote gender equality</i>	Gender responsive Junior Secondary School curriculum that inculcates functional knowledge, skills and values for life and the smooth transition into Senior Secondary	Review and mainstream gender into junior secondary school curriculum including emphasis on the acquisition of appropriate life skills in all programmes	i. Conduct train the trainers for teachers on mainstreaming gender into JSS teaching and learning materials ii. Mainstream gender into JSS teaching and learning materials iii. Review JSS curricula to integrate gender concerns and life skills iv. Strengthen existing gender responsive life skills and entrepreneurship clubs, and establish new ones where necessary	Number of train the trainers conducted Gender responsive JSS teaching and learning materials Evidence of curricula review Functional life skills and entrepreneur clubs	Annually Annually 2022 Annually	FME, SMOEs, UBEB, SUBEBs, NTI, Institutes of Education, DPs, CSOs NERDC, FME, SMOEs, UBEB, SUBEBs, NTI, Institutes of Education, DPs, CSOs FME and NERDC
			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	i. Train teachers on gender issues ii. Procure instructional and learning materials that are gender responsive iii. Remodel facilities to be gender responsive	Number of trainings conducted Number of Instructional and learning materials procured Number of facilities remodeled to be gender responsive	Annually	FME, SMOEs, UBEB, SUBEBs, NTI, Institutes of Education, DPs, CSOs

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
	Objective 3 <i>Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities without gender bias or stereotype</i>	Strengthened gender responsive governance and administrative structures in schools by 2025	Promote gender sensitive guidance and counselling, personal development and mentorship to all learners				
		Improved modalities for stakeholder participation with regard to gender equity	Support gender responsive value reorientation through Guidance and Counselling, provision of psycho-social support, as well as training in life skills by 2025				
		Increased number of students that participate in school governance without gender bias or stereotype					
	Objective 4 <i>Bridge the gender gap in science education, Science Technology Engineering and Mathematics (STEM) and the use of ICTs in education for all learners</i>	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	<ul style="list-style-type: none"> 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 and 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, UBEB, SUBEBs, CSOs, Community and Religious Leaders

			Introduce incentives that will motivate teachers and students to participate in STEM and ICT programmes	<ul style="list-style-type: none"> i. Scholarships ii. Exchange programmes and field trips iii. Subsidise data for schools and students 	<ul style="list-style-type: none"> Number of beneficiaries of STEM scholarship Number of exchange programmes available Number of beneficiaries across gender lines Number of schools, staff and students benefitting from data subsidy. 		GSM companies
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Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Mass Literacy, Adult and Non-Formal Education	Objective 1 <i>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</i>	Achieve gender parity in enrolment, performance, retention, re-entry and completion by 2025	Review and mainstream gender into mass literacy, adult and non-formal education curricula	<ul style="list-style-type: none"> 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 the Facilitators and Instructors 	<ul style="list-style-type: none"> Instructional materials reviewed No of Instructional materials developed No of curriculum materials that have received the Instructional materials No of ToTs conducted 		FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, DPs, CSOs,
		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	Implement gender sensitive promotional activities to popularize mass literacy, adult and non-formal education to motivate increase in learners' enrolment by 2030	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Attendance activity Report and pictures No of Centres renovated and additional Centres established No of adult learners enrolled 		FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,

		Increased stakeholders' participation in mass literacy, adult and non-formal education, especially in science, ICT, technical and vocational based skills	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	<ul style="list-style-type: none"> i Procurement of Learning Materials ii Conduct training on Life skills iii. Organise Town Hall meetings iv. Organise Graduation ceremonies 	<ul style="list-style-type: none"> No of trainings conducted No of learning materials procured No of Life Skills Trainings No of Town Hall meetings conducted No of students 		FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,
		Improved funding for programme implementation, monitoring and evaluation	Build capacity of facilitators and managers of mass literacy, adult and non-formal education institutions on the delivery of gender responsive programmes	i. Conduct a ToT on gender responsiveness for the the Facilitators and Instructors	No of ToTs conducted		FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,
			Provide gender focused quality education to vulnerable learners in conflict areas and emergency situations	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	No of Mass Literacy centres renovated/established in conflict areas		FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,
			Advocate for gender responsive Quality Assurance, Centre Based Management Committees (CBMCs), and Parent Teacher Associations (PTAs)	i. Conduct advocacy visits to CBMCs, PTAs, Community leaders,	No of advocacy visits conducted		FME, UBEC, NMEC, SMOEs, SUBEBs, SAMEs, Community stakeholders,
			Make provision for adequate funding of programme implementation, monitoring and evaluation	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	Budget line created		FME, FMF, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic,

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
	<p>Objective 2 <i>Provide continuous gender responsive in-service, vocational and professional training for different categories of workers and professionals in order to regularly improve their skills</i></p>	<p>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</p>	<p>Support in-service and pre-service training for facilitators and instructors in gender responsive teaching and learning methodologies</p>	<p>i. Review teaching and learning materials and methodologies for gender responsiveness ii. Conduct ToT and Step-down training using the reviewed materials iii. Conduct capacity strengthening activities like Talk shows and Experience sharing</p>	<p>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</p>		<p>FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, DPs, CSOs,</p>
	<p>Objective 3 <i>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</i></p>	<p>Gender friendly remedial and life-long education for youths and adults who did not complete secondary education</p>	<p>Collaborate with key stakeholders in the development of gender responsive skills, training and meaningful linkages with employers and community needs</p> <p>Advocate for affirmative action and infrastructure development for improved gender sensitive participation, achievement, performance retention in mass literacy, adult and non-formal education</p>	<p>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</p> <p>i. Upgrade existing technical and vocational centres and create new ones where needed taking into account gender equity ii. Conduct community sensitisation against harmful cultural norms and practices that hamper inclusiveness in learning iii. 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</p>	<p>No of dialogues held Report of Stakeholder’s meetings Policy Briefs presented at the Forum Effective linkage created between employers and community needs</p> <p>i.No of additional TVET and Mass Literacy Centres upgraded and new ones established ii. No of communities sensitized iii.Reports/pictures iv.Operational framework developed</p>		<p>FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, LGEAs</p>

			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	<ul style="list-style-type: none"> i. Engage philanthropists to support Centres and/or adopt a Centre ii. Upgrade existing infrastructural facilities and establish new ones where necessary iii. Upgrade existing security facilities for gender responsive Centres environment and procure additional security facilities where necessary iv. Upgrade, maintain and establish additional WASH facilities v. Train the technical personnel to effectively maintain the facilities 	<ul style="list-style-type: none"> No of philanthropists contacted No of Centres supported /adopted No of security facilities upgraded and procured No of WASH facilities upgraded, maintained, and established No of technical personnel trained 		FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, LGEAs,
			Advocate for the implementation of the Child Rights Act, and VAPP Act	<ul style="list-style-type: none"> 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 ii. States yet to domesticate the VAPP and CRA Acts, to initiate the process iii. Conduct ToT for Principals, G&C Teachers and teachers on VAPP and CRA Acts implementation 	<ul style="list-style-type: none"> No of advocacy visits conducted to each stakeholder VAPP and CRA Acts domesticated No of ToTs conducted on the VAPP and CRA Acts No of personnel trained 		FME, UBEC, NMEC, SMOE, SUBEB, SAME, Nomadic, DPs, CSOs,
			Establish more technical and vocational centres taking into account gender equity	i. Create additional gender friendly technical and vocational centres	i. Number of additional TVT Centers created	2021-2025	
			Sensitize communities against harmful cultural norms and practices that hamper inclusiveness in learning	<ul style="list-style-type: none"> i. Conduct community mapping ii. Conduct sensitisation programmes against harmful cultural norms and practices 	<ul style="list-style-type: none"> i. Communities mapped ii. Sensitisation programmes conducted 	2021-2025	

			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	i. Review existing guidelines on re-entry of out of school persons especially girls and young mothers ii. Develop operational guidelines to facilitate re-entry for girls and young mothers	i. Guidelines for re-entry reviewed ii. New operational guidelines developed		
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Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Post-Basic Education	Objective 1 <i>Provide holders of basic education certificate or its equivalent equal access to requisite academic and technical knowledge for higher education</i>	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 <i>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</i>	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

		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	<ul style="list-style-type: none"> 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 	<p>Number of sensitization meetings held</p> <p>Number of women and girls sponsored to study TVET and STEM subjects</p> <p>Number of curriculum compliant, gender responsive textbooks provided for TVET and STEM subjects</p>	2021 – 2024	FME, SMOEs, UBEB, 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	<ul style="list-style-type: none"> 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 	<p>Number of teachers and instructors trained on the use of ICT for lesson delivery.</p> <p>Availability of functional ICT infrastructure</p> <p>Teachers and instructors possessing laptop computers</p>	2021 – 2024	FME, SMOEs, UBEB, SUBEBs, LGEAs, SBMCs, Communities, Philanthropists, DPs, CSOs
	Objective 3 <i>Provide equal opportunity to all categories of learners for the acquisition of entrepreneurial, technical, and vocational skills for self-reliance, wealth creation and employment</i>	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, UBEB, 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	<ul style="list-style-type: none"> 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, UBEB, SUBEBs, LGEAs, SBMCs, Religious/Faith Based Organisations, Philanthropists, DPs, CSOs,

			Provide post-basic education learning environment that is inclusive and gender responsive to safety and security of students and staff	<p>i. Upgrade existing infrastructure in schools to be gender responsive to safety and security of students and staff</p> <p>ii. Construct additional new structures that are gender responsive to safety and security of students and staff</p>	<p>Number of infrastructure upgraded</p> <p>Number of additional new gender responsive structures constructed</p>	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	<p>i. Media (print, audio, visual, and social) sensitization campaigns</p> <p>ii. Faith and community based sensitization campaigns</p>	<p>Number of sensitization campaigns held in the media</p> <p>Number of faith/community based sensitization campaigns</p>	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	<p>i. Visits to key stakeholders and DPs to seek support</p> <p>ii. Memos to stakeholders and DPs</p>	<p>Number of stakeholders and DPs visited</p> <p>Copies of memos to stakeholders and DPs for support</p> <p>Reports of visits to DPs and stakeholders</p>	Annually	FME, SMOEs, UBEB, SUBEBs, LGEAs, SBMCs,
			Make provision for adequate funding of programme implementation, monitoring and evaluation	<p>i. Create budget line for monitoring and evaluation of programme implementation</p>	<p>Specific budgetary provision</p>	Annually	FME, SMOEs, UBEB, SUBEBs, LGEAs, SBMCs,

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
	Objective 4 <i>Provide diversified and flexible curriculum that meets the needs of all category of learners</i>	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 <i>Promote gender equity and parity in the delivery and management of Post-Basic education in Nigeria</i>	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,
			Make provision for a budget line to execute gender programmes and activities in post basic education aimed at increasing transition and completion rates	i. Conduct sustained advocacy to SHAs, and NASS for FCT on the need to make budgetary provisions for the execution of gender programmes	Reports of advocacy visits to SHAs or NASS Or Memos to the SHAs, and NASS for FCT	2021 – 2023	FME, SMOEs,
	Objective 6 <i>Provide opportunity for adolescent mothers in post-basic education to continue and complete education after delivery</i>	Reduced incidence of adolescent mothers in schools	Provide and strengthen psychosocial support, mentoring and counselling services to all post-basic education learners	i. Establish psychosocial support, mentoring and counselling 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 counselling services	Number of psychosocial support, mentoring and counseling units established or resuscitated Number of service providers engaged or trained	2021 – 2024	FME, SMOEs

		Increased opportunities to reintegrate adolescent mothers after delivery to complete their post-basic education	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	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 and 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, UBEB, SUBEBs, CSOs, Community and Religious Leaders
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Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Tertiary Education	Objective 1 <i>Mainstream and institutionalize gender equity and social justice concerns into all existing higher education laws, statutes and policies</i>	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 <ul style="list-style-type: none"> - NUC - NABTEC - NCCE - Committee of Vice Chancellors 	% of institutions that have gender-responsive laws, status and policies by 2025	2021 - 2022	Federal Ministry of Education CSOs Development Partners
			Advocate for the development of gender equity and social inclusion policy, as well as sexual harassment guidelines	Review of existing policies of all tertiary institutions in Nigeria at to ensure they are gender sensitive <ul style="list-style-type: none"> - National - Zonal/State 			
	Objective 2 <i>Establish GMS, GMIS and gender centres for effective coordination of gender related issues including research and scholarship</i>	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

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
	Objective 3 <i>Mainstreaming gender equity and equality in academic curricula across disciplines where relevant</i>	NUC, NCCE, NBTE, Institutions, and other regulatory bodies ensure use of gender responsive curricular by 2025	Develop framework for mainstreaming gender into existing academic curricula, and ensure that new programmes are gender responsive	Setting up a technical committee to develop the framework for mainstreaming gender and convening series of stakeholders' engagement Tertiary Institution regulatory bodies should monitor this bodies to ensure the development of the framework	% of institutions that have implemented gender responsive curricular by 2025	2021 -2022	Federal Ministry of Education All tertiary institutions in Nigeria NUC CSOs
		50% of academic and non-teaching staff have acquired requisite skills for mainstreaming gender into programmes to increase by 2025	Build the capacity of academic and non-teaching staff in gender analytical skills and knowledge for mainstreaming gender into programmes	Setting up a technical Capacity Building to enhance competence of both academic and non-academic staff on gender activities	% of institutions that have carried out capacity building on gender related activities	2022 -2024	- NUC - NABTEB - NCCE - Committee of Vice Chancellors
	Objective 4 <i>Promote gender balance in leadership and decision-making positions in tertiary institutions</i>	50% of institutions with gender responsive Human Resource (HR) policy and code of conduct for staff and students to increase by 2025	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	Review existing HR policy Identify the gaps in terms of gender responsiveness Update the policies and develop code of conduct to be more gender-responsive	% of institutions that have gender responsive Human resources and code of conduct for staff and students by 2025.	2021 -2024	All Tertiary institutions in Nigeria and or their representatives NUC, NCCE, NABTEP Federal Ministry of Education
		50% of institutions having gender-responsive leadership and mentoring programmes by 2025		Tertiary Institution to put in place and implement gender-responsive mentoring programs	% of institutions that have gender responsive leadership and mentoring programmes by 2025.	2021 -2024	All Tertiary institutions in Nigeria and or their representatives NUC, NCCE, NABTEP Federal Ministry of Education
	Objective 5 <i>Promote a gender responsive learning and work environment paying particular attention to safety and security concerns in campuses</i>	Gender-responsive learning environment, administrative procedures and activities to increase to 40% in more institutions by 2025	Formulate and implement gender sensitive and inclusive policy guidelines on accommodation, learning structures and administrative facilities	Sensitisation/mobilised of Student Unions to initiate and implement activities that will check School-related gender-based violence	% of institutions that have gender-sensitive policy guidelines by 2025	2021-2024	Federal Ministry of Education All tertiary institutions in Nigeria and or their representatives NUC CSOs

			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			
		40% of institutions have gender targeted guidelines for monitoring students' admissions, enrolment, retention, performance and completion to increase by 2025	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.			
	Objective 6 <i>Strengthen institutional structures and other support services to eliminate sexual harassment, cultism and other vices</i>	50 % institutions have gender-sensitive policy guidelines on accommodation, health services, learning structures and administrative facilities in favour of gender and disability needs by 2025	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.	Access and upgrade existing support services in tertiary institutions to be more gender responsive in access and usage.	% of institutions that have gender-sensitive policy guidelines by 2025	2022 -2024	All tertiary in Nigeria and or their representatives NUC CSOs MO
			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				

			Strengthen counselling and psychosocial support services to members of school community	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)			
		50% of institutions with childcare facilities in campuses by 2025	Invest in childcare facilities on campuses for the benefit of staff and students		% of institutions that have childcare facilities on campuses by 2025		
			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.				
		% of institutions provide gender sensitive loan revolving scheme and work experience for students by 2025	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		% of institutions that have functional gender-sensitive loan revolving scheme and work experience by 2025		
	Objective 7 <i>Ensure regular gender sensitive evidence-based planning, monitoring and evaluation in tertiary institutions</i>	50% institutions with established Budget line for Gender issues by 2025	Advocate for institutions to establish Gender Responsive Budgeting system	Capacity building on gender-sensitive planning/budgeting	% of institutions that have trained their staff Gender-sensitive planning /budgeting by 2025	2022-2025	All Tertiary institutions in Nigeria and or their representatives NUC CSOs FMOE
	Objective 8 <i>Engender research, documentation and innovations gender-related concerns.</i>	Number of research and evidence-based publications on gender related issues.	Sensitization programmes to stimulate conduct of gender-based researches in Tertiary institutions	Sensitization activities	% of institutions that carried out gender-related researches, documentation and innovations.		TetFund All tertiary institutions in Nigeria and or their representatives NUC CSOs MOE
			Encourage institutions on the need to disseminate gender-focused research findings through publications	Support the tertiary institutions to disseminate their findings in peer-reviewed journals			

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Emerging Issues	Objective 1 <i>Create awareness on emerging gender issues in education at all levels</i>	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,
			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	The use of IEC materials (stickers, posters and flyers) pasted in strategic places in communities, and translated in local languages.	Number of radio and TV jingles and social media campaigns feedback	Quarterly	FME, UBEC, SMoE, SUBEB, LGEAs, NUC, NCCE, NBTE, NERDC, CSOs, SBMCs, NOA
	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	
	Objective 2 <i>Implement the National Gender Policy on emerging issues;</i>	A framework developed to guide the management and mitigation of emerging issues in gender and education by 2025	Develop a framework to guide management and mitigation of emerging issues in gender in education Establish formal and speedy report lines as mechanisms to check gender based emerging issues	Develop a framework Set up technical committee to drive implementation and feedback mechanisms Implement the National Gender Policy with a focus on emerging issues	Framework developed Committee on implementation and feedback set-up Implementation ongoing Number of stakeholders engaged from designated locations.	2021-2025	FME, SMoE, SUBEB, CSO, Traditional rulers
			Create budget line to address emerging gender issues in all levels of education and implement programmes to alleviate them	Create dedicated budget lines to address emerging gender issues		Quarterly	FME, SMoE, SUBEB, CSO, Traditional rulers

			Encourage gender sensitive/responsive public procurement and audit for all educational institutions	Develop budget tracking and auditing tools		Quarterly	FME, SMOE, SUBEB, CSO, Traditional rulers
			Regularly review and update monitoring and evaluation tools and processes for emerging gender issues at all levels	Develop monitoring tools, Conduct training workshops on tools and strategies Organise advocacy and visits for ownership. Create dedicated budget line for gender	-Number of parents, wards, organizations that comply -Number of defaulters and punishment melted out	Quarterly	FME, SMOE, SUBEB, CSO, Traditional rulers
	Objective 3 <i>Ensure that emerging issues do not widen gender gaps at all educational levels;</i>	Increased number of male teacher role models in school at all levels;	Intentional recruitment of male or female teachers as need arises to serve as role models	Recruit qualified teachers with a focus on gender balance	Balance in the gender of recruited teachers	2021-2025	FME,
		Increased number of security structures in schools/institutions and security alertness amongst learners and staff	Strengthen security architecture at all levels of education	Conduct sensitisation campaigns on safety and security Implement guidelines on safe schools initiative Partner with security agencies and communities where schools are located			
	Objective 4 <i>Generate disaggregated gender responsive data on the emerging issues</i>	Strengthen Gender Management Information Systems in all institutions	Conduct research on emerging gender issues at all educational levels and document the disaggregated data in the gender management information system (GMIS) by 2025	Conduct survey/ up to date annual school census: 2020/2021 to get the number of males, females.	Annual School Census (ASC) Reports	2021-2025	FME, SMOEs,
		Capacity of teachers and education managers built to recognize the early signs of these issues and put them in check	Carry out gender responsive data analysis to generate indicators, data validation, report writing, publication and dissemination of emerging gender issues	Conduct training for teachers on data collection and management	No of trainings conducted	2021-2025	

CROSS CUTTING ISSUES							
Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Guidance, Counseling and Psychosocial Services	Objective 1: <i>Provide guidance, counselling and psychosocial support services that are responsive to gender, disability needs and violence at all levels of education;</i>	Reach learners and teachers having challenges in accessing guidance, counselling and psychosocial support services at all levels of education by 2030.	Provide counselling clinics, resource and information centres for gender relational information on career, life choices, vocations, rehabilitations, etc. at all levels;	Upgrade existing counselling clinics and provide new ones where no clinic exist Equip the clinics with state of the art resources	Number of clinics provided or upgraded Equipment inventoried	2021-2025	Federal Ministry of Education, State Ministry of Education, UBEC, SUBEB School-based Management Committee (SBMC), Development Partners
			Produce and disseminate gender sensitive information, enlightenment materials on informed sexual choices, maturation, and confidence-building strategies (banners, posters, IEC materials, jingles, flyers, etc)	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	Number experts engaged Report on development process Copies of material produced List of schools where materials are distributed Report of schools utilizing the materials -	2021-2025	UBEC, SUBEB, LGEAs, State MOEs Federal Ministry of Education, NOA, School-based Management Committee (SBMC), NUT, PTA Media Houses Traditional Leaders, CSOs, Development Partners
			Create budget line to address cross cutting gender issues in guidance, counselling and psycho-social support services at all levels of education	Advocate for budget line Ensure adequate appropriation, releases and utilization of funds Track funds	Budget lines created Financial audit reports Transparent/publicized report of tracking online	2021-2025	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

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
	Objective 2: <i>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;</i>	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;	<ul style="list-style-type: none"> 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/served Manual/Report of training	Annually	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
		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/when vacancies are advertised	Federal Ministry of Education, UBEC, SUBEB School-based Management Committee (SBMC), LGEAs, State MOEs, Private School Proprietors
	Objective 3: <i>Implement, review and monitor existing guidelines on guidance, counselling and psychosocial support services to ensure gender sensitivity.</i>	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),

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Sexual and Gender Based Violence	<u>Objective 1</u> 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.	<ul style="list-style-type: none"> 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; 	<p>Sensitization of staff and learners in school and communities against sexual harassment, SGBV/SEA</p> <p>Raise Champions against SGBV</p> <p>Simulate safe learner-centred environment as examples to be copied</p> <p>Develop and implement plan for safe learner-centred environment</p>	<p>Number of teachers trained</p> <p>Number of survivors/vulnerable people reached/trained/serviced</p> <p>Manual/Report of training produced</p>	Annually	<p>Federal Ministries of Education, Health, Science and Technology,</p> <p>School-based Management Committee (SBMC), School Authorities, PTA, NUT, Governing Council, Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners</p> <p>Organized Private sector</p>

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
	<p><u>Objective 2</u> Provide information and access to it, on the different forms of SGBV to staff and students of all educational institutions;</p>	Institutionalized gender responsive prevention measures to check SGBV;	<p>a. Develop gender based training manuals for capacity strengthening of staff and students on SGBV;</p> <p>b. Map out sites of SGBV for recognition by staff and learners using GMIS;</p> <p>c. Sensitise staff and learners in educational institution on the warning signs and early detection of SGBV and its prevention;</p> <p>d. Establish safe, accessible gender responsive reporting processes, emergency response and monitoring mechanisms on SGBV for staff and students in schools;</p> <p>e. Enforce code of conduct for personal and group behaviour in schools to prevent SGBV for pupils/students, staff, PLWD and other vulnerable groups.</p>	<p>Develop Training Manual on SGBV</p> <p>Conduct capacity strengthening workshops for teachers on SGBV</p> <p>Map out sites of SGBV around the school</p> <p>Early warning signs of SGBV published and posted on billboards and websites</p> <p>Establishment of emergency response and monitoring mechanisms structures</p> <p>Produce code of conduct cards for staff and students in all schools</p> <p>Provision of psychosocial support for both victims and perpetrators</p> <p>Conduct mental health examinations annually</p>	<p>Training Manual developed</p> <p>Capacity Strengthening workshops conducted</p> <p>SGBV sites mapped</p> <p>Staff and students sensitised on warning signs, early detection of SGBV and how to prevent occurrence</p> <p>Emergency response and monitoring mechanisms instituted</p> <p>Code of conduct for personal and group behaviour produced and enforced</p> <p>Psycho social support provided</p> <p>Mental health examinations conducted</p>	Annually	<p>Federal Ministries of Education, Health, Science and Technology, Media houses</p> <p>School-based Management Committee (SBMC), School Authorities, Principal, PTA, NUT, Governing Council, Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners</p>

			<ul style="list-style-type: none"> f. Ensure gender responsive psychosocial support services for survivors and perpetrators of SGBV; g. Institutionalise Monitoring, Evaluation and tracking systems for SGBV h. Conduct periodic check of mental health status of staff and learners; 				
	<p>Objective 3 Identify SGBV as human rights violation of women and men, boys and girls in schools and a development issue.</p>	<ul style="list-style-type: none"> a. Increased advocacy against gender-based violence which inhibits women and men's ability to enjoy educational rights and freedoms; 	<ul style="list-style-type: none"> 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 	<p>Moot Court sessions on the trial and sentencing of SGBV offenders to serve as deterrent to others</p> <p>Push for the domestication of the CRA and VAPP Act</p>	<p>Legal Aid Council and schools in partnerships for justice</p> <p>CRA and VAPP Act domesticated</p>	<p>Quarterly</p>	<p>Federal Ministries of Education, Health, Science and Technology, Legal Aid Council, FIDA, Legal Aid Council,</p> <p>Principal, Head Teacher, School-based Management Committee (SBMC), PTA, NUT, Governing Council Traditional Leaders, CSOs, LGEAs, State MOEs, Development Partners Care Givers</p>

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Gender in Education, Information and Communication Technologies (ICTs)	Objective 1 <i>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</i>	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 <i>Advocate for gender responsive implementation of the National Policy on Information and Communication Technologies (ICTs) in education and its implementation guidelines</i>	More educational institutions at all levels equipped with necessary ICT equipment and facilities that are gender responsive	Make gender friendly ICT infrastructure a bench mark for all schools and education institutions Train teachers and instructors in the use of on-line and off-line ICT for gender responsive teaching and learning	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

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Gender in Health, and Education	Objective 1 <i>Develop a gender responsive policy to mitigate health challenges as they intersect with educational issues</i>	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	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	Review existing Health policies for gender responsiveness and develop one where there is none Develop emergency preparedness framework and set up committees on rapid response to emerging health concerns Monitor for implementation of policy and framework	Health policies reviewed New health policies developed Emergency preparedness framework set up/ available Rapid Response Committee in place Monitoring Report	2022 2021	FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA
	Objective 2 <i>Provide access to gender friendly healthcare services at all levels of education in line with SDG 3</i>	Increased, continuous and sustained advocacy for proactive gender responsive public procurement for health infrastructure at all levels of education	Update health care centres at all institutions with gender friendly facilities and state-of-the-art infrastructure Carry out gender responsive sensitization at all levels of education on sexual and reproductive health.	Upgrade existing health care facilities for gender compliance and provide additional ones where none exist Conduct advocacy on gender responsive sexual and health education Disseminate gender responsive information on radio, TV, Social Media and stage drama on SGBV, Diseases, epidemics and pandemic prevention and control strategies Train staff and students on health intervention and disease mitigation	Health care facilities and new ones established No of advocacies conducted, reports and pictures No of gender responsive information strategies disseminated No of trainings conducted	2022 2021 2021 2021	FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Gender in Physical and Health Education	Objective 1 <i>Develop Physical and Health Education strategies devoid of gender discrimination in all educational institutions</i>	Increased number of educational institutions with infrastructural facilities that will enhance the effective implementation of PHE by 2025	Provide infrastructure to facilitate the attainment of gender balanced positive character formation and development in all learners using physical and health education	Conduct Needs Assessment of existing facilities for gender compliance Upgrade and provide new ones where necessary Adopt and implement existing standard guidelines on PHE	Needs Assessment Report No of facilities upgraded No of new facilities established	2021-2025 2021-2025	FME, FMH, FMWASD, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA
		More educational institutions with zero tolerance for sexual and gender-based violence by 2025	Improve gender management systems for data on the performances of learners and staff in PHE in decision making	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	Standard guidelines on PHE in place National Sports Policy reviewed No of advocacies conducted GMS in place No of staff trained GMIS database established and functional	2021- 2025	

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Gender in Human Resource Management (HRM)	Objective 1 <i>Develop Human Resource Management guidelines that promote gender responsiveness in all educational institutions</i>	Reduced gender gap in participation and representation in all educational institutions	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	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	Civil Service Guidelines reviewed and implemented Advocacy conducted All extant guidelines implemented Functional GMS in place	2021-2025	FME, FMH, FMWASD, FML, UBEC, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, NUT, SAMEs, DPs, CSOs, Media Institutions, NOA

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
	<p>Objective 2 <i>Adopt a zero tolerance to workplace sexual abuse and Gender- Based Violence</i></p>	Implement sexual harassment codes and gender policy to check work place SGBV	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)	<p>Conduct advocacy on sexual harassment in the workplace</p> <p>Collate and disaggregate data on survivors of SGBV in schools and open -up feedback channels</p>	<p>Advocacy conducted</p> <p>Credible data available and feedback mechanism in place</p>	2021-2025	FME, FMH, FMWASD, FML, UBEC, SMOEs, SUBEB, NUC, NCCE, NMEC, Nomadic, NUT, SAMEs, DPs, CSOs, Media Institutions, NOA

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Special Needs Education	Objective 1 <i>Provide access to gender-friendly education for all Special Needs learners, in an inclusive setting</i>	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
	Objective 2 <i>Provide gender responsive consultations and services that address the challenges of Special Needs learners at all levels</i>	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, SAMEs, DPs, CSOs, Media Institutions, NOA

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Gender in Open and Distance Education	Objective 1 <i>Provide equal access to gender responsive quality education and opportunities through open and distance learning</i>	Improved awareness of positive gender norms and practices in gender sensitive open and distance education	Sensitize women and men to utilize open and distance education to facilitate job mobility Identify and disseminate acceptable gender norms and practices in gender sensitive open and distance education	Conduct sensitisation to communities, MDAs, Institutions and Correctional Centers on ODE Identify and publish existing ODE opportunities Conduct ToT and stepdown training on positive gender norms and mainstream gender on ODE		2021-2025	FME, FMH, FMWASD, UBEC, SMOEs, SUBEB, NOUN, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA
	Objective 2 <i>Promote the use of blended learning in the school curricula at all levels</i>	Increased gender parity in access to quality Open and Distance education	Collaborate with development partners to facilitate a seamless delivery of gender sensitive open and distance learning Strengthen blended learning	Identify and dialogue with development partners for collaboration Harmonise linkage intervention programmes with development partners Implement the harmonised intervention programmes Train facilitators on blended learning Use blended learning for ODE Upgrade and procure digital equipment and other infrastructure for ODE	MoU with Development partners signed No of intervention programmes harmonised Evidence of implementation No of facilitators trained Evidence of implementation Types of technology upgraded and procured	2021- 2025	FME, FMH, FMWASD, UBEC, SMOEs, SUBEB, NOUN, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA

Mandate	Policy Objectives	Targets	Strategies	Activities	Indicators	Timeline	Responsible Persons/Agencies
Resource Mobilization, Allocation and Sustainability	Objective 1 <i>Mobilize substantial resources; particularly the much-needed funds, for effective and comprehensive implementation of the policy</i>	A dedicated percentage of annual budgetary allocation by each level of government for mainstreaming of gender into the education sectors	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	Conduct advocacy visits to NA and SHA to provide a budget line for gender in education Collaborate with development partners to fill the budget gaps	No of advocacy visits Budget line for gender provided Development partners engaged	2021-2025	FME, FMH, FMF, FMWASD, UBEC, OAG, Treasury Department, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA
	Objective 2 <i>Ensure accountability and equitability in the allocation and distribution of resources in policy implementation</i>	Consistent inclusion of gender targeted funds in the guideline for quarterly releases of appropriated funds. Strengthened partnership between government agencies, development partners, Civil Society Organisations (CSOs), communities etc. in funding gender programmes in the education sector	Build the capacity of agencies and departments in the education sector to produce and use gender responsive expenditure frameworks in the management of funds. Ensure strict compliance with the Fiscal Responsibility Act 2007 in the allocation and management of gender-targeted funds. Sensitize agencies and departments in the education sector on the need to request for gender-targeted funds on quarterly basis. Build capacity on participatory budgeting for government agencies and departments to sustain gender-targeted resource mobilization.	Train budget officers in MDAs Conduct regular audits Conduct continued sensitisation for all MDA staff Conduct inter-agency training on participatory budgeting to sustain gender targeted resource mobilisation	Bo of budget officers trained Regular audits conducted Regular sensitisations conducted Reports of inter-agency training	2021-2025	FME, FMH, FMF, FMWASD, UBEC, OAG, Treasury Department, SMoEs, SUBEB, NUC, NCCE, NMEC, Nomadic, SAMEs, DPs, CSOs, Media Institutions, NOA

