

NATIONAL POLICY ON GENDER IN BASIC EDUCATION



**FEDERAL MINISTRY OF EDUCATION
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NATIONAL POLICY ON GENDER IN BASIC EDUCATION

For Further Information

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TABLE OF CONTENTS

| | |
|---|-----|
| Forward..... | iii |
| Acronyms | vi |
| Introduction | 1 |
| Policy Vision, Goal and Objectives | 6 |
| Guiding Principles | 6 |
| Increasing Access to Girls' Education..... | 8 |
| Retention, Completion and Performance of Girls..... | 12 |
| Resource Mobilization and Sustainability | 15 |
| Research, Planning, Monitoring and Evaluation | 20 |
| Condition for Success | 22 |
| Recommendations | 24 |

FOREWORD

The National Gender Policy in Basic Education is the response to the challenges of achieving gender equality in education as expressed in the 1999 Constitution of the Federal Republic of Nigeria which states that access to quality education is the right of every Nigerian child. The attainment of gender equality is not only seen as an end in itself, being a human rights issue, but is also a prerequisite for the achievement of national and international development goals -Education For All (EFA) and Millennium Development Goals (MDGs) targeted by the year 2015.

Elimination of gender disparities in primary and secondary education, ensuring full and equal access of quality education for all children is imminent. The Nigerian Government is committed in building a nation devoid of discrimination irrespective of gender, physical condition, geographical location and socio-economic status of parents, harnessing full potentials of all and guarantying equal access to political, social and economic wealth creation opportunities.

Over the years, data and statistics from surveys and research in developing countries, including Nigeria, have increasingly suggested that development is a gendered exercise, impacting differently on women and men, girls and boys. . Ruling social norms, political and economic factors endemic in any particular society determine how development benefits different groups of the society. Consequently, promotion of the goal of gender equality has become globally accepted as a strategy for reducing poverty levels among women and men, improving health and living standards and enhancing efficiency of public investments.

In Nigeria, the entrenched patriarchal social system translates into male domination and subordination of women in both private and public spheres, the result of which is construction and perpetuation of gender inequality. Women/girls are seen to be more vulnerable to poverty, cultural and societal vices. Empirical evidences show gender disparity in enrolment, retention and completion at all levels- primary, secondary, and tertiary. In 15 northern states, the disparity in favor of boys is quite high. In the South-East, where boys drop out and engage in income generating activities to supplement household income the disparity is in the favor of girls.

Women education is a road to gender equality and social justice; it is a key to gender equity, justice, improved skills and technological knowledge acquisition, improved nutrition, reproductive health, and economic empowerment.

The Gender policy in Basic Education compliments other policies like the National Policy on Education, the Universal Basic Education Policy, Early Child Care Policy and the National Gender Policy by the Federal Ministry of Women Affairs and Social Mobilisation. They all advocate acquiring of basic education as a means to meaningful contribution to development. The Federal Ministry of Education is the vehicle for the delivery of this Policy Framework. This will increase gender sensitivity of all stakeholders and equip them with strategic skills to drive this initiative down to the community level for full participation in the implementation for sustainability.

We will not fail to commend the Girls Education Projects of our International partners- DFID, UNICEF, NGOs, CSOs, FBOs, CBOs, etc. It is our collective responsibility to ensure effective implementation and monitoring. Let us therefore join hands in mainstreaming gender in all plans

and actions of Government at all levels of governance ensuring the elimination of gender disparity.

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ACRONYMS

| | |
|----------------|--|
| AGEI | African Girls' Education Initiative |
| CSACEFA | Civil Society Action Coalition on Education For All |
| CBUBE | Capacity Building for Universal Basic Education |
| EFA | Education For All |
| FME | Federal Ministry of Education |
| FMOH | Federal Ministry of Health |
| GEP | Girls' Education Project |
| LGEAs | Local Government Education Authorities |
| MDG | Millennium Development Goals |
| NDHS | National Data on Household Survey |
| NERDC | National Education Research and Development Council |
| NFE | Non Formal Education |
| NFE | Non Formal Education |
| NGOs | Non Governmental Organizations |
| SAGEN | Strategy for Acceleration of Girls' Education in Nigeria |
| SAMEs | State Agencies for Mass Education |
| SBMC | School Based Management Committee |
| SBMC | School Based Management Committee members |
| SMOEs | State Ministries of Education |
| UNFPA | United Nations population fund |
| UNICEF | United Nations Children's Fund |
| WEF | World Education Forum |

INTRODUCTION:

Nigeria can not afford a situation where half of its population is not exposed to education which is one of the guaranteed basic rights of an individual. Educated mothers guarantee their own survival, well-being and that of their children.

A gender sensitive policy is one that will ensure gender is systematically mainstreamed into all components of the education policy.

Development in all its ramifications can only be guaranteed by quality basic education. Health and disease prevention, environmental sustainability, etc cannot be assured when the entire population is not educated.

The Policy Environment: Policies and standards are centrally developed, articulated and monitored; while implementation is done at state level. An appropriate and conducive policy environment exists in Nigeria for the implementation of the National Policy on Gender in Basic Education. Already there are many education policies on very specific aspects. These include the National Policy on Education, the Universal Basic Education Policy, an Integrated Early Child Care and Education Policy, a National Policy on Women etc. These various policies have made very broad and far reaching provisions for education generally in the country. A specific policy that seeks to integrate gender issues in education can be seen to complement the various policies in many important respects.

There is ample political will at the national level and some states. In demonstration of this Nigeria has signed, ratified or acceded to some United Nations instruments and also enacted some regional and domestic laws/conventions and

is therefore committed to their implementation. These include:

- UN Convention on the Rights of the Child (CRC)
- Convention on the elimination of all forms of Discrimination against women (CEDAW)
- The African Charter on The Right and Welfare of the African Child (ACRWAC)
- Child Rights Act (CRA)
- The Constitution of the Federal Republic of Nigeria - 1999
- Universal Basic Education (UBE) Act

Some Nigerian States have also domesticated the CRA, while others are in the process of doing so.

In addition to all these, Nigeria is also a signatory to EFA, MDG, Commonwealth Plan of Action, all goals on gender equality. She therefore can not afford to be seen to lag behind other Nations in giving effect to these very important instruments. The country was unable to meet MDG Goal 3 of gender equality by end of December, 2005. The National policy on Gender in Basic Education should act as a vehicle for the attainment of these goals by 2015.

Policy Process: A good policy process is one that clearly results from mass involvement of key stakeholder in the design and development of the policy. This National policy resulted from a baseline study, Research on Gender in sample states (Borno and Sokoto) in 2005, drafting and presentation Workshop to a large Stakeholder group at Jos in January 2006 to review and critique the Gender Policy, presentation of the Gender Policy to a very broad stakeholder group (the JCCE with over 500 members). The JCCE comprise: JCCE Ref. Committee on Basic Education; Adult & Non-Formal Education; Planning;

Secondary; Quality Assurance at FCT, April 2006 which recommended the policy to JCCE Plenary at Makurdi - August 2006. The JCCE Plenary recommended the draft policy to the highest Education Policy making body (the NCE), which approved the policy and got the endorsement of the Council of State.

The advantages of greater involvement of key stakeholders include; wider knowledge of the contents and even the implementation plans of the policy well before it is out, consensus building on thorny, controversial issues, fostering ownership, and the potential ability for implementation and sustainability of the policy.

It should be noted that this policy was developed in the context of the Girls' Education Project developed and being implemented by the FGN, DFID and UNICEF as a contribution to the pursuit of EFA/UBE. The production of this framework was preceded by an analysis and workshop summarized in separate documents.

Gender and geographic disparities in education persist and Nigeria is not on track for EFA by 2015. According to the FME Situation Analysis (2006) school enrolment, progression and completion rates in basic education (Primary and JSS) are still low with a Net Attendance Ratio for Primary Education of 60%, (NDHS Ed Data, 2004) and the Education Data Bank 2004/5 Survey gives a new estimate for out of school children as: 3.6 million for primary and 7.2 million for Junior Secondary , meaning that a total of 11 million children or 35% of school-age children are still not enrolled in school, National completion rates are also only just over 50% with 17% of children dropping out at Primary 6 alone (EMIS, 2005). The 2004 Nigeria Demographic Household Survey (NDHS) Education Data shows a gender parity index of 0.86. Geographic

differences in school attendance ratios are also marked - as high as 83% in the South West and as low as 42% and 43% in the North West and North East respectively. In the latter two regions where GEP intervenes only 49% of primary school age boys and 34% of girls attend primary school and the majority drop out of school by the end of Primary 4 (SAGEN/CFSI Baseline 2004).

Beyond this level, the policy includes the following components:

- 1) Vision, Goals, and Objectives**
- 2) Guiding Principles**
- 3) Policy Strategies**
- 4) Resource Mobilization and Sustainability**
- 5) Planning, Research, Monitoring and Evaluation.**

While such components may vary depending on the policy documents, they are common components of most policies. A good gender sensitive policy is one which systematically addresses gender issues in all components. This would therefore call for some sensitization skills building on gender mainstreaming among key stakeholders involved in the drafting of policies and measures.

1. 0 Guiding Principles

In Conformity with the Nigerian Constitution which advocates for social justice and equality; the National Policy of Education, which highlights education as an instrument for development; the Universal Basic Education Law which advocates for free and compulsory basic education; the National Policy on Women which calls for all Nigerian women to acquire basic education and enjoy the full benefits of contemporary living and contribute meaningfully to the development of the country, and to all other supportive policies and legal provisions before this

policy, the Gender and Basic Education Policy will be guided by the following guiding principles:

- A commitment by all stakeholders to gender equality, social justice and equity
- Greater and more meaningful involvement and participation of communities and their representative structures.
- Striving for gender balance at all levels of policy planning and implementation
- Political commitment and national ownership
- Effective participation among key actors including private sector, international development agencies, civil society and communities
- Involvement of religious and traditional leaders as forerunners, advocates and monitors of policy
- Commitment to free and compulsory Basic education as a human right to all children irrespective of gender, at all levels of the system (federal, state, LGA, community and school)
- Commitment to continuous monitoring and evaluation based on reliable data for effective implementation of Gender and Basic Education Policy
- That the federal and state governments, acknowledge and exercise responsibility to provide Nigerians, and especially girls, with adequate information to ensure enrolment in, retention and completion of basic education
- That various levels of government in Nigeria acknowledge and exercise their responsibility to provide for the basic education and well-being of pupils especially girls, which shall be fulfilled by the provision of appropriate gender sensitive, child friendly school/schooling environments

- There will be secure environments protecting the rights of all children irrespective of gender, religion, and family, social, mental and economic status.
- To re-orientate the public on the proper understanding of societal norms and values as they affect the roles of males and females towards educational development;
- Value re-orientation of the society on gender issues as they affect basic education
- Integrating affirmative actions in favor of the marginalized groups
- To provide equal access for boys, girls and Non-Formal Education learners throughout Nigeria.

2.0 POLICY VISION, GOAL AND OBJECTIVES

2.1 **Vision** The vision for gender in basic education is to promote gender sensitivity at all levels in pursuit of the National Policy on Education (NPE), and the attainment of EFA and MDGs targets.

2.2. **Mission:** To ensure gender equity in the delivery of basic education provision in Nigeria.

2.3 **Goal:** The goal of the gender in basic Education Policy is to ensure equal access to basic education and promote retention, completion and high performance for all pupils – with the required attention and provisions for the particularly disadvantaged children especially (often girls) at the basic education level (i.e. Primary and Junior Secondary School).

2.4 **Guiding Principle:** The implementation of the gender policy in basic education should be premised on the existing policies as contained in the Nigeria Constitution, National Policy on Education, the UBE Act, National Policy

on Women, NEEDS, SEEDS, LEEDS, and other related instruments.

2.5 Objectives

1. To promote equal access and participation in basic education through enrollment of all girls and boys by the year 2015
2. To promote high level of retention, completion and performance in basic education by the year 2015
3. To advocate the support of all key stakeholders (all levels of government, international partners, CSOs, CBOs, private sector etc) in resource mobilization and partnership
4. To create a favourable environment in support of planning, management, implementation, and actualization of the gender policy in basic education.

Objective 1: Access to Basic Education by Gender

To ensure equal access and participation in basic education by 2015 for all children in Nigeria especially the gender that is disadvantaged at any given time and in any geographical location.

Objective 2: Retention, Completion and Performance

To ensure high levels of retention, completion and basic innumeracy, literacy and lifeskills for all children in basic education in Nigeria by 2015.

Objective 3: Resource mobilization and Sustainability

To promote the support of all key stakeholders (Federal Government of Nigeria, State Governments, International Development Agencies, Civil Society Organizations, Private Sector, School Management Committees and

Communities, and Individuals) in resource mobilization and sustainability

Objective 4: Research, Planning, Implementation, Monitoring and Evaluation

To ensure the creation of an environment favorable to supportive of policy and planning, management, implementation, enforcement, review and evaluation of the gender and education policy throughout the period of this policy.

3.0 INCREASING GIRLS ACCESS TO EDUCATION

Objective1: Access to Basic Education

In Nigeria overall, girls have lower enrolment rates than boys in the formal basic education system. This scenario is much more serious in the Northern states. On the other hand, some girls enroll in a wide network of non-formal Islamic education centers in urban and rural settings, where girls' enrolments are sometimes relatively higher than those boys', (e.g. Islamiya schools in Kano, Borno and Sokoto). Therefore the Non-Formal Sector must be further encouraged as an alternative delivery mode to obtain quality EFA by 2015 and gender equality as soon as possible. As we already know, equitable access to basic education by gender is hindered by a combination of factors which include:

- Lack of Political Commitment
- Poor Planning
- Poor Management
- Gender insensitive instructional materials
- Gender blind curriculum
- Girl-unfriendly school infrastructure
- Skewed Female-Male Teacher Ratios

- Gender biased attitudes against girls
- Sexual harassment of girls
- Poverty
- Cultural factors
- Erroneous interpretation of religious teaching

Strategies

In order to increase girls' enrolment in schools, the Federal Government of Nigeria recommends the following policy strategies:

3.1 *Advocacy and Sensitization*

In collaboration with International Development Agencies, Civil Society, Private Sector and State Governments, the Federal Government of Nigeria will mount an advocacy campaign for sensitizing communities on the importance of girl's education for the next 5 years. Traditional and religious leaders will mainly be targeted for them to take a leading role in the campaign. The use of female role models from the respective states and communities will also be encouraged.

3.2 *Free and Compulsory Basic Education*

The Federal Government of Nigeria embraces and reaffirms the UBE policy of free and compulsory basic education for all children, boys and girls, as a fundamental human right for all citizens and will assist all states in the enactment and enforcement of the UBE Act.

3.3 *Child Friendly School Principles*

Through the UBE Act, Government at all levels will support State Governments to improve the provision of Child/Girl-Friendly School infrastructures which will be characterized by among other provisions; adequate and well furnished classroom blocks, separate toilets for girls and boys, clean water supply, access to adequate teaching and learning

materials, fences around the school, community involvement including mothers in school management, regular inspection of schools.

3.4 Integration and Mainstreaming Issues

With the view of targeting girls and boys who do not enroll into formal basic education systems, the Federal Government of Nigeria and State Governments in collaboration with International Development Agencies, Civil Society and Private sector will facilitate the integration of “western education” in non-formal Islamic education centers particularly for the Northern States. The Federal Government of Nigeria encourages State Governments to support this initiative through among other strategies: the development of supportive policies, allocation of resources and advocacy and sensitization of communities. Based on motivation of pupils and parents as well as academic readiness, pupils from non-formal Islamic education centers will also be mainstreamed into formal basic education system.

3.5 Gender Capacity of the Basic Education Sector

In collaboration with International Development Agencies and Civil Society the Federal Government of Nigeria will embark on a massive drive to build the capacity of all personnel in the Basic Education Sector (Federal Level including UBE, States) on gender and basic education. Strategies to be used include workshops for target groups, policy sensitization briefs, development of gender training materials for the sector and incorporation of gender issues in the Teacher Training and In-Service Training Curriculum.

3.6 Gender-Sensitive Education Budgets

In view of the fact that the development of gender sensitive policies that are not matched by budget allocation usually fail, the Federal Government of Nigeria will allocate at least

2% of the Basic education Budget for activities targeted at increasing girls' access to education in schools where large gender gaps exist. In the same vein, the Federal Government of Nigeria encourages State Universal Basic Education Boards (SUBEBs) and State Ministries of Education to allocate a significant proportion of their education budget towards efforts to increase the access of the girls to basic education and to develop relevant supportive policies to this end. The concept of ELP which talks about planning and prioritizing educational supplies needs to be incorporated into basic education planning and budgeting.

3.7 Training and Supply of Female Teachers in Rural School

The Federal Government of Nigeria encourages State Governments to design innovative strategies for a massive drive to recruit and train qualified females from within states to work as teachers, particularly in rural areas where teacher deployment is very difficult. Upon completion of Teacher Training, the graduates will be required to serve a minimum of one year in rural schools. As a long term measure, the Federal Government of Nigeria and State Governments will work towards improving the transport infrastructure and social amenities to make rural areas more attractive for female teachers. This will include construction of good quality teachers' houses and provision of safe water, sanitation and access to health facilities. Other incentives such as: accelerated promotion for those working in rural areas, higher salaries or stipends for rural teachers, hardship allowances, transport allowances, safe and good quality houses, should be encouraged.

3.8 Incentives for Girls

The Federal Government of Nigeria encourages state governments to provide incentives for female teachers in

order to increase their deployment in rural schools. Incentives for increased access of girls in basic education will include scholarship schemes for girls, provision of free uniforms and books, provision of sanitary pads for adolescent girls where distance to school is over 5 kilometers, free good quality boarding facilities for girls.

3.9 Gender Responsive Curriculum

The Federal Government of Nigeria makes it mandatory for the new editions and new texts that are going to be used in schools to be censored for gender sensitivity. The Federal Ministry and State Governments will work out mechanisms for this. The federal government of Nigeria encourages the production of books, films and other media products which depict successful women in positive images. There should be curriculum reform that caters for strategic gender needs.

4.0 RETENTION, COMPLETION AND PERFORMANCE OF GIRLS

Objective 2: Retention, Completion and Performance

In Nigeria overall girls have a lower retention rate than boys in basic education with the girls drop-out rate at primary school being 17% compared to 15.8% for boys. Even when girls start school at the same time as boys, they are likely to drop out before completion. For instance, the national attendance rates in primary school are 59% for boys and 54% for girls. While relatively low in grade 1-5, drop-out rates increase at primary 6, indicating that a large number of students are unable to continue to junior secondary school. The following are among the factors that contribute to higher drop-out rates for girls.

- Early Marriages
- Poverty
- Girl Child Labour

- Opportunity Cost of Education
- Religious Misconceptions and inhibitions
- Low Status of Women
- Distance and inaccessability of schools
- Teenage pregnancy
- Risks of HIV/AIDS
- Sexual abuse and exploitation

Strategies to Address these Concerns

4.1 State Policies and Laws Against Early Marriages

Informed by the Child Rights Act of 2003, the Federal Government of Nigeria encourages State Governments to enact and enforce state policies and laws which among others issues address the following:

- Allow girls who drop out of school due to pregnancies or other causes to continue with education
- Prohibit girl-child marriages or child betrothal
- Enforce laws against sexual abuse and exploitation of children
- Enforce free and compulsory basic education
- Enforce free and compulsory universal basic education
- Enforce laws against child begging and hawking during school hours
- Provision of mid-day meal in primary schools
- Implement poverty Alleviation policy

4.2 Girls Scholarship Program for Junior Secondary

“Drop-out rates are high between primary 6 and Junior Secondary compared to lower grades”. Against this backdrop, the Federal Government of Nigeria encourages State Governments in collaboration with other development partners to consider more scholarship schemes for girls for

Junior Secondary school. The scholarship could cover among other provisions; boarding costs, uniforms, books, small stipends for basic sanitary needs.

Establishing junior secondary schools close to, or attached to primary schools rather than senior secondary schools, is suggested in states where there is scarcity of junior schools.

4.3 *Second Chance Education Program*

The Federal Government of Nigeria encourages State Governments to establish Girls' Second Chance Education Centers, where girls who dropped out of school can continue learning academic subjects, as well as specific technical skills and to provide adequate restructuring of such facilities including provisions of equipment and of facilitators' salaries.

In collaboration with other development partners state governments are encouraged to work out modalities and develop guidelines for a school re-entry initiative. State governments are encouraged to develop relevant policies and laws governing re-entry and strategies for tracking school drop-outs.

4.4 *Girl Child Encouragement Clubs*

The Federal Government of Nigeria encourages State Governments in collaboration with development partners, School Based Management Committees (SBMC), and Parent Teacher Associations (PTA), to establish innovative Girls' Encouragement Clubs in schools. These clubs will focus on: leadership skills, building self-esteem and improving girls' performance among other activities.

4.5 Reproductive Health Education

The Federal Government of Nigeria encourages State Governments to enforce the teaching of the newly approved Family Life and HIV/AIDS Education curriculum for schools, health education and inclusion of gender in the school curriculum. Government at all levels encouraged to give special consideration for orphans Vulnerable Children (OVC).

4.6 Establishment of Boarding Schools

The Federal Government of Nigeria encourages the State Governments that are characterized by sparsely distributed populations, poor accessibility and the low enrolments of girls, to consider providing free boarding schools for girls that provide a good basic quality environment and education. In addition, Early Childhood education Centers should be provided to encourage enrolment and retention.

4.7 Advocacy, Sensitization and Mobilization

Government at all levels and other Stakeholders should implement effective awareness campaigns to inform, sensitize and dispel religious misconceptions and cultural inhibitions against girl's education in the North and boys' Education in the South-East.

5.0 RESOURCE MOBILIZATION AND SUSTAINABILITY

Objective 3: Resource mobilization and Sustainability

Good policies that are not supported by adequate sources of funding are likely to fail in their implementation. Ownership and participation of all key stakeholders in policy design, implementation, monitoring and evaluation are the cornerstones required to ensure impact and sustainability.

Resource Mobilization

Ensuring that financial input from the government at all levels into the education sector are steady and that the share for primary is adequate as planned in the country's MTEF is timely released. Education is an expensive social service and requires adequate financial provisions from all tiers of government and other development partners, International Development partners, private sector, civil society and individuals. As such, the issue of financing the planning and implementation of projects to address gender disparities in education should not be the sole responsibility of government. It is also important to have fiscal discipline based on proper budgetary system with the involvement of the community.

The following are policy guidelines for resource mobilization of resources for implementing the Gender and Basic Education Policy.

Strategies

5.1 5 Year Strategic Plans for Gender and Basic Education

Planning in such a way that the strategies to accelerate and generalize girls' education are integrated in multi annual plans. The starting point for the resource mobilization for the implementation of the Gender and Basic Education Policy is the development of 5 Year Strategic plans. In collaboration with International Development Agencies, Private Sector, and Civil Society, Religious Leaders, the Federal Ministry of Nigeria and relevant State Ministries and Departments will develop gender and basic education 5 year strategic plans. The strategic plans will be replicated at state and LGA levels. The Strategic Plans (Federal, State, and LGA) will provide a framework in which development partners can design

their interventions and will also be used as critical tools for fundraising. The HIV/AIDS sector has such plans which are regularly reviewed after 5 years. The plans, replicated at all tiers of government are used for many purposes, which include fundraising and monitoring progress in implementation. The strategic plans should be reviewed every five years.

5.2 Multi-Sources of Funding

International Development Agencies, should accompany The Federal, State and Local Government Agencies, Civil Societies, Private Sectors and where possible individuals to mobilize resources, technical support and participate fully in the implementation of the gender and basic education program.

5.3 Gender Sensitive Budgets

The Federal Ministry of Education, State and Local Government Agencies will define a budgetary line item/s for programme activities for the implementation of the gender and basic education program. EFA and UBE plans are to be reviewed accordingly.

5.4 Working within Gender and Basic Education Strategic Plans

To avoid confusion in programme implementation, all Gender and Basic education program implemented in Federal, State and LGAs supported by International Development Agencies, Civil Society Organization, Private Sector or individuals should operate within the Federal, State and LGA Strategic Plans for Gender and Basic education and be monitored by the UBE Division and Department of Planning, Research and Statistics (DPRS) of the Federal Ministry of Education.

Sustainability

Sustainability and continuity are important for the success of any given policy. There is need to build a strong mechanism for the sustainability of the gender and basic education program. This should be anchored on meaningful involvement of all key stakeholders, and the community. Accountability, transparency and prudent financial management should be seen as catalyst for sustainability of the programme

Strategies

5.5 Participation of Key Stakeholders at all Levels of Policy

The Federal Government of Nigeria encourages the participation of all key stakeholders; all tiers of government, Private Sector, Civil Society, International Development Partners to participate at all levels of policy design, implementation, monitoring, review and evaluations. Participation of all key stakeholders is likely to foster ownership and responsibility and sustainability. For sustainability of gender focus of the basic education policy, it recommended that the system of gender focal points be introduced at all levels in the basic education structures (DPRS, SUPERB). The capacity of the gender focal points on gender and basic education will be enhanced for them to effectively play their role.

5.6 Wide Dissemination of Policy

In view of the fact that most policy documents remain a privilege of a few, the Federal Government of Nigeria mandates that the Gender and Basic Education Policy be widely disseminated in user friendly language and the key stakeholders sensitized of the contents therein. The Federal Government of Nigeria encourages State governments to develop their own versions of state Gender

and Basic Education policies guided by the Federal policy and repackage disseminate the state policy where possible in major local languages

5.7 Provider Forums

In view of the critical importance of the greater and more meaningful involvement of communities in fostering a great sense of ownership and sustainability, the Federal Government of Nigeria encouraged State Governments to support the establishment of community management committees in LGAs for Basic Education and within the committees to establish sub-committees including those for gender and basic education. As much as possible the composition of committees and sub-committees should strike for a gender balance. Where available Parent Teacher Associations (PTA) should be strengthened and new ones formed where there are absent. The PTA and School Management Board and committees should be sensitized about the Gender and Basic Education program and participate in the planning of program for their schools and communities. School Development plans must be gender sensitive as well as the constitutions of SBMC.

5.8 Transparency and Accountability of Financial Management

The Federal Government of Nigeria should mandate Federal Ministries, State and LGAs to be transparent and accountable in the implementation of their programme plan of action for education in general and the pursuit of equity in particular. They should also share the outcome of the financial management and implementation progress of program with all key and relevant stakeholders bi-annually. Annual audit report should also be submitted.

6.0 RESEARCH, PLANNING, MONITORING AND EVALUATION

Objective 4: Research, Planning, Implementation, Monitoring and Evaluation

In the past, laudable policies have not been implemented well because good systems for monitoring and evaluation their implementation were not put in place. Equally so, financial and human resources for monitoring and evaluation have not been adequately allocated. The Federal Ministry of Education is responsible for monitoring and evaluating the implementation of the Gender and Basic education Policy. To this end, the following strategies will be employed.

Strategies

6.1 Planning for Policy Implementation

Nigeria will take a leading role in Africa in the development of long- term strategic plans for the implementing of the gender and basic education policy as has done in the HIV/AIDS sector. Existence of such plans can allow for more development players to come to the table and contribute towards the achievement of the federal, states and LGA plans.

6.2 Monitoring and Evaluation Framework

In addition to the general monitoring indicators for Basic education, specific indicators for the evaluation of the Gender and Basic Education Policy shall be developed. In collaboration with International Development Partners, and other funding partners, the Federal Ministry of Education will engage consultants to develop solid indicators which will be used to track progress on implementation of the Gender and Basic Education Policy.

6.3 Gender Capacity for Basic Education Inspectorate

In collaboration with International Development Agencies, private sector and civil society, the Federal Government of Nigeria will build the gender capacity of Basic Education inspectorate bodies which include but are not limited to:

- Federal Inspectorate Services
- State Inspectorate
- UBE

Among other skills the inspectorate will be sensitized on gender issues in Basic education, familiarization on gender sensitive indicators for basic education, Child/Girl Friendly Principles, gender sensitive budgeting, and gender sensitive monitoring and evaluation. Inspection schedules will ensure that gender disaggregated data is collected during inspection and remedial actions are taken to address gender imbalances.

6.4 Annual Policy Review Meetings

The Federal Ministry of Education will coordinate annual joint review meetings to evaluate the degree to which key components of the Gender and Basic Education Policy are being implemented. The joint policy review meetings will include among others: Relevant Federal, State, LGA staff, private sector representatives, civil society and international development agencies. The Federal Ministry of Education will therefore have a line budget item for annual policy review meetings. The Education Provider Forums will continue to play an important role in the planning and monitoring of progress in the implementation of projects in this sector.

6.5 In-Built M&E in Project Designs

All institutions engaged in the implementation of gender and basic education activities, shall ensure effective monitoring and evaluation mechanisms are built into project or programme designs. Institutions are expected to commit

a minimum of 5% of project budgets to facilitate monitoring and evaluation. Community level sensitization on gender issues including monitoring and evaluation of these projects will be encouraged in all communities.

6.6 Impact Studies

All institutions implementing projects in this field are encouraged to conduct impact studies on their gender and basic education interventions. They are also encouraged to share such studies with the Federal Ministry of Education who is responsible for national level planning and M&E for the policy.

6.7 Mid-Term Reviews and 5 Yearly Evaluations

In collaboration with development partners, the Federal Ministry of Education will conduct Mid-Term Policy Reviews at the two and half year mark and an evaluation of the policy at the 5 year period mark. The Federal Ministry of Education will therefore have a line budget item for engaging consultants (local and international) to undertake such studies.

7.0 CONDITION FOR SUCCESS

A number of key factors are decisive conditions to put into place if any policy bound to help accelerate girls' education is to succeed and they include:

- Consistent political will and commitment- serious and consistent advocacy and Mobilization at leadership level.
- Institutionalizing transparency and accountability in all spheres of our national economy and especially the educational sector.
- Creation and strengthening of partnerships at all levels of the system and among all stakeholders

(Providing enabling environment for Development Partners to give technical supports in the management of schools and NGOs and Faith Based Organizations to establish schools.)

- Addressing poverty issues that will make basic education really free.
- Maintaining and expanding the multisectoral nature of the interventions especially as regards child friendly schooling.
- Continuing and maintaining at an adequate level IDPs' support of those conditions and maintaining commitment as stated in the IDP's paper as follows:
 - Through financial and technical assistance support, contribute substantially to the strengthening of analytical capacity, to undertake the preparation and implementation of a high-quality Education Sector plan and EFA and UBE Action plans.
 - Based on the activities identified in the plan, provide financial and catalytic assistance for key areas to achieve Education for All through the UNICEF/DFID GEP Project, World Bank Assisted Projects, etc.
 - Work closely with the national and state leadership in education for donor supported activities.
 - Work closely with all stakeholders in education, including parents, children, teachers, civil society organizations, the academic community, as well as government at all levels.
 - Participate in and support joint planning activities towards the development, implementation, monitoring, evaluation, and reviews of education sector plans of EFA, MDGs, and UBE.

8.0 RECOMMENDATIONS FOR FURTHER SUPPORTIVE ACTION:

- Conduct state audit on the degree to which the Child Rights Act of 2003 is implemented highlighting strategies for enforcement and challenges encountered at state level implementation. Any variation in state level implementation should be highlighted s well.
- There is need to enhance gender capacity among all key stakeholders in basic education at state level in order to increase the possibility of effective implementation of the proposed gender and basic education policy. Gender sensitization of communities on pertinent issues in basic education is an important component of policy implementation.
- Informed by challenges for effective implementation of previous education policies in Nigeria, it is strongly recommended that resources be mobilized for an effective implementation, monitoring and evaluation of the gender and basic education policy.