



**EKITI STATE**  
**POLICY ON GENDER IN EDUCATION**  
**AND ITS IMPLEMENTATION GUIDELINES**

**MINISTRY OF EDUCATION**  
**EKITI STATE**  
**2025**





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## **FOREWORD**

Gender equality is an important requirement for sustainable development. It is a critical factor in shaping a just and inclusive society. The domestication of the National Policy on Gender in Education in Ekiti State is a significant stride towards bridging gender gaps and fostering equal opportunities for all, regardless of social status.

This document reflects a comprehensive effort to domesticate national frameworks, aligning them with the cultural, social and educational realities that are peculiar to Ekiti State. It embodies the collective will of government institutions, educators, civil society and development partners to promote gender-responsive education policies and practices at all levels.

By prioritising equity, safety, access and participation in educational spaces, this policy aims to mitigate systemic barriers that hinder the full realisation of the potential of girls and boys alike. It recognizes the importance of empowering women and girls through quality education, while also engaging men and boys as allies in driving positive change.

I wish to express my gratitude to the Governor of Ekiti State, His Excellency, Mr Biodun Abayomi Oyebanji. His leadership has paved the way for meaningful change in ensuring that every child is important.

As you engage with this document, it is my hope that it inspires commitment, action and collaboration across sectors. The successful implementation of this policy will not only improve educational outcomes but also contribute meaningfully to the broader goals of gender justice and social progress in Ekiti State.

I commend all stakeholders who have contributed to this important work and urge continued dedication to its realization.

Thank you.

**Dr (Mrs) Kofoworola Olabimpe Olubisi Aderiye, mni.**  
Hon. Commissioner for Education

## **PREFACE**

The Gender in Education Policy Document in Ekiti State encapsulates the collective commitment of education stakeholders to ensure inclusive and functional education in the state. The publication itemises the policy drives, ideals and ethical structures to ensure a gender-friendly society across institutions in Ekiti State.

Our sincere appreciation goes to the Executive Governor of Ekiti State, His Excellency Biodun Abayomi Oyebanji and the First Lady of Ekiti State, Her Excellency, Dr. Olayemi Oyebanji, for their exemplary leadership style in promoting gender consciousness across divides in the State. The national scorecard shows that Ekiti State Government has made remarkable progress in promoting gender equality and inclusive education.

This document attempts to provide a compilation of evidence-based actions, best practices, and collaborative efforts of state and non-state actors in gender responsiveness in education and youth development in Ekiti State. The document is a product of shared responsibilities by the education stakeholders and non- governmental organizations for a healthy living and productive society.

The paper is not just a mere compilation of thoughts or actions; it offers insightful information on how educators and stakeholders can harness their enormous potential to ensure that every individual can thrive effectively, irrespective of gender constituents.

I recommend this publication to all and sundry to promote an egalitarian society at all levels of government.

**Bayo Ogunmola**  
**Permanent Secretary**  
**Ministry of Education.**

## **ACKNOWLEDGEMENT**

I wish to recognise, with heartfelt appreciation, the collective efforts that have made the development of the Gender Policy in Education a reality in Ekiti State. This journey has been fuelled by dedication, vision and an unwavering belief in the power of education to create a more equitable society.

Firstly, I wish to express my deepest gratitude to the Honourable Commissioner for Education, Dr (Mrs) Kofoworola Olabimpe Olubisi Aderiye, mni, for her belief in the team's capacity to develop a policy on Gender in Education and for championing this cause and ensuring that gender inclusivity is woven into the fabric of our educational system.

To the incredible team that represented various Ministries, Departments and Agencies in drafting the Policy, I must say that your relentless commitment has been instrumental in shaping and refining this policy. Your expertise and passion for gender equality have driven this initiative forward. I extend a special thank you to AGILE Project, Representative of the Office of the First Lady, Ministry of Education, Ministry of Justice, Ministry of Women Affairs & Social Development, State Universal Basic Education Board, Education Trust Fund, and Teaching Service Commission, who have lent their knowledge and experiences to this process. Your contributions have brought depth and clarity to the policy, ensuring it resonates with the realities of our schools and communities in Ekiti State. Equally, I wish to acknowledge the role of civil society organisations. (CSOs) most especially the Balm in Gilead Foundation. (BIGIF), advocacy groups and community stakeholders whose efforts continue to promote gender equity in education across the state. This policy is a testament to our shared vision of building a more inclusive, just and educated Ekiti people.

To our invaluable partners, the World Bank and National Project Coordination Unit (AGILE), your support has enriched this work in many ways in giving technical assistance, and your collaboration has strengthened our ability to review the Federal Policy on Gender in Education into a document that will truly transform education in Ekiti State.

Most importantly, we honour the students, parents and teachers whose aspirations in education will help in shaping the implementation of this policy. This policy, therefore, is not just a document; it is a commitment to our collective responsibility to ensure that education will be a space of equal opportunity for all. As we step into the implementation phase, we do hope for a future where education uplifts and empowers everyone, regardless of gender.

Thank you for being a part of this mission.

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**Omotayo Olatilu (Mrs)**

Permanent Secretary, Ministry of Women Affairs & Social Development. (Retd)

Chairman: Policy Drafting Committee.

## **ACRONYMS**

<b>AGILE</b>	Adolescent Girls Initiative for Learning and Empowerment
<b>AANFE</b>	Adult and Non-Formal Education
<b>CBOs</b>	Community Based Organizations
<b>CCTV</b>	Closed Circuit Television
<b>CEDAW</b>	Convention on the Elimination of All Forms of Discrimination Against Women
<b>CSOs</b>	Civil Society Organizations
<b>CSR</b>	Corporate Social Responsibility
<b>ECCD</b>	Early Childhood Care Development
<b>ECCDE</b>	Early Childhood Care Development Education
<b>GBV</b>	Gender Based Violence
<b>GMS</b>	Gender Management System
<b>HIV</b>	Human Immunodeficiency Viruses
<b>LGEAs</b>	Local Government Education Authorities
<b>MDAS</b>	Ministry, Department and Agencies
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MoE</b>	Ministry of Education
<b>MoI</b>	Ministry of Information
<b>NGOs</b>	Non-Governmental Organisations
<b>PWDs</b>	People Living with Disabilities
<b>SDG</b>	Sustainable Development Goal
<b>SEA/SH</b>	Sexual Exploitation and Abuse/ Sexual Harassment
<b>SGBV</b>	Sexual & Gender Based Violence
<b>SRGBV</b>	School Related Gender Based Violence
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>SUBEB</b>	State Universal Basic Education Board
<b>TESCOM</b>	Teaching Service Commission

## GLOSSARY OF TERMS

**Gender:** Socially and culturally constructed roles, relationships, responsibilities attributed to men and women, boys and girls in a given society.

**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 to cause them harm or suffering.

**Gender responsiveness:** understanding and considering the different needs, experiences, and power dynamics of people of different genders (women, men, girls, boys, and gender-diverse individuals) in the design, implementation, monitoring, and evaluation of all initiatives. The goal is to rectify historical and systemic disadvantages and create a more just and effective outcome for everyone.

**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 potential.

**Gender Equity:** Fairness and justice in the distribution of resources, benefits, roles, responsibilities and opportunity between men and women, boys and girls.

**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 for both genders.

**Gender Issues:** Adverse areas and factors of gender inequality and inequity that are of concern to boys and girls, women and men.

**Gender Mainstreaming:** A 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 Policy:** The deliberate commitments to plan, formulate, and implement practices that promote gender equality and development.

**Gender Responsive:** The conscious effort towards creating an environment that addresses gender inequalities and inequities.

**Gender Sensitive Budget:** Mobilising, 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 programs.

**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.

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# SECTION ONE

## **Introduction**

The Ekiti State Policy on Gender in Education is designed to promote equitable access to quality education for all students, irrespective of gender, in line with the strategic vision for sustainable development within the state. This policy acknowledges the critical importance of education as a fundamental human right and a powerful tool for empowerment. Education plays a vital role in fostering economic growth, social stability, and individual well-being, and it is essential that no student is denied these benefits due to gender-based disparities.

In Ekiti State, although notable progress has been made in increasing enrolment rates across all levels of education, significant challenges persist, particularly regarding the retention and completion of female students' education. Cultural norms, socio-economic factors, and institutional barriers continue to hinder equal educational opportunities, with many girls facing obstacles that disproportionately affect their ability to thrive in academic environments. Recognizing the need for targeted interventions, this policy aims to address these barriers systematically through inclusive and gender-sensitive strategies.

This implementation guide serves as a practical framework for stakeholders, including educators, policymakers, community leaders, and families, to align their efforts with the overarching goal of achieving gender equity in education. The guide outlines specific strategies to enhance enrolment, retention, and completion rates for both boys and girls, fostering an educational landscape that is supportive, safe, and conducive for learning.

By emphasizing inclusivity, accountability, and sustainability, the Ekiti State Policy on Gender in Education seeks to create an environment where all students can access quality education, achieve their full potential, and contribute meaningfully to their communities. The successful implementation of this policy will not only transform the educational experiences of young people in Ekiti State but will also play a pivotal role in advancing gender equality and promoting holistic development within the State.

Ekiti State is committed to fostering an inclusive and equitable education system that empowers all learners, regardless of gender. Recognizing the transformative power of education, this policy outlines a strategic framework to eliminate gender disparities, promote equal opportunities, and address socio-cultural barriers that hinder access to quality education. The accompanying implementation guide provides actionable steps for stakeholders including policymakers, educators, and community leaders to ensure effective execution. By mainstreaming gender responsive approaches in curricula, teacher training, and school governance, Ekiti State aims to cultivate an enabling environment where every child can thrive and contribute meaningfully to societal development. This initiative aligns with national and global commitments to gender equality and sustainable development in education.

## **LEGAL AND POLICY FRAMEWORK SUPPORTING GENDER EQUITY IN EDUCATION IN EKITI STATE**

### **Introduction**

The legal and policy framework for promoting gender equity in education in Nigeria and Ekiti State is built upon a variety of national and state laws, policies, and international commitments. This framework serves as a foundation for implementing gender-responsive education strategies and initiatives in Ekiti State. Below is an overview of the existing national and state legal and policy instruments that support gender equity in education, highlighting their relevance, domestication /adoption and application in Ekiti State.

### **1. International Commitments**

#### **1.1. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)**

- **Commitment to Gender Equity:** Nigeria's ratification of CEDAW obligates the state to promote gender equality in education and eliminate all forms of discrimination against women and girls.

#### **1.2. Sustainable Development Goals (SDGs)**

**Goal 5:** Achieve gender equality and empower all women and girls.

**Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. These goals reinforce the commitment to implement gender-sensitive policies in education.

#### **1.3. African Charter on Human and Peoples' Rights**

- **Right to Education:** Affirms the right of all citizens to education without discrimination, which further supports national and state-level efforts towards gender equity in education.

Application and Relevance in Ekiti State

## **2. NATIONAL LEGAL AND POLICY FRAMEWORKS**

### 2.1. Constitution of the Federal Republic of Nigeria 1999 (as amended).

Section 42: Prohibits discrimination on the grounds of sex, place of origin, religions, ethnic group or circumstances of birth. This provision ensures that all individuals, regardless of gender, have the right to equal access to education and other resources.

Section 18 (1): provides that the Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.

Section 18 (3) (a-d) Mandate the Government to ensure that educational opportunities are made available to all citizens, explicitly encouraging measures to eliminate gender disparities and illiteracy.

### 2.2 National Policy on Gender in Education and its implementation guide, 2021

## **3. State-Level Legal and Policy Frameworks in Ekiti State**

### 3.1. Ekiti State Child Rights Law (2003)

Rights to free compulsory universal primary education, aligns with the National Standards: Mirrors the Child Rights Act at the national level and provides provisions that promote the rights of children to education, with particular attention to eliminating gender disparities.

### 3.2. Ekiti State Policy on Education (2019)

- **Gender Mainstreaming:** Emphasizes the importance of gender equity in education by advocating for policies that respond to the unique needs of girls, ensuring their retention and completion in schools.
- **Capacity Building:** Aims to build the capacity of educational personnel and stakeholders in gender-responsive teaching methods.
- provision of free and compulsory education for all school-age children.

### 3.3. Ekiti State Gender Policy (2011)

- **Comprehensive Framework:** Aimed at promoting gender equality in all sectors, including education. It outlines strategies for equitable access to educational resources and opportunities for both boys and girls.
- **Data Collection and Monitoring:** Establishes guidelines for data collection and monitoring of gender equity indicators within the educational landscape.

#### 3.4. Ekiti State Universal Basic Education Board (SUBEB) Policies, 2005

- **Focus on Gender Equity:** Implements state-specific programs aimed at increasing the participation of girls in basic education, including community-based initiatives and scholarship programs.

In Ekiti State, the existing laws and policies provide a robust framework for promoting gender equity in education. However, the effective implementation of these frameworks requires:

- **Awareness Campaigns:** Raising awareness about existing policies and rights among communities, educators, and students to foster a culture of gender equity in education.
- **Capacity Building:** Training educational staff on gender-sensitive practices, enabling them to create supportive learning environments for all genders.
- **Monitoring and Evaluation:** Establishing a monitoring system to assess the impact of policies and determine areas for improvement, ensuring accountability in implementation.

Ekiti State can make substantial progress in achieving gender equity in education, leading to better outcomes for all students by leveraging the national and state legal frameworks and aligning them with local educational initiatives.

### **Situation Analysis of Gender in Education in Ekiti State**

The situation analysis provides an overview of the current state of gender in education in Ekiti State. It assesses key indicators related to gender access, participation, and outcomes in the educational system. It identifies existing gaps and barriers that hinder gender equity in education and highlights potential opportunities for improvement. While strides have been made towards achieving gender equity in education in Ekiti State, substantial challenges remain. Identifying and addressing the gaps and barriers is critical to ensuring that all genders can access affordable, qualitative, functional and sustainable education for enlightenment and enterprise using emerging technology. By leveraging opportunities for improvement and fostering an inclusive educational environment, Ekiti

State can advance towards equitable educational outcomes, contributing to overall community development. (AGILE, 2023).

**SOURCES:** Ekiti State’s 2023–2024 Annual School Census (ASC), the Ekiti State Bureau of Statistics publications and UNICEF’s 2023 Nigeria Education Fact Sheets as primary sources. note that the commonly used indicator GER by gender is not published directly in the ASC.

## **1. Current state - headline figures (2023/2024 ASC, Ekiti State)**

### **1.1 Enrolment (numbers and gender shares)**

Primary (state total, 2023/2024 ASC): Total enrolment = 132,808 pupils (Public 99,992; Private 32,816). Female share overall  $\approx 46.9\%$ . Public primary: Males 53,198 / Females 46,794 (public GPI  $\approx 1.1$ ). Private primary: Males 17,313 / Females 15,503 (private GPI  $\approx 1.1$ ).

Junior secondary (JSS): State totals (public & private) show roughly 62,890 students with near parity — the ASC reports an overall JSS GPI  $\approx 1.0$  (state JSS public: 31,338 M / 31,552 F = GPI  $\approx 1.0$ ).

Senior secondary (SSS): The ASC reports the public SSS GPI  $\approx 1.0$  (Public: Male 30,161; Female 30,647), and private SSS a slightly higher female share (private GPI  $\approx 1.1$  in some LGAs).

These ASC tables are provided by the Ekiti State Ministry of Education (Annual School Census 2023/2024) and include enrolment by level, sector (public/private), LGA, age and sex. The ASC is the primary EMIS source for Ekiti.

### **1.2 Gender Parity Index (GPI)**

ECCDE / Pre-primary (state level): ASC summary states GPI  $\approx 1.0$  overall for early childhood (some LGAs vary between 0.9–1.2).

Primary (state level): ASC reports public primary GPI = 1.1 (slight male advantage at the state level), private primary also  $\approx 1.1$  overall, with LGA variation (range  $\approx 0.9$ –1.3).

Junior & Senior secondary: ASC shows GPI  $\approx 1.0$  at the state level for JSS and public SSS (parity) though some private schools and some LGAs show small female or male skews.

## **2. Access, participation and transition**

### **2.1 Access & Enrolment Patterns**

Ekiti has strong early enrolment with near parity at ECCDE and primary; public schools are the dominant providers and host the largest numbers of pupils (ASC).

Urban LGAs (e.g., Ado-Ekiti) show the highest absolute enrolments; small/rural LGAs (Ilejemeje, Moba) report lower totals and some greater gender skew, these LGAs warrant targeted outreach.

### **2.2 Retention, dropouts and transition to secondary**

The ASC highlights a progressive decline in enrolment from age ~10 and above, consistent with dropouts or transitions to other pathways; female retention tends to fall faster at secondary ages in many contexts (ASC age tables show declines and UNICEF state analyses note girls becoming a larger share of out-of-school students at secondary levels).

UNICEF's 2023 fact sheets show Ekiti's primary out-of-school rate  $\approx 13\%$  (i.e.,  $\sim 13\%$  of primary-school-age children are out of school) and that, nationally, girls constitute a higher share of out-of-school children at junior/senior secondary levels in most states; the UNICEF fact sheets also display a state-level gender parity index for out-of-school rates (Ekiti  $\approx 0.8$  in the UNICEF presentation for one out-of-school parity metric. SOURCE: UNICEF).

## **3. Outcomes- learning, subject choice, tertiary & STEM**

Tertiary education & STEM representation: The ASC covers basic and secondary enrolment only, no breakdown of tertiary enrolment by gender or subject-by-subject STEM enrolment in the same tables. National sources (NBS, tertiary institution reports) indicate that women are underrepresented in STEM at tertiary level nationally, and Ekiti follows national patterns in that female participation in STEM fields at tertiary institutions remains lower than male participation, however, state-level, programme-level tertiary STEM enrolment by gender is not fully disaggregated in the ASC and requires tertiary institution datasets like the Ekiti universities' matriculation data / NUC / JAMB aggregated statistics) for precise GPI/GER at tertiary/STEM level.

## **4. Barriers and drivers**

Economic constraints (household poverty), transportation, early marriage / teenage pregnancy, and localized cultural norms are listed in ASC and corroborated by UNICEF as major drivers of female dropout/secondary non-participation. These factors disproportionately affect rural girls and poorer households.

Infrastructure & sanitation: ASC flags inadequate sanitation facilities (toilet pupil ratios) in several LGAs as important because poor WASH can reduce girls' retention (especially menstruating adolescents). SOURCE: (ASC and UNICEF

## **5. Practical Recommendations- Policy & Programms**

1. Targeted retention programmes for girls at the primary - secondary transition (scholarships, conditional cash transfers, transport support, community campaigns)
2. LGA-level targeting in LGAs showing GPI deviations (e.g., Ijero, Moba, Gbonyin) - deployment WASH improvements, school-catchment outreach and incentives.
3. Adolescent health & SRH interventions (school-linked adolescent-friendly services, safes spaces) to reduce teenage pregnancy as a driver of dropout.
4. STEM outreach in tertiary & senior secondary: partner with FUOYE, EKSU, BOUESTI to publish gender-disaggregated STEM enrolment and scholarships for female STEM students.
5. Strengthen EMIS practice: publish GER% (male/female) in the next ASC and make population denominators explicit so GPI/G ER trends are easier to track year-to-year.

## **6. KEY SOURCES**

Ekiti State Ministry of Education, 2023/2024 Annual School Census (ASC), Ekiti State (report / full tables). (Primary source for enrolment, GPI by LGA, age and gender).

UNICEF Nigeria, Nigeria Education Fact Sheets (MICS analyses), 2023 (state out-of-school rates, out-of-school GPI, dropout analysis).

Ekiti State Bureau of Statistics, Education Statistics / Facts & Figures (population projections, state statistics).

(Contextual) UBEC / Federal EMIS digests, methodology definitions and national comparators (for GER, GPI definitions).

## **ANNEXURES — Short data table (ASC key figures)**

(Selected, directly taken from Ekiti ASC 2023/2024)

Primary (Public): Male = 53,198 ; Female = 46,794 ; Public GPI  $\approx$  1.1.

Primary (Private): Male = 17,313 ; Female = 15,503 ; Private GPI  $\approx$  1.1.

Junior Secondary (state total): Male  $\approx$  31,338 ; Female  $\approx$  31,552 ; GPI  $\approx$  1.0.

Senior Secondary (public): Male = 30,161 ; Female = 30,647 ; public GPI  $\approx$  1.0.

## **Current State of Gender in Education**

### **Enrolment and Attendance**

Primary Education: In general, enrollment rates for boys and girls in primary schools are relatively balanced. However, there are areas within Ekiti State where cultural stereotypes lead to lower enrollment for girls, particularly in rural communities.\*

Secondary Education: A noticeable drop-off in female enrollment occurs at the secondary level. Factors such as early marriage, teenage pregnancy, and limited access to transportation disproportionately affect girls.

Tertiary Education: Enrollment ratios indicate that fewer women are pursuing higher education compared to men. Despite having made gains in female enrollment, women remain underrepresented in science, technology, engineering, and mathematics (STEM) fields.\*

### **2. Retention and Completion Rates**

Primary to Secondary Transition: Retention of girls from primary to secondary school is lower than boys, with many girls dropping out due to socio-cultural pressures and economic constraints.

Completion Rates: While completion rates for primary education have improved, secondary school completion rates for girls remain low. Issues of gender-based violence in schools and sexual harassment have led to increased dropout rates among girls.

### **3. Quality of Education**

The quality of education, as measured by high-stakes examination results, is a crucial area where Ekiti State often excels nationally, with notable gender dynamics.

<b>ASPECT OF QUALITY</b>	<b>PERFORMANCE DATA &amp; GENDER ANALYSIS</b>	<b>DATA SOURCE &amp; YEAR</b>	<b>INTERPRETATION &amp; IMPLICATION</b>	
WASSCE (Senior Secondary Exit)	<p>Girls consistently outperform boys.</p> <ul style="list-style-type: none"> <li>• 2022 WASSCE: Ekiti ranked 4th nationally. Girls' pass rate (5+ credits incl. English &amp; Maths) was ~76% vs. boys at ~68%.</li> <li>• 2021 WASSCE: Ekiti ranked 2nd nationally. State pass rate was 77%, significantly above national average (~50%). Girls outperformed boys in core subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• 2021 WASSCE: Ekiti ranked 2nd nationally. State pass rate was 77%, significantly above national average (~50%). Girls outperformed boys in core subjects.</li> </ul>	High Quality & Gender Equity: Ekiti maintains top-tier national performance. Girls' superior results challenge stereotypes and reflect effective participation and support structures for them in secondary schools.	
2. NECO-SSCE (Senior Secondary Exit)	<p>Similar trend of female advantage.</p> <ul style="list-style-type: none"> <li>• 2023 NECO: Ekiti was 1st nationally for percentage of candidates with 5+ credits (including English &amp; Maths). Girls outperformed boys, particularly in English and Social Sciences.</li> <li>• Subject Analysis: Girls show strength in Biology,</li> </ul>	National Examinations Council (NECO), Annual National Examination Report (2023)	Consistent Excellence: Ekiti's #1 NECO ranking confirms a systemic strength in secondary education quality. The gender pattern shows girls leveraging quality instruction effectively, though STEM subject gaps persist.	

	English, Geography; boys have a slight edge in Physics, Maths, Technical Drawing.			
3. BECE (Junior Secondary Exit)	Near parity with slight female lead in languages. <ul style="list-style-type: none"> <li>• 2022 BECE (NECO): No significant state-level gender gap in overall aggregates.</li> <li>• Subject Split: Girls scored 5-7% higher in English; boys scored 3-5% higher in Maths and Basic Science.</li> </ul>	Ekiti State Ministry of Education, BECE Performance Review Report (2022).	Solid Foundation: The relatively balanced outcomes at the JSS level indicate that quality is broadly distributed by gender at the foundational secondary stage, setting the stage for later excellence.	
4. National Learning Assessments (MLA - EGRA/EGMA)	Girls outperform in Literacy; Boys lead in Numeracy (early grades). <ul style="list-style-type: none"> <li>• 2022 NLNG/UNICEF Assessment: In Ekiti, Grade 4 Literacy: Girls (58% proficient), Boys (52% proficient). Grade 4 Numeracy: Girls (49% proficient), Boys (55% proficient).</li> </ul>	UNICEF Nigeria & NLNG, Reading & Numeracy Activity Assessment Report (2022)	Emerging Gender Divergence: This early split in foundational skills (Literacy vs. Numeracy) likely influences later subject preferences and performance trends seen in WASSCE/NECO (e.g., girls in arts, boys in STEM).	
5. Overall Quality & Equity Indicators	<ul style="list-style-type: none"> <li>• National Ranking: Consistently Top 5 in WASSCE/NECO rankings for a</li> </ul>	WAEC Rankings, Ekiti State Education Sector Plan (2020-2030),	Systemic Strength: Ekiti's reputation for high educational quality is data-driven. The system appears to enable girls to excel	

	<p>decade. • Teacher Quality: High pupil-qualified teacher ratio (PQTR) due to state's legacy as an education hub. • Infrastructure: Significant investment in model schools and tech (ICT), though rural-urban gaps exist</p>	<p>UBEC Reports.</p>	<p>academically at the secondary level, which is a significant achievement. However, quality is not uniform—rural areas and specific subjects (STEM for girls) require focus.</p>	
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## **SYNTHESIS: THE STATE OF EDUCATIONAL QUALITY IN EKITI**

1. **High Performance:** Ekiti State is one of the highest-performing states in Nigeria in terms of secondary school certification results (WASSCE/NECO). This indicates a relatively effective educational system.
2. **The "Girls' Advantage":** Contrary to many regional trends, girls in Ekiti are not just keeping pace but are often leading in academic outcomes at the senior secondary level. This suggests successful mitigation of many socio-cultural barriers to girls' learning within the school environment.
3. **The Persistent STEM Gap:** Despite overall excellence, traditional gender performance gaps in STEM subjects (Maths, Physics) remain, rooted in early numeracy disparities and possibly influenced by societal biases and self-selection.
4. **Data reveals a potential paradox:** while access/attendance parity is still a challenge the quality of outcomes for those who remain in school is high and favorable to girls. This points to a "leaky but high-quality pipeline"—the system performs well for attendees but loses too many children, especially girls in rural areas, before they reach SSCE. SOURCE: MICS data with GPI 0.92 in secondary,

Ekiti's policy focus should shift from merely promoting access for girls to consolidating quality for all while specifically; Targeting rural dropout to bring more girls into the high-quality pipeline, Implementing STEM encouragement programs for girls in upper primary and JSS to bridge the numeracy and subject-choice gap and maintaining the teacher quality and resource investments that underpin the state's strong results.

### **Identified Gaps and Barriers**

#### **4. Socio-Cultural Barriers**

**Traditional Attitudes:** Prevailing societal norms often prioritize boys' education over girls', limiting educational aspirations for many families.

**Early Marriage and Pregnancy:** Cultural practices prevalent in some communities lead to early marriages and pregnancies, which significantly disrupt girls' educational journeys.

**Teaching Materials and Gender Sensitivity:** Educational materials often lack gender-sensitive content. Instructors may hold biases that affect classroom dynamics, impacting female students' self-esteem and participation.

School Environment: Despite various interventions, some schools still lack adequate facilities such as separate toilets for girls, which can deter regular attendance, especially during menstruation.

## **5. Economic Constraints**

Poverty: Economic challenges faced by families force them to prioritize boys' education due to limited resources, reducing girls' opportunities for schooling.

Costs of Education: Fees, uniforms, and learning materials can be prohibitive for families, particularly in households where financial resources are strained.

## **6. Institutional Barriers**

Ineffective Policy Implementation: Lack of stringent enforcement of existing gender policies at state and local levels impedes progress.

Inadequate Training for Educators: Teachers often lack training in gender-sensitive pedagogies, which can create a non-inclusive educational environment.

## **Guiding Principles and Values for Implementing Gender Policies on Education in Ekiti State**

The successful implementation of gender policies in education in Ekiti State requires adherence to key principles and values that ensure inclusivity, accountability, sustainability, and effectiveness. By adhering to these guiding principles and values such as equity, collaboration, evidence-based decision-making, empowerment, and gender sensitivity, Ekiti State can create a comprehensive and effective framework for implementing gender policies in education. These principles not only contribute to the educational success of all genders but also align with broader societal goals of equity and human rights.

The following framework outlines the core components necessary to create a comprehensive and effective system for gender equality in education,

This framework is designed to guide Ekiti State in creating a coherent, actionable, and principles-driven strategy for achieving gender equality in education.

### **1.0 Guiding Principles and Values**

These foundational principles underpin all policy directives and implementation actions:

1. Equity and Fairness: Ensuring fair treatment, access, and opportunity for all genders, recognizing and addressing historical and social disadvantages.
2. Gender Sensitivity and Responsiveness: Mainstreaming gender perspectives in all educational plans, processes, and culture.
3. Inclusivity: Creating an environment where all learners, regardless of gender identity, feel valued, respected, and supported.
4. Collaboration and Partnership: Fostering active participation of government, communities, civil society, traditional institutions, and development partners.
5. Evidence-Based Decision-Making: Utilizing data, research, and analysis to inform policy design, monitoring, and evaluation.
6. Empowerment: Enabling all individuals, especially girls, women, and marginalized genders, to develop their full potential and agency.
7. Accountability and Transparency: Establishing clear responsibilities and mechanisms for tracking progress and reporting outcomes.
8. Sustainability: Integrating gender considerations into long-term planning and budgeting to ensure enduring impact.

## **2.0 Policy, Vision, and Mission**

- **Policy Statement:** Ekiti State is committed to eliminating all forms of gender-based discrimination and disparity within its education system. This policy provides the framework for promoting equal access, participation, and outcomes for all genders at all levels of education.
- **Vision:** An inclusive, equitable, and gender-sensitive education system in Ekiti State that empowers all learners to achieve their full potential and contribute to a just society.
- **Mission:** To systematically integrate gender responsive perspectives into all educational policies, plans, programs, and practices through strategic interventions, capacity building, and sustained partnerships, ensuring a safe, supportive, and non-discriminatory learning environment for every child and adult learner.

### **3.0 Policy Goal and Objectives**

**Policy Goal:** To achieve gender equality and equity in access, participation, and achievement within the education sector in Ekiti State.

#### **Policy Objectives:**

1. To ensure equitable access to quality and relevant education for all genders from early childhood to tertiary and lifelong learning.
2. To eliminate gender-based violence, discrimination, and harmful practices in all educational institutions and environments.
3. To strengthen gender-responsive pedagogy, curriculum development, and learning materials to combat stereotypes and promote equality.
4. To enhance the capacity of teachers, administrators, and education managers on gender mainstreaming and responsive planning.
5. To promote girls' retention, transition, and completion rates, especially in science, technology, engineering, and mathematics (STEM) fields.
6. To institutionalize a robust system for gender-disaggregated data collection, monitoring, and evaluation within the education sector.
7. To foster a supportive policy and legal environment that mandates and enforces gender equality in education.

### **4.0 Policy Focus Areas**

The implementation of this policy will be targeted through the following key strategic areas:

1. **Access and Participation:** Removing barriers to enrolment, attendance, and transition for marginalized genders, including targeted scholarships, safe transportation, and flexible learning options.
2. **Learning Environment and Safety:** Establishing and enforcing mechanisms to prevent and respond to school-related gender-based violence (SRGBV), ensuring safe infrastructure (e.g., separate, functional toilets), and promoting positive social norms.

3. Curriculum, Teaching, and Learning: Reviewing and revising curricula, textbooks, and teaching methods to be gender-transformative, and promoting STEM education for girls and literacy/numeracy for boys where lagging.
4. Teacher Development and Support: Pre-service and in-service training on gender-responsive pedagogy, classroom management, and unconscious bias.
5. Institutional Capacity and Governance: Mainstreaming gender into education sector plans, budgets, and recruitment processes. Establishing Gender Units/Desks within the State Ministry of Education and agencies.
6. Partnerships and Community Engagement: Mobilizing parents, community leaders, and traditional rulers as champions for girls' education and gender equality. Partnering with NGOs and the private sector.
7. Research, Data, and Monitoring: Regular collection and analysis of sex-disaggregated data on enrolment, attendance, completion, and learning outcomes to guide interventions and measure progress.

## **VISION**

To provide accessible, affordable, qualitative, functional and sustainable education for enlightenment and enterprise using emerging technology.

## **MISSION**

To ensure quality and functional education through sound policy and implementation using e-learning, whole school monitoring, provision of conducive environment and regular capacity building of personnel for optimal learning outcomes.

Below are the guiding principles that will shape the policy's implementation in the educational sector.

### **1. Inclusivity**

**Equitable Access:** Ensure that all students, regardless of gender, socio-economic background, or PWD, have access to quality education. This includes addressing geographical and financial barriers that hinder enrollment and attendance.

**Diverse Representation:** Encourage the inclusion of diverse voices in decision-making processes related to educational policies and practices. This involves engaging women,

marginalized groups including PWDs and communities to reflect the needs and aspirations of all stakeholders.

**Culturally Responsive Education:** Design curricular and extracurricular programs that respect and incorporate the local culture, values and traditions while promoting gender inclusivity.

## **2. Accountability**

**Transparent Processes:** Facilitate open communication and transparency in policy implementation and monitoring. Stakeholders should be aware of the goals, strategies and outcomes of gender policies in education.

**Monitoring and Evaluation:** Establish robust mechanisms to monitor progress and evaluate the impacts of gender policies and provide feedback.

**Responsibility Assignments:** Clearly outline the roles and responsibilities of various stakeholders in ensuring that everyone is held accountable for achieving gender equity in education.

## **3. Sustainability**

**Long-term Commitment:** Promote a long-term commitment to gender equity in education by integrating gender goals into broader educational and development policies.

**Resource Mobilization:** Pursue diverse funding sources, including government budgets, international development partners, and community contributions, to support initiatives that promote gender equity and inclusivity in education.

**Capacity Building:** Invest in training programs for teachers and learners to implement gender-sensitive practices and maintain progress toward equity objectives.

## **4. Equity**

**Fair Treatment:** Ensure that gender-equitable practices promote fair treatment of all students, recognizing that different needs may require different responses.

**Focus on Underrepresented Groups:** Pay particular attention to underrepresented and marginalized groups (e.g., girls from low-income households, rural females, and children with disabilities) to rectify historical inequalities in educational access and outcomes.

## **5. Collaboration and Partnerships**

Multi-Stakeholder Engagement: Foster partnerships among government agencies, civil society organizations, educational institutions, and the private sector to implement gender policies effectively.

Community Ownership: Engage communities in the design and implementation of gender-sensitive educational initiatives.

## **6. Evidence-Based Decision Making**

Data-Driven Strategies: Utilize data and research to inform policy decisions and program design. Gathering disaggregated data on gender in education will enable policy-makers to identify gaps and act accordingly.

Best Practices: Learn from successful gender initiatives both locally and globally, adapting best practices to the unique context of Ekiti State.

## **7. Empowerment**

Focus on Agency: Empower girls and women through education to enable them to assert their rights and make informed choices. Programs should emphasize skills development, critical thinking, and leadership opportunities.

Support Networks: Establish support networks and mentorship programs that create safe spaces for boys and girls, enhancing their self-esteem and aspirations through positive role models.

## **8. Gender Sensitivity**

Promoting Awareness: Enhance awareness and understanding of gender issues among all stakeholders, including students, teachers, and parents, to foster a more inclusive educational environment.

Creative Curriculum: Integrate gender-sensitive perspectives into the curriculum, promoting discussions around gender equity, respect, and social justice across all subjects.

# SECTION TWO

## **POLICY STATEMENT, OBJECTIVES, TARGETS AND STRATEGIES FOR IMPLEMENTATION OF:**

1. Early Childhood Care, Development and Education
2. Basic Education
3. Post- Basic Education
4. Tertiary Education

### **BASIC EDUCATION**

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

- a. Early Childhood Care and Development Education (0-4years) is the care, protection, 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.

The successful domestication of the Policy on Gender in Education in Ekiti State depends on the implementation of clear objectives, measurable targets, and effective strategies

aimed at improving basic education and Early Childhood Care Development and Education. By focusing on gender equity, the government of Ekiti State pledges to foster an inclusive educational environment where every child has the opportunity to learn and thrive, ultimately contributing to the State's socio-economic development.

## **POLICY STATEMENT, OBJECTIVES, TARGETS, AND STRATEGIES FOR IMPLEMENTATION OF EARLY CHILDHOOD CARE, DEVELOPMENT AND EDUCATION**

### **Policy Statement**

The Government of Ekiti State is committed to promoting gender equity in Early Childhood Care Development and Education (ECCDE), and Basic Education through inclusive, sustainable, and quality education for all children. The policy aims to eliminate barriers hindering equitable access and participation in educational programs for both boys and girls, ensuring that every child, regardless of gender, socio-economic background, or geographical location, can benefit from quality education from early childhood through basic education.

### **Policy Objectives**

1. **Increase Access/enrolment:** Ensure that every child, especially girls and marginalized groups, has access to quality ECCDE and basic education in Ekiti State.
2. **Enhance Retention Rates:** Implement strategies to improve the retention of all children, particularly girls, in the educational system at all levels.
3. **Improve Completion Rates:** Strive for high completion rates in basic education by addressing challenges faced by students, especially girls, in transitioning through educational stages.
4. **Promote Gender-Responsive Educational Practices:** Foster gender-sensitive teaching approaches and curricular materials that promote equity, respect, and non-discrimination in all educational settings.
5. **Strengthen Collaboration:** Leverage partnerships with communities, civil society organizations, and the private sector to support and implement gender-responsive educational initiatives.

### **Targets**

1. **Enrolment Targets:**

- Achieve a gender parity index of at least 1.0 in primary school enrolment by 2030
  - Increase enrolment of both gender (boys & girls) in Early Childhood Care Development and Education programs by 100% by 2030
2. Retention Targets:
- Improve retention rates in basic education to at least 100% for both boys and girls by 2030
  - Implement mechanisms to retain 100% of boys and girls in secondary schools from primary completion through graduation by 2030 (e.g, exempting them from labour strikes by introducing incentives for ECCDE teachers)
3. Completion Targets:
- Attain a completion rate of 100% in primary education for both genders by 2030
  - Ensure that 100% of children (Age 0-5) complete Early Childhood Development programs by 2030

### **Strategies for Implementation**

1. Access Strategies
- Community Outreach and Awareness Campaigns:
  - Conduct awareness programs to educate families about the importance of ECCDE and basic education for girls and boys.
  - Incentives for enrolment:
  - Offer scholarships, feeding programs, free uniforms/sportswear (partly or in full) and conditional cash transfers to families that enrol girls in school.
  - Infrastructure Development:
  - Build more schools in underserved areas (new sites), ensuring that they are accessible and well-equipped, particularly in rural communities.
2. Retention Strategies
- Safe School Environment: Create a safe and friendly environment that discourages violence and harassment, including the establishment of anti-bullying policies.
  - Support Systems: Establish school-based mentoring, counselling, and peer support groups, anti- GBV clubs, to assist students, especially girls, in dealing with personal and academic challenges.

- Improving Learning Facilities: Provide adequate sanitary facilities, including separate toilets for boys and girls, to promote consistent school attendance and encourage reusable sanitary pad production.
3. Completion Strategies
- Curriculum Development: Ensure that curricular content is gender-sensitive, inclusive, and relevant to the local context, incorporating life skills and civic education.
  - After-School Programs: Offer remedial classes and after-school tutoring for students who are struggling, as well as life skills training applicable to both boys and girls.
  - Regular Monitoring and Evaluation: Establish a robust system for collecting data and monitoring student progress, attendance, retention, and completion rates by gender.
4. Gender-Responsive Educational Practices
- Professional Development for Educators: Provide training for teachers on gender-responsive pedagogy, equipping them to create inclusive classroom environments.
  - Incorporation of Gender Equity into Teacher Education: Include training on gender equity as part of pre-service and in-service programs for teachers.
5. Collaboration Strategies
- Partnerships with NGOs and Civil Society: Collaborate with non-governmental organizations to implement programs that target specific barriers to gender-responsive education.
  - Community Engagement: Mobilize community leaders to advocate for gender-responsive education and to support local initiatives aimed at improving access to quality education.
  - Public-Private Partnerships: Engage the private sector including philanthropists in funding educational initiatives and providing resources to enhance educational quality.

**2. POLICY STATEMENT, OBJECTIVES, TARGETS, AND STRATEGIES FOR IMPLEMENTATION OF PRIMARY EDUCATION:**

The successful domestication of the Policy on Gender in Education in Ekiti State depends on the implementation of clear objectives, measurable targets, and effective strategies aimed at ensuring equitable, inclusive, and quality primary education for all children. By

focusing on gender equity, the government of Ekiti State pledges to eliminate barriers and foster a supportive learning environment where every child completes a solid foundation of primary education, thereby contributing to the State’s human capital development and long-term prosperity.

### **Policy Statement**

The Government of Ekiti State is committed to achieving gender equity in primary education by guaranteeing inclusive, safe, and quality learning for all children from Primary 1 to Primary 6. This policy aims to remove all socio-economic, cultural, and geographic barriers that hinder equitable access, participation, and achievement, ensuring that every child, irrespective of gender, disability, or background, acquires foundational literacy, numeracy, and life skills essential for lifelong learning and development.

### **Policy Objectives**

1. **Ensure Universal Access:** Guarantee that every school-age child in Ekiti State, with particular emphasis on girls and children from marginalized communities, is enrolled in primary school.
2. **Promote Retention and Regular Attendance:** Implement targeted measures to keep all children, especially girls, in school and attending regularly throughout the primary education cycle.
3. **Achieve Universal Primary Completion:** Ensure that all children who enrol in Primary One complete Primary Six, attaining the required learning competencies.
4. **Foster Gender-Responsive and Inclusive Pedagogy:** Equip teachers with the skills and resources to deliver instruction in a manner that is free from bias, promotes equality, and meets the diverse needs of all learners.
5. **Strengthen School-Community Partnerships:** Actively engage parents, community leaders, and local organizations as partners in supporting, monitoring, and advocating for quality and equitable primary education.

### **Targets**

1. **Enrolment Targets:**

- Achieve and maintain a Gender Parity Index (GPI) of 1.0 in net enrolment ratio for primary education by 2027.
- Attain a 100% net enrolment rate for all children of primary school age in Ekiti State by 2030.

2. Retention & Attendance Targets:

- Reduce the annual dropout rate in primary schools to less than 1% for both boys and girls by 2027.
- Achieve a minimum attendance rate of 95% for all enrolled pupils by 2027.

3. Learning Outcome & Completion Targets:

- Attain a 100% primary school completion rate for all enrolled children by 2030.
- Ensure that at least 80% of pupils in Primary 6 achieve mastery (a score of 60% or above) in state wide standardized tests for literacy and numeracy by 2030.

## **Strategies for Implementation**

1. Access Strategies

- **Community Mobilization and Sensitization:**
- Conduct door-to-door campaigns and community dialogues, led by trained mobilizers and local champions, to emphasize the importance of primary education for both boys and girls and address specific cultural barriers.
- **Elimination of Financial Barriers:**
- Provide free and compulsory primary education as mandated by law, supplemented by targeted incentives such as free textbooks, uniforms, and school feeding programs, with special consideration for girls and vulnerable households.
- **Improved School Infrastructure and Proximity:**
- Construct new schools and classrooms in underserved and remote settlements to ensure no child walks an unsafe or excessive distance to school. All new infrastructure will include gender-sensitive designs (e.g., separate, adequate sanitation facilities).

## 2. Retention Strategies

- Creation of Safe and Protective School Environments:
- Implement a Safe Schools Declaration at the primary level, establishing and enforcing clear anti-bullying and anti-harassment policies. Train teachers and establish student-led committees to promote safety and respect.
- Holistic Pupil Support Systems:
- Introduce basic health services (e.g., deworming, vision screening), menstrual hygiene management programs with reusable pad provision, and school-based counseling to address psychosocial challenges affecting attendance.
- Engagement of Parents and Caregivers:
- Strengthen School-Based Management Committees (SBMCs) and Parent-Teacher Associations (PTAs) with mandatory gender representation to monitor attendance, follow up on absent pupils, and support school improvements.

## 3. Completion & Learning Quality Strategies

- Enhanced, Gender-Responsive Curriculum Delivery:
- Review and revise primary school curricula and textbooks to remove gender stereotypes and integrate inclusive examples. Promote active learning methodologies that engage all pupils equally.
- Early Grade Reading and Numeracy Interventions:
- Launch a statewide Ekiti Reads and Counts initiative, providing specialized teacher training, graded reading materials, and regular learning assessments to build foundational skills from Primary 1-3.
- Robust Assessment and Remedial Support:
- Institute termly competency-based assessments to identify learning gaps. Organize after-school and holiday remedial classes for pupils at risk of falling behind, with a focus on girls in STEM subjects and boys in literacy.

## 4. Gender-Responsive Educational Practices

- Continuous Professional Development for Teachers:

- Mandate pre-service and annual in-service training for all primary school teachers on gender-responsive pedagogy, inclusive classroom management, and identifying/responding to gender-based violence.
- Promotion of Positive Gender Norms: Integrate lessons on gender equality, respect, and shared responsibility into the Civic Education and Social Studies curriculum. Establish school clubs that challenge stereotypes (e.g., Boys' Reading Clubs, Girls' Science Clubs).

#### 5. Collaboration Strategies

- Partnerships with Civil Society Organizations (CSOs):
- Collaborate with NGOs and CSOs to implement complementary programs such as girl-child mentoring, back-to-school campaigns for out-of-school children, and community literacy programs.
- Leveraging Traditional and Religious Institutions:
- Engage traditional rulers, council of elders, and religious leaders as advocates to endorse primary education for all and publicly discourage practices like early marriage that truncate schooling.
- Public-Private Partnerships for Resources:
- Partner with private sector entities and philanthropists to adopt schools, donate learning materials, fund infrastructure upgrades, and support teacher motivation initiatives.

### **Policy Statement, Objectives, Targets, and Strategies for Implementation of Junior Secondary Education in Ekiti State**

The successful domestication of the Gender in Education Policy in Ekiti State requires focused implementation at the Junior Secondary Education level, where adolescents face unique social, academic, and personal challenges. By establishing clear objectives, measurable targets, and targeted strategies, the Ekiti State Government is committed to ensuring equitable access, retention, completion, and achievement for all genders in junior secondary schools, thereby promoting lifelong learning, personal development, and future socio-economic participation.

#### **Policy Statement**

The Government of Ekiti State is committed to advancing gender equity in Junior Secondary Education by ensuring inclusive, safe, and quality education for all adolescents. This policy aims to eliminate gender-based discrimination, socio-economic barriers, and harmful socio-cultural practices that hinder equitable participation and

achievement. It seeks to provide a supportive learning environment that fosters academic excellence, personal development, and smooth transition to senior secondary education for every student, regardless of gender, background, or ability.

### **Policy Objectives**

1. **Ensure Equitable Access:** Guarantee that all adolescents, particularly girls and marginalized groups, have unimpeded access to quality junior secondary education across Ekiti State.
2. **Enhance Retention and Regular Attendance:** Implement targeted measures to reduce dropout rates and ensure consistent school attendance for both boys and girls throughout the three-year junior secondary cycle.
3. **Promote Gender-Responsive Teaching and Learning:** Foster pedagogical practices, curricular content, and school environments that are inclusive, bias-free, and supportive of the diverse needs of all learners.
4. **Ensure Successful Completion and Transition:** Achieve high completion rates and facilitate seamless transition of students from junior secondary to senior secondary, technical, or vocational pathways.
5. **Strengthen Stakeholder Collaboration:** Actively engage parents, communities, civil society, and private sector partners in supporting, monitoring, and sustaining gender-responsive junior secondary education.

### **Targets**

1. **Enrolment Targets:**
  - Achieve and maintain a Gender Parity Index (GPI) of 1.0 in gross enrolment ratio for junior secondary education by 2027.
  - Ensure 100% transition rate from primary to junior secondary education for all children by 2027.
2. **Retention and Attendance Targets:**
  - Reduce annual dropout rates in junior secondary schools to below 2% for both genders by 2027.
  - Achieve a minimum attendance rate of 90% for all enrolled junior secondary students by 2027.
3. **Completion and Learning Outcome Targets:**
  - Attain a junior secondary school completion rate of 95% for all enrolled students by 2030.

- Ensure that at least 85% of students meet basic competency levels in core subjects (English, Mathematics, Basic Science) in the Basic Education Certificate Examination (BECE) by 2030.

4. Transition Target:

- Achieve a 95% transition rate from junior secondary to senior secondary or approved technical/vocational pathways by 2030.

### **Strategies for Implementation**

1. Access Strategies

- Proximity and Infrastructure Expansion: Construct and adequately equip additional junior secondary schools in underserved rural and peri-urban communities to ensure safe and reasonable travel distances.
- Financial and Material Support: Provide need-based bursaries, scholarships, free textbooks, and learning kits, with targeted support for girls, orphans, and students from low-income households.
- Community Awareness and Enrolment Drives: Conduct sustained advocacy campaigns involving community leaders, youth groups, and media to promote the value of junior secondary education, especially for girls.

2. Retention Strategies

- Safe and Inclusive School Environment: Implement and enforce a comprehensive Safe Schools Policy that addresses bullying, sexual harassment, corporal punishment, and gender-based violence, with confidential reporting mechanisms.
- Adolescent-Friendly Support Services: Establish functional guidance and counseling units, peer mentoring programs, and health education initiatives (including menstrual health management and reproductive health education).
- Incentives for Consistent Attendance: Introduce school feeding programs in areas with high poverty incidence, provide free sanitary products to girls, and offer transport subsidies or bicycles in remote areas.

### 3. Completion and Transition Strategies

- Academic Reinforcement Programs: Offer after-school tutoring, holiday coaching classes, and remedial sessions for core subjects, particularly targeting students at risk of failing promotional examinations.
- Career Guidance and Exposure: Integrate career counseling into the school curriculum, organize career days, mentorship sessions with professionals, and visits to senior secondary schools and technical colleges.
- Robust Monitoring and Early Warning System: Deploy a digital school management information system to track attendance, performance, and well-being indicators, enabling timely intervention for at-risk students.

### 4. Gender-Responsive Educational Practices

- Teacher Training and Support: Conduct mandatory in-service training for all junior secondary teachers on gender-responsive pedagogy, adolescent psychology, classroom management, and positive discipline.
- Curriculum and Learning Material Review: Audit and revise textbooks, lesson plans, and instructional materials to eliminate gender stereotypes and integrate positive representations of all genders.
- Promotion of Gender-Balanced Participation: Encourage and monitor equal participation of boys and girls in classroom discussions, leadership roles, clubs (e.g., debate, science, sports), and extracurricular activities.

### 5. Collaboration Strategies

- Strengthened School-Based Management Committees (SBMCs): Ensure gender balance in SBMCs and build their capacity to advocate for resources, monitor school safety, and support student welfare.
- Partnerships with Civil Society and Youth Organizations: Collaborate with NGOs, faith-based organizations, and youth networks to implement programs on life skills, sexual and reproductive health rights, and leadership development.
- Engagement with Traditional and Religious Authorities: Partner with community leaders to address harmful norms (e.g., child marriage, preference for boys' education) and champion the retention of all adolescents in school.
- Public-Private Partnerships for Infrastructure and Innovation: Mobilize private sector support for ICT labs, science equipment, library upgrades,

and digital learning platforms to enhance educational quality and relevance.

### **Policy Statement, Objectives, Targets, and Strategies for Implementation of Senior Secondary Education in Ekiti State**

The successful domestication of the Gender in Education Policy in Ekiti State requires dedicated implementation at the Senior Secondary Education level, a critical juncture for career determination, higher education preparation, and entry into the workforce. By establishing clear objectives, measurable targets, and evidence-based strategies, the Ekiti State Government is committed to ensuring equitable access, quality instruction, and successful outcomes for all genders in senior secondary schools, thereby developing skilled, innovative, and socially responsible citizens for the state's future.

#### **Policy Statement**

The Government of Ekiti State is dedicated to achieving gender equity in Senior Secondary Education by guaranteeing inclusive, high-quality, and future-oriented education for all youth. This policy aims to eliminate gender-based barriers in academic and career pathways, promote balanced participation in all fields of study—especially Science, Technology, Engineering, and Mathematics (STEM) for girls and arts/humanities for boys where underrepresented—and ensure that every student graduate with the competencies, certifications, and confidence required for tertiary education, skilled employment, or ethical entrepreneurship.

#### **Policy Objectives**

1. **Ensure Equitable Access and Participation:** Guarantee that all eligible youth, with particular focus on girls and marginalized groups, have equal opportunity to access and participate in senior secondary education across all academic and vocational streams.
2. **Promote Gender-Balanced Enrollment in All Fields:** Actively encourage and support girls to enroll and excel in STEM and technical fields, and boys in care-oriented and humanities fields, to dismantle occupational stereotypes.
3. **Enhance Quality, Relevance, and Completion:** Deliver a rigorous, gender-responsive curriculum that aligns with global standards and local economic needs, ensuring high retention, completion, and certification rates for all students.
4. **Facilitate Successful Post-Secondary Transitions:** Empower all graduates to successfully transition to higher education, formal vocational training, dignified

employment, or entrepreneurship through effective career guidance and support systems.

5. Institutionalize Accountability and Partnerships: Embed gender-responsive planning, monitoring, and evaluation within school management and foster strategic collaborations with industry, communities, and tertiary institutions.

## **Targets**

1. Enrolment and Field Distribution Targets:
  - Achieve and maintain a Gender Parity Index (GPI) of 1.0 in gross enrolment ratio for senior secondary education by 2028.
  - Increase the proportion of female students enrolled in Science/STEM classes to at least 45% by 2030.
2. Retention and Completion Targets:
  - Reduce the annual dropout rate in senior secondary schools to less than 3% for both genders by 2027.
  - Attain a senior secondary school (SS3) completion rate of 90% for all enrolled students by 2030.
3. Academic Performance and Certification Targets:
  - Achieve a minimum pass rate of 75% for both genders in core subjects in the West African Senior School Certificate Examination (WASSCE) by 2030.
  - Ensure that 80% of students in vocational tracks obtain relevant national skills certification (e.g., from NBTE, NABTEB) by 2030.
4. Transition Targets:
  - Ensure that 80% of senior secondary graduates' secure placement in tertiary education, formal apprenticeships, or employment within 18 months of graduation by 2030.

## **Strategies for Implementation**

1. Access and Stream Selection Strategies
  - Targeted Scholarship and Incentive Programs: Provide merit- and needs-based scholarships, with premium incentives for girls pursuing STEM and boys pursuing early childhood education, nursing, or arts.

- Proactive Career Counseling from JSS3: Implement a mandatory, intensive career guidance program in the final term of JSS3 to inform subject selection, debunk stereotypes, and showcase diverse role models.
- Infrastructure for Specialized Streams: Upgrade and equip science laboratories, ICT centers, and technical workshops to a standard that attracts and retains all students, with priority given to under-resourced schools.

## 2. Retention and Engagement Strategies

- Safe, Supportive, and Inclusive School Climate: Strengthen and enforce strict codes of conduct against all forms of harassment and discrimination. Establish and publicize clear, confidential reporting channels and support services.
- Holistic Adolescent Support Framework: Provide accessible counseling services, health education (including mental health), childcare support for young parents, and flexible learning schedules for students with significant domestic responsibilities.
- Relevant and Engaging Pedagogy: Promote project-based learning, digital literacy integration, and entrepreneurship projects that connect curriculum to real-world problems and opportunities.

## 3. Completion and Transition Strategies

- Academic Excellence and Remedial Support: Offer after-school tutorials, pre-WASSCE boot camps, and peer-led study groups, with targeted support for students at risk of failing key subjects.
- Structured Pathway Programs: Develop formal linkages with universities, polytechnics, technical colleges, and local industries for mentorship, internships, visitation days, and direct entry pathways.
- Entrepreneurship and Employability Skills Integration: Embed mandatory modules on financial literacy, business planning, CV writing, and interview skills into the SS3 curriculum for all students.

## 4. Gender-Responsive Educational Practices

- Specialized Teacher Training and Recruitment: Train teachers on gender-responsive pedagogy for advanced subjects and actively recruit and deploy

more female STEM teachers and male humanities/arts teachers as role models.

- Curriculum and Assessment Audit: Conduct a systematic review of all senior secondary syllabi, textbooks, and past exam questions to eliminate gender bias and ensure inclusive representation and language.
- Leadership and Empowerment Clubs: Support and fund student-led clubs (e.g., Female Scientists Club, Young Philosophers Society, Debate Clubs) to build confidence, leadership, and subject-specific passion.

## 5. Collaboration and Sustainability Strategies

- Industry-Advisory School Boards: Create formal partnerships with local businesses, professional associations, and trade guilds to advise on curriculum relevance, offer internships, and participate in skills assessments.
- Alumni Engagement and Mentorship Networks: Leverage successful alumni, especially those in non-traditional fields, to mentor current students, offer career talks, and provide work experience opportunities.
- Data-Driven Management and Accountability: Mandate all senior secondary schools to maintain and report gender-disaggregated data on enrolment, performance, and post-graduation destinations to the Ministry of Education for planning and policy adjustment.

## **POLICY STATEMENT, OBJECTIVES, TARGETS, AND STRATEGIES FOR IMPLEMENTATION OF MASS LITERACY, ADULT EDUCATION, AND NON-FORMAL EDUCATION**

The commitment to improving mass literacy, adult education, and non-formal education in Ekiti State aligns with the state’s educational policies on gender in education through a holistic approach that ensures inclusivity, relevance, and sustainability. By implementing these policy statements, objectives, targets, and strategies, Ekiti State will empower its citizens, promote gender equity, and contribute to the overall socio-economic development of the state.

### **Policy Statements**

1. Inclusion: The Government of Ekiti State is committed to promoting mass literacy, adult education, and non-formal education as essential pathways for

achieving gender equity and empowering all citizens, especially women and marginalized groups through Sustainable Development Goal (SDG).

### **Objectives**

1. **Increase Literacy Rates:** Improve literacy rates in Ekiti State to at least 90% for both men and women by 2030.
2. **Promote Lifelong Learning:** Foster a culture of lifelong learning that encourages adults to pursue continuous education and skills development.
3. **Gender Equity:** Eliminate gender disparities in access to literacy and adult education programs, aiming for equal participation of women and men.
4. **Community Empowerment:** Equip communities with the knowledge and skills necessary to address local challenges, thereby improving social and economic outcomes.
5. **Enhance Vocational Skills:** Provide training that enhances vocational skills relevant to the local economy, enabling participants to improve their livelihoods and contribute to community development.

### **Targets**

1. **Enrolment Targets:**
  - Achieve 10,000 enrolled participants in mass literacy programs annually for the next five years, with a minimum of 50% being women.
  - Enroll at least 5,000 individuals in adult education programs annually, focusing on vulnerable groups.
2. **Completion Rates:**
  - Attain a completion rate of at least 75% for participants in mass literacy and non-formal education programs by 2030.
  - Ensure 70% of adult learners achieve recognized credentials in vocational and educational skills by 2030.
3. **Skill Development:**
  - Train at least 3,000 individuals in market-relevant vocational skills annually, with a targeted gender balance of 50%.
4. **Community Engagement:**

- Establish at least 100 community learning centers across the state by 2030, promoting equal access to all community members.

## **Strategies**

### 1. Program Development and Design

- **Needs Assessment:** Conduct regular community-based assessments to identify literacy and education needs, ensuring programs are tailored to local contexts and participants' needs.
- **Curriculum Development:** Develop gender-sensitive curricula that address the barriers faced by women and marginalized groups, incorporating life skills, financial literacy, and vocational training.

### 2. Outreach and Enrolment

- **Awareness Campaigns:** Implement community awareness campaigns that highlight the importance of literacy, especially for women and marginalized individuals, using local media and community events.
- **Mobile Learning Initiatives:** Develop mobile learning units that reach remote communities, providing access to educational resources and facilitators.

### 3. Training and Capacity Building

- **Facilitator Training:** Train facilitators & volunteers on gender-sensitive pedagogical approaches and effective teaching strategies for adult education.
- **Peer Education Programs:** Establish peer education initiatives that empower community members to support one another in learning and skills development.

### 4. Partnership and Collaboration

- **Engage Local Stakeholders:** Collaborate with local governments, NGOs, and community-based organizations to enhance program delivery and resource mobilization.
- **Public-Private Partnerships:** Encourage private sector involvement in funding and supporting vocational training programs that benefit community members.

### 5. Monitoring and Evaluation

- Data Collection and Analysis: Develop a robust monitoring and evaluation framework to track enrolment, participation, completion, and skill acquisition rates disaggregated by gender.
- Feedback Mechanisms: Create channels for participants to provide feedback on programs, informing ongoing improvements and adjustments.

6. Resource Mobilization

- Funding Opportunities: Pursue diverse funding sources, including government budgets, international aid, and community contributions, to support mass literacy and adult education initiatives.
- Material Resources: Develop and distribute appropriate learning materials, including textbooks, digital resources, and tools necessary for vocational training.

## **POLICY STATEMENT, OBJECTIVES, TARGETS, AND STRATEGIES FOR IMPLEMENTATION OF POST-BASIC EDUCATION**

### **Policy Statement**

The Government of Ekiti State is committed to promoting gender equity and inclusive education in post-basic education institutions. This policy aims to eliminate barriers to education for both males and females, ensuring equitable access to opportunities for learning, personal development, and career advancement. In alignment with the Ekiti State Policy on Gender in Education, this policy emphasizes the importance of creating an environment that supports gender-sensitive practices in all aspects of post-basic education. Through collaboration, strategic planning, and commitment to the outlined objectives, Ekiti State will take significant steps toward achieving gender parity in post-basic education. The implementation of this policy will foster an equitable and inclusive post-basic education system in Ekiti State. By focusing on gender equity and aligning with the state’s policies on education, the state aims to create an educational environment that empowers all students, enhances their potential, and contributes to sustainable development in the State.

### **Policy Objectives**

1. Promote Equitable Access: To increase the enrolment of female students in post-basic education institutions while ensuring that male students also receive equitable opportunities for education and development.

2. Enhance Retention Rates:
  - i.) To implement measures that retain both male and female students in post-basic education settings by addressing the unique barriers faced by each gender.
  - ii) Male and Female should be retained in school, irrespective of their specific circumstances. as long as they are willing to remain in school.
3. Facilitate Successful Completion: To achieve improved completion rates among both genders by providing support structures and resources that encourage students to finish their education.
4. Foster Gender-Sensitive Learning Environments: To create and maintain educational environments that are conducive to learning for all genders by training educators and staff in gender sensitivity and inclusivity.
5. Strengthen Community Involvement: To engage local communities, parents, and stakeholders in supporting gender equity initiatives in post-basic education, fostering community ownership of educational outcomes.

### **Targets**

1. Increase Female enrolment: Achieve a minimum of 50% female enrolment in post-basic education institutions within three years of implementation.
2. Reduce Attrition Rates: Decrease the attrition rates for both male and female students by 60% over the next five years.
3. Raise Completion Rates: Achieve a minimum completion rate of 80% for both genders in post-basic education programs within five years.
4. Expand Gender-Sensitive Training: Provide gender sensitive training for 100% of educators and administrative staff in post-basic education institutions within the next five years.
5. Strengthen Community Engagement: Increase community awareness and participation in education initiatives by 60% through outreach programs and workshops within five years.

### **Strategies for Implementation**

1. Awareness and Advocacy Programs

- **Conduct Workshops and Seminars:** Organize regular awareness campaigns and training sessions for parents, communities, and educators regarding the importance of gender equity in education and the benefits of educating both boys and girls.
- **Utilize Media Campaigns:** Leverage radio, television, and social media platforms to disseminate information on the significance of gender equity in education, targeting both urban and rural populations.

## 2. Infrastructure and Resource Allocation

- **Improve Facilities:** Ensure that post-basic education institutions are equipped with adequate facilities that are safe and conducive for both male and female students.
- **Allocate Scholarships and Financial Aid:** Establish scholarship programs specifically aimed at supporting female students and economically disadvantaged boys to facilitate their education.

## 3. Support Systems for Students

- **Mentorship Programs:** Create mentorship initiatives that connect students with successful role models in various fields, encouraging them to pursue their educational and career aspirations.
- **Counselling Services:** Implement counselling services within post-basic education institutions to support students in addressing personal challenges that may hinder their academic success.

## 4. Curriculum and Teaching Practices

- **Integrate Gender Perspectives:** Ensure that the curriculum reflects gender-related issues and promotes discussions that foster critical thinking about gender roles and equality.
- **Train Educators:** Provide professional development and training for teachers on how to employ gender-sensitive teaching practices that are inclusive and respectful of diversity.

## 5. Monitoring and Evaluation

- **Data Collection and Analysis:** Establish mechanisms for collecting disaggregated data on enrolment, retention, and completion rates by gender. Utilize the data to monitor progress and adjust strategies as needed.

- **Feedback Mechanisms:** Create channels for students and their families to provide feedback regarding their experiences in post-basic education settings, which can inform policy adjustments and improvements.

## 6. Strengthening Partnerships

- **Collaboration with NGOs and Community Organizations:** Work with non-governmental organizations that focus on gender issues to design and implement targeted programs that support gender equity in post-basic education- **Engage Private Sector Partnerships:** Foster partnerships with the private sector to provide internships, scholarships, and resources that can enhance educational opportunities for students of both genders.

## **POLICY STATEMENT, OBJECTIVES, TARGETS AND STRATEGIES FOR TERTIARY EDUCATION IN EKITI STATE ON GENDER IN EDUCATION**

### **Policy Statement**

The Government of Ekiti State is committed to promoting gender equity in tertiary education as part of its broader educational mandate. This policy aims to ensure that both male and female students have equal opportunities to access and succeed in higher education, thereby fostering an inclusive academic environment that enhances human capital development and contributes to sustainable socio-economic growth in the state.

### **Objectives**

1. **Increase access to tertiary education:**
  - Promote equal access rates for admission for male and female students into tertiary institutions in Ekiti State.
2. **Enhance Retention:**
  - Create a supportive academic environment that reduces barriers for female students, ensuring their sustained engagement and success in tertiary education programs.
3. **Promote Completion Rates:**
  - Improve the completion rates of both male and female students by addressing gender-specific challenges and fostering an inclusive academic culture.

4. Encourage Female Participation in Non-Traditional Fields:
  - Increase female representation in traditionally male-dominated programs, such as STEM (science, technology, engineering, and mathematics), through targeted interventions and support systems and mentoring programs.
5. Foster Gender-Sensitive Policies:
  - Develop and implement gender-sensitive policies within the tertiary education system that promote equality, prevent gender-based violence, (SEA/SH) and ensure safe learning environments for all students.

## **Targets**

1. Admission access target:
  - Achieve a 50:50 gender balance in access to admission across all tertiary institutions in Ekiti State by the year 2030 in compliance with the National Gender Policy.
  - Increase female participation in STEM fields by 30% by the year 2030.
2. Retention Targets:
  - Reduce the attrition rate of female students to below 10% by the year 2030.
  - Ensure that at least 98% of students, regardless of gender, complete their programs within the stipulated time frame.
3. Completion Rate Targets:
  - Achieve a graduation completion rate of 98% for both male and female students by the year 2030.
4. Policy and Training Targets:
  - Implement gender-sensitive training through workshops for at least 90% of faculty members by the end of the second year of policy implementation.
  - Establish a robust monitoring and evaluation framework by the end of the first year to evaluate progress on gender equity in tertiary education.

## **Strategies for Implementation**

1. Awareness and Outreach Programs

- Community Engagement: Establish outreach programs targeting communities to raise awareness about the importance of higher education for both genders, emphasizing the value of girls' education and the availability of scholarships.
- school Visits: Organize visits to secondary schools by representatives of tertiary institutions to encourage students, especially girls, to pursue higher education.
- Strengthening Anti-GBV clubs in secondary schools to ensure transition of the girls child into tertiary institutions.

## 2. Scholarships and Financial Support

- Merit-Based Scholarships: Create merit and need-based scholarship programs specifically designed to encourage female students to enrol and complete their studies in tertiary institutions.
- Survivor Support Scholarship: Support for Gender Based Violence Survivors and Vulnerable persons facing financial hardship that may constitute a hinderance to the completion of their education.
- Financial Aid Programs: Provide targeted financial aid to low-income families to support the education of male and female students, minimizing economic barriers to higher education.

## 3. Supportive Learning Environments

- Counselling and Mentorship: Establish mentorship programs that connect male and female students with successful men and women in their fields of study to offer guidance and support.
- Safe Campus Initiatives: Implement strict policies against gender-based violence and harassment on campuses, providing resources for reporting and support services for victims.

## 4. Gender-Sensitive Curriculum and Training

- - Curriculum Review: Encourage the integration of gender studies and responsive curriculum design in all programs to raise awareness and enhance understanding of gender issues among students and faculty.
- - Faculty Training: Conduct regular workshops and training sessions for faculty on gender sensitivity, equity issues, and the creation of inclusive classroom environments.

## 5. Data Collection and Monitoring

- - Disaggregated Data: Regularly collect and analyse disaggregated data on enrolment, retention, and completion rates by gender to identify and address disparities.
- - Evaluation Framework: Establish a robust evaluation framework to assess the effectiveness of implemented strategies and policies, allowing for timely adjustments based on findings.

## 6. Public-Private Partnerships

- - Collaboration with Private Sector: Foster partnerships with private sector organizations to create internship and scholarship opportunities for both male and female students, enhancing their professional networks and job readiness.
- - NGO Engagement: Collaborate with NGOs focused on gender equity and education to co-develop programs and initiatives that support male and female students.

# SECTION THREE

## **EMERGING AND CROSS CUTTING ISSUES**

Brief explanation of what these are and why they need to be addressed in the policy. You can copy and paste from the NPGE and modify as applicable.

### **Emerging Issues in Gender and Education in Ekiti State**

#### **Policy Statement**

The Ekiti State Government is committed to promoting gender equity in education by addressing emerging trends that impact access, participation, and achievement in educational settings. The state recognizes that technology access, changing social norms, economic pressures, and health-related challenges are critical in shaping educational outcomes for all genders. Therefore, this policy aims to create inclusive, safe, and empowering learning environments that ensure equitable educational opportunities for all students, regardless of gender. This approach will create a more equitable educational environment, ultimately empowering all students to achieve their full potential and contribute positively to their communities.

#### **Policy Objectives**

##### **1. Enhance Technology Integration and Access**

To bridge the digital divide and ensure equitable access to educational technologies for all students, with a particular focus on reducing the gender gap in technology use and digital literacy.

##### **2. Promote Positive Social Norms**

- To shift traditional gender roles and biases through community engagement and awareness programs that advocate for gender equity in education.
3. Address Economic Barriers
    - To alleviate economic pressures on families that hinder access to education for girls and boys, ensuring equitable education regardless of socio-economic status.
  4. Improve Health and Well-Being
    - To provide a safe learning environment for all students by addressing health-related challenges, including gender-based violence and mental health support.

## **Targets**

1. Increase Technology Access
  - Achieve a 90% increase in the number of schools equipped with internet access and digital learning resources by 2030.
  - Train at least 70% of teachers on integrating technology into the curriculum with a focus on gender-sensitive pedagogies by 2030.
2. Community Engagement and Awareness
  - Reach 80% of communities in Ekiti State with awareness campaigns focused on the importance of girls' education and changing social attitudes by 2030.
  - Establish at least 100 community forums to promote discussions about gender roles and education by 2030.
3. Economic Support Initiatives
  - Implement scholarship and cash transfer programs benefiting a minimum of 5,000 girls and 3,000 boys annually by 2030.
  - Develop partnerships with local businesses to create 1,000 vocational training opportunities for marginalized youth by 2030.
4. Health and Safety in Education

- Implement comprehensive health education programs in 100% of schools by 2030, covering topics related to reproductive health and personal well-being.
- Reduce incidents of gender-based violence in schools by 50% by establishing effective reporting and response mechanisms by 2030.

## 5. Teachers Motivation

-Rural Allowance should be resuscitated to motivate teachers working at the rural communities.

### **Strategies**

#### 1. Enhancing Technology Access

- **Infrastructure Development:** Collaborate with telecommunications companies and NGOs to expand internet infrastructure in schools, particularly in rural areas.
- **Digital Literacy Programs:** Implement training sessions for students and teachers focused on digital skills, emphasizing the importance of equal participation in technology usage.
- **E-Learning Platforms:** Support the development and promotion of e-learning platforms that provide gender-sensitive content and easily accessible resources for all students.

#### 2. Promoting Positive Social Norms

- **Community Awareness Campaigns:** Launch campaigns to educate parents and community leaders about the benefits of educating boys and girls and changing traditional perceptions of gender roles in society.
- **Engaging Role Models:** Partner with local male and female leaders and professionals to serve as role models who can inspire students and rally community support for education.
- **Cultural Sensitivity Workshops:** Facilitate workshops that promote reflection on gender norms and encourage community members to share stories of positive change.

#### 3. Addressing Economic Barriers

- **Scholarship Programs:** Establish scholarship programs targeting underprivileged boys and girls to alleviate financial burdens and increase enrolment.

- Conditional Cash Transfers: Introduce cash transfer programs that provide financial incentives to families for keeping their children, particularly girls, in school.
- Vocational Training: Include vocational training initiatives for youth that provide practical skills and tie education to local economic opportunities.

#### 4. Improving Health and Well-Being

- School Safety Policies: Develop and implement safety policies in schools to protect students from all forms of violence, including anti-bullying and anti-harassment strategies.
- Counselling Services: Provide access to mental health resources within schools, including counselling for students experiencing anxiety or trauma related to gender-based violence.
- Comprehensive Health Education: Integrate a comprehensive health education curriculum that addresses important topics such as gender-based violence, sexual and reproductive health, and mental well-being.

### **Cross-Cutting Issues in Ekiti State Policy on Gender in Education**

#### **Policy Statement**

The Ekiti State Government is committed to promoting gender equity in education through an inclusive policy framework that addresses cross-cutting issues impacting educational access and quality. This policy aims to eliminate barriers that disproportionately affect marginalized genders, ensuring that all individuals have equal opportunities to participate in, benefit from, and succeed in the education system. By integrating cross-cutting issues such as poverty, health, disability, culture, and technology into educational planning and implementation, the state will foster an environment that promotes educational equity and equality for all. adopting this comprehensive policy framework on these issues in gender and education, Ekiti State aims to create an equitable and inclusive educational environment for all students. Fostering collaboration and implementing targeted strategies will enhance educational access, retention, and completion rates, ultimately contributing to the empowerment and development of all genders within the state. Through continuous monitoring and evaluation, the state will ensure that the objectives are met and that all students can thrive in an equitable educational landscape.

#### **Objectives**

1. **Improve Educational Quality:** Foster an inclusive educational environment that meets the diverse needs of all students, ensuring that educational policies and practices are responsive to the unique challenges faced by different groups. 1:
2. **Promote Gender-Responsive Practices:** Encourage the integration of gender-sensitive approaches within educational settings, enhancing the participation and performance of marginalized groups.
3. **Strengthen Collaboration and Partnerships:** Leverage partnerships with key stakeholders, including community organizations, NGOs, and the private sector, to foster inclusive education initiatives that address cross-cutting issues.

### **Targets**

By 2030, ensure that 100% of public primary and secondary schools in Ekiti State meet minimum standards for inclusive infrastructure, including gender-separated and disability-accessible sanitation facilities, safe drinking water, and well-lit learning environments.

- By 2028, increase the percentage of teachers trained in gender-responsive and inclusive pedagogy from all subject areas to 80%, with a focus on strategies for supporting learners affected by poverty, disability, and health challenges.
- By 2026, establish and operationalize a Gender and Inclusion Helpdesk in all 16 Local Government Education Authorities (LGEAs) to provide resources, reporting mechanisms, and support for gender-based violence, discrimination, and related cross-cutting issues.
- By 2027, integrate mandatory modules on Menstrual Health Management (MHM) and Comprehensive Sexuality Education (CSE) into the school health program in 100% of junior and senior secondary schools, ensuring access to free sanitary products for girls in need.
- By 2028, achieve a 50% reduction in the incidence of school-related gender-based violence (SRGBV) reported through official channels, as measured by annual anonymous school climate surveys conducted state-wide.
- By 2025, formalize functional Education Equity Partnerships (EEPs) in all local government areas, comprising representatives from community-based organizations, Parent-Teacher Associations (PTAs), religious institutions, and disability rights groups to monitor and advise on cross-cutting issues.
- By 2027, leverage public-private partnerships to ensure that 70% of public schools in rural and underserved communities have access to sustainable digital learning tools and internet connectivity to bridge the gender digital divide.

- By 2026, develop and launch a state-wide "Zero Out-of-School Children" multi-stakeholder initiative, targeting a 40% annual reduction in the number of out-of-school children, with particular focus on girls, children with disabilities, and those from the poorest households.
1. **Increase Enrollment Rates:** Achieve a minimum of 99% enrollment of eligible boys and girls in primary and secondary education by 2030, with targeted interventions in marginalized communities.
  2. **Enhance Retention Rates:** Attain an overall retention rate of 99% in basic education by 2030, with specific strategies in place to support historically disadvantaged groups.
  3. **Achieve Completion Rates:** Ensure that at least 98% of children complete their primary education by 2030, with a specific focus on reducing the completion gap between boys and girls.
  4. **Strengthen Health and Well-being Support Systems:** Implement health and wellness programs in schools, ensuring at least 85% of schools provide essential health services, including counseling, menstrual hygiene management, and mental health support by 2030.
  5. **Establish Partnerships:** Create at least 10 partnerships with local and international stakeholders annually to implement and support inclusive educational initiatives by 2030.

## **Strategies**

1. **Advocacy and Awareness Campaigns:**
  - Conduct awareness campaigns targeting parents, communities, and school authorities to promote gender equity in education and highlight the importance of addressing cross-cutting issues.
  - Engage community leaders and influencers to serve as advocates for gender responsive education and the participation of marginalized groups.
2. **Inclusive Educational Practices:**

- Develop and implement curricula that incorporate gender-sensitive and culturally relevant content, ensuring that educational materials reflect diversity and inclusivity.
  - Train teachers and school administrators in gender-responsive pedagogy and inclusive teaching strategies.
3. Targeted Support Programs:
- Establish conditional cash transfer programs and scholarships for both genders and disadvantaged students to reduce financial barriers to education.
  - Implement mentorship and tutoring programs tailored to support underrepresented genders and disadvantaged students.
4. Health and Well-being Initiatives:
- Integrate health education and services into the school curriculum, focusing on reproductive health, mental health, and nutrition.
  - Provide sanitary facilities and hygiene education to support girls' participation and retention, particularly during menstruation.
5. Community Engagement and Partnerships:
- Collaborate with local NGOs and community organizations to co-design and implement education initiatives that address specific cross-cutting issues in education.
  - Establish public-private partnerships to enhance educational infrastructure, resources, and support systems that target marginalized groups.
6. Monitoring and Evaluation:
- Develop robust monitoring and evaluation frameworks (M&E) to assess the impact of gender-responsive policies and initiatives on educational access and outcomes.
  - Regularly collect and analyze disaggregated data to inform policy adjustments and address ongoing challenges related to cross-cutting issues in education.

# SECTION FOUR

## **RESOURCE MOBILIZATION, ALLOCATION AND SUSTAINABILITY**

### **Policy Statement, Objectives, Targets, and Strategies on Resource Mobilization, Allocation, and Sustainability of Ekiti State Policy on Gender in Education**

#### Policy Statement

The Ekiti State Government is committed to promoting gender equity in education through comprehensive resource mobilization, equitable allocation, and sustainable management of resources. This commitment aims to eliminate gender disparities in educational access, retention, and completion rates, thereby creating an inclusive educational environment that supports the empowerment of both genders. The Ekiti State Policy on Gender in Education recognizes that effective resource mobilization, equitable allocation, and sustainability are crucial in promoting gender equity in education. By implementing these objectives, targets, and strategies, Ekiti State can foster a supportive educational environment that empowers all students, regardless of gender, and contributes to the overall socio-economic development of the state. Engaging stakeholders at all levels will be essential in achieving the desired outcomes and ensuring that gender equity remains a priority in the education sector.

#### **Objectives**

1. **Enhance Resource Mobilization:** To identify and secure diverse funding sources for gender-responsive educational initiatives, ensuring sustained financial support for programs aimed at reducing gender disparities in education.
2. **Equitable Resource Allocation:** To ensure that financial and material resources are allocated equitably to institutions and programs that prioritize gender equity in education, addressing the unique needs of both boys and girls.

3. **Sustainability of Initiatives:** To develop mechanisms that ensure the long-term sustainability of gender equity programs in education through community involvement, partnerships, and effective monitoring and evaluation.
4. **Strengthen Institutional Capacities:** To build the capacity of educational institutions and stakeholders in resource management, implementation of gender-sensitive policies, and innovative approaches to sustainability.

### **Targets**

1. **Increased Funding:** Achieve a 50% increase in funding for gender-responsive educational initiatives within five years through diversified funding sources, including government budgets, international grants, and private sector contributions.
2. **Resource Allocation Index:** Establish and implement a gender-responsive resource allocation index by the end of the first year to ensure that funding distribution reflects the gender equity goals of the state education policy.
3. **Partnership Development:** Develop at least five strategic partnerships with NGOs, community-based organizations, and private sector stakeholders annually to support resource mobilization for gender education initiatives.
4. **Community Involvement:** Involve communities in at least 80% of gender-related education initiatives by creating platforms for local stakeholder engagement, ensuring that interventions are culturally relevant and sustainable.

### **Strategies**

1. **Resource Mobilization Strategies**
  - **Diversification of Funding Sources:**
    - Actively seek funding from bilateral and multilateral donors, international organizations, and philanthropists dedicated to educational equity.
    - Promote initiatives that attract private sector investment in education through corporate social responsibility (CSR) programs and targeted sponsorship.
  - **Grant Writing and Proposal Development:**
    - Train education stakeholders, including teachers and administrators, on grant writing and proposal development to enhance capacity for securing funding.

- Establish a grant coordination team within the Ministry of Education to streamline the application process for potential funding sources.

## 2. Equitable Resource Allocation Strategies

- **Gender-Responsive Budgeting:**
- Integrate gender-responsive budgeting practices in state education budgets to prioritize funding for gender equity initiatives.
- Establish clear guidelines for schools on how to apply for and utilize resources specifically allocated for gender equity.
- **Data-Driven Allocation:**
- Implement mechanisms for collecting and analyzing data on student enrollment, retention, and completion rates disaggregated by gender through EMIS. This data should inform allocation decisions to address specific gender disparities.

## 3. Sustainability Strategies

- **Community Engagement and Ownership:**
- Involve parents, local leaders, and community groups in decision-making processes regarding resource allocation and program implementation. This creates a sense of ownership and accountability.
- Develop community-based monitoring systems to track the progress and impact of gender equity programs, encouraging local stakeholders to take an active role in sustaining initiatives.
- **Capacity Building for Sustainability:**
- Provide professional development opportunities for educators and administrators in gender-sensitive teaching methodologies and resource management.
- Encourage the formation of local alliances and networks focused on gender equity in education to enhance collaboration and resource sharing among stakeholders.

## 4. Monitoring and Evaluation Strategies

- **Implementation of Performance Metrics:**
- Develop clear performance indicators to assess the success of resource mobilization efforts and the impact of allocated resources on gender equity in education.

- Conduct regular evaluations of funded programs to determine their effectiveness and sustainability, ensuring that lessons learned are integrated into future initiatives.
- Feedback Mechanisms:
- Create channels for feedback from students, parents, and educators regarding the effectiveness of programs and resources allocated for gender equity. This will inform ongoing improvements and adaptations.

# SECTION FIVE

## **GENDER BASED VIOLENCE (GBV)**

In line with the official position of the State Government on the implementation of the Ekiti GBV law (2019), Sexual Violence, against Children Compulsory Treatment and Care law 2020 and The Victims Charter 2020, our policy is predicated on a victim centred approach to justice. All pupils and students of schools in Ekiti State shall have equal access to justice, treatment and care, and education for all victims of sexual and gender-based violence in our schools.

## **WHAT IS GBV**

GBV is violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately. Gender based violence can take different forms and affects mostly against women and girls. Violence against a person is understood as a violation of human right and a form of discrimination against women/girls and shall mean all acts of GBV that result in or likely result in:

- Physical harm
- Sexual harm
- Psychological harm
- Economic harm

## **TYPES AND FORMS OF GBV**

Physical Violence-all forms of physical abuse such as punching, kicking, shoving, slapping, assault with objects, acid baths, stabbing, female genital mutilation/cutting etc.

Sexual Violence-all forms of sexual attack or abuse such as defilement of the girl child, rape including marital rape, attempted rape, indecent assault, forced/early marriage,

unwanted touching, forced pregnancy and forced prostitution/sexual slavery, sexual harassment/coercion and exploitation.

Psychological Violence-all forms of emotional abuse including verbal attacks (name calling), threats of violence, humiliation, denial or discrimination on the basis of sex, stalking on social media, recording and posting acts of violence or compromising images, etc

Economic Violence-all forms of economic denials like withholding of financial support, refusal to provide necessities and prevention from earning an income.

### **CAUSES OF GBV**

GBV is deeply rooted in discriminatory cultural beliefs and attitudes that perpetuate gender inequality and powerlessness, particularly of women and girls. Gender stereotypes are often used to justify violence against women

### **EFFECTS OF GENDER BASED VIOLENCE**

Victims of GBV can suffer emotional distress, low self-esteem and depression, sexual and reproductive health consequences, including forced and unwanted pregnancies, unsafe abortions, traumatic fistula, sexually transmitted infections, including HIV, and even death. This violence also has a serious impact on educational outcomes, with many students avoiding school, achieving below their potential, or dropping out completely.

#### **A. ROLES OF THE MINISTRY OF EDUCATION**

The Ministry is committed to full compliance with all applicable laws governing GBV in Ekiti State. The Ministry of Education shall:

- i. Provide an education that is gender sensitive at all levels in the pursuit of state policy on GBV
- ii. Ensure gender equity and social inclusion in the delivery of education programmes in Ekiti State.

### **MINISTRY OF EDUCATION POLICY SAFEGUARDS FOR SCHOOLS IN EKITI STATE**

All schools in Ekiti State shall have a Gender Desk Officer who is separate from the school Guidance & Counsellor, who would be well trained/grounded in all aspects of sexual and gender-based violence. The Gender Desk Officer shall receive reports of GBV cases from pupils/students and shall liaise with the school management between the

"victim" and the appropriate authorities and agencies empowered by Law to ensure the protection of the rights of the pupil(s)/student(s) in line with the provisions of the Ekiti GBV (prohibition) Law 2019.

The following must be strictly adhered to in all schools in Ekiti State:

- i. There should be GBV awareness campaigns by Principals, Head Teachers and Teachers.
- ii. Education authorities should encourage the teaching of Sex Education in schools.
- iii. Education authorities should carry out background checks on teachers in their employ, to ensure that there are no teachers with previous records of sexual assault/violence.
- iv. Parents should submit names and details of approved persons for drop off/pick up of their children to the school authorities. Parents should refrain from using random motorcyclists/drivers to take their children to school.
- V. All Security Officers/Gate Men in schools should be routinely screened and supervised to ensure minimal contact with students.
- vi. There should be a Whistle Blower drop box in each school where confidential complaints about sexual harassment can be lodged.
- vii. Male teachers are to be discouraged from asking female students to stay behind to run errands such as cooking or cleaning for them.
- viii. All teachers and students should be prohibited from using sexist and derogatory language.
- ix. All students should be prohibited from using social media to harass and intimidate one another. The exchange of nude photographs, viewing of pornography, and so on is strictly prohibited.
- x. Adequate and safe toilet facilities should be in place to ensure that girls are not endangered in their quest for privacy.
- xi. Teaching of Security Education should take place in line with the provision of Security Education in the National Values Curriculum.
- xii. Installation of Closed-Circuit Television (CCTV) and school guards to patrol the schools.

- xiii. Allotting an hour in the school time table for anti-GBV related co-curricular activities on Fridays from 12noon to 1:00pm.
- xiv. Students must report cases of bullying, attempted rape and rape to the School Principal immediately.
- xv. School authorities should assign monitoring/supervisory roles for teachers, prefects, parents in the prevention of GBV.
- xvi. Principals are to ensure formation of Anti-GBV Clubs in schools.
- xvii. School Principals/Head teachers should take responsibility for the security of their school compound by preventing illegal entry into the schools.
- xviii. Ministry of Education should produce fliers, posters, sign posts in conspicuous places in schools with NO To GBV inscriptions.
- xix. Ministry of Education should ensure that all schools have Toll Free lines for reporting of GBV cases.
- xx. Any school rule/regulation that will prevent or discourage a pupil/student from reporting GBV within the school premises should be abolished.
- xxi. Schools should regularly appraise Parents and Guardians on measures in place to protect children in schools and seek their cooperation.

## **6. RIGHTS OF VICTIMS**

The way a victim is treated cannot make up for what the victim has suffered, the aim is to make sure that the unpleasant effects of the crime are not made worse by what happens later. Ultimately all GBV 'Victims' need to be supported to become Survivors.

Victims of crime, generally are entitled to;

- i. Report crimes of any form of violence against them to any person in authority.
- ii. Be treated fairly and professionally.
- iii. Be treated with dignity and respect.
- iv. Be treated with empathy and not pity.
- v. Be understood & to understand, in his/her first language, where necessary.
- vi. Be given or receive information.
- vii. Be given the choice of reporting orally or in writing.

- viii. Be informed about available support and opportunity to bring someone to give support.
- ix. Privacy and confidentiality within the confines of the law.
- x. Let the Ministry of Education and other service providers know if the victim is not happy with their service.

## **MANDATORY REPORTING**

In accordance with the Ekiti State Policy on Gender in Education, all school authorities, staff, and any adult individuals within and outside the school environment are mandated to immediately report any witnessed, suspected, or disclosed cases of sexual or gender-based violence (SGBV) involving minors to the appropriate authorities, including the Ekiti State Ministry of Education, GBV Management Committee member, or law enforcement agencies.

This mandatory reporting obligation applies to all cases, regardless of the status or relationship of the alleged perpetrator. Failure or deliberate neglect to report such cases within 24 hours of awareness shall be considered a serious breach of professional and civic responsibility. Defaulters, whether school officials or other responsible adults, shall be subject to disciplinary action, including suspension, dismissal from service, and or potential prosecution under relevant child protection and criminal laws of Ekiti State. This measure aims to ensure the safety, wellbeing, and protection of all minors in educational settings, and to foster a culture of zero tolerance for sexual and gender-based violence in Ekiti State schools.

## **PROTOCOL FOR GBV REPORTING IN SCHOOLS**

Whether in the school or in the private life (home) of any pupil or student in the state, the following steps shall be taken to report such GBV cases.

1. Student/pupil should report to the Gender Desk Officer, Guidance Counsellor/ Head teacher/Principal.

Note:

- a) Where the GBV is of a sexual nature, the Gender Desk Officer is duty bound as a matter of Law, report immediately at the nearest police station and furnish them with the detailed information of the perpetrator(s), to prevent the perpetrator from evading arrest/being apprehended.

- b) If not of a sexual nature, the Gender Desk Officer, shall with the leave of the headmaster/principal invite the perpetrator for a discussion and refer the matter to the head teacher/principal for intervention.
2. Principal/Head Teacher should report to the Area Education Officer/Education Secretary/Tutor General or directly to the Ministry of Education, Teaching Service Commission/ SUBEB and Nigeria Police.

Note:

- a) Where the GBV is of a sexual nature, the Headteacher/Principal shall within 24hrs of the receipt of such report, send a detailed report of the incident to their appropriate MDAs and copy 1) the Ministry of Education 2) the Ministry of Women Affairs and 3) the Ministry of Justice.
- b) If not of a sexual nature, the Head Teacher/Principal shall forward a detailed written report of the matter to the Gender Desk Officer of the State Universal Basic Education Board (SUBEB) or the Teaching Service Commission (TESCOM) as the case may be and copy the Permanent Secretary of the MDAs.
3. Area Education Officer/Education Secretary should report to MOE/TSC/SUBEB
4. TSC/SUBEB should report to the Ministry of Education
5. Ministry of Education should report to the Ministry of Justice and Ministry of Women Affairs.
6. Students should also be able to use Toll Free lines provided by the Ekiti State Gender Based Violence Management Committee to report cases.

Most importantly, in all cases, reports shall be delivered to the appropriate Ministries in an envelope marked "Confidential and Urgent" for the purpose of protecting the dignity and identity of the victim in accordance with the provisions of the Ekiti State GBV (Prohibition) Law 2019.

## **IMPLEMENTATION FRAMEWORK FOR EKITI STATE POLICY ON GENDER IN EDUCATION**

The implementation framework serves as a structured approach to operationalizing the objectives of the Ekiti State Policy on Gender in Education. It outlines institutional arrangements, roles and responsibilities of stakeholders, key actions, monitoring mechanisms, and resource allocation strategies to promote gender equity in education. By

establishing a strong framework, Ekiti State can create an inclusive educational environment that empowers all students, thereby contributing to the overall social and economic development of the state.

## **1. Institutional Framework**

### **Gender Management System (GMS)**

**Establishment of GMS:** Form a dedicated task force within the Ekiti State Ministry of Education composed of representatives from various ministries, educational institutions, civil society organizations (CSOs), and community stakeholders to oversee the implementation of gender policies.

**Coordination Role:** The GMS will coordinate gender-related policy implementation across all education levels, ensuring gender considerations are integrated into planning and resource allocation.

### **Appointment of Gender Focal Points**

**Designation:** Appoint Gender Focal Points in all educational institutions and government agencies to advocate for and facilitate gender equity initiatives.

**Capacity Building:** Train these focal points to implement gender-sensitive approaches in education.

## **Roles and Responsibilities of Stakeholders**

### **State Government**

**Leadership:** Provide regulatory frameworks and leadership in gender-sensitive policy implementation.

**Funding:** Allocate resources for gender initiatives, including scholarships and infrastructure improvements.

### **Educational Institutions**

**School Administrators:** Create gender-inclusive environments and implement responsive curricula, monitoring gender-disaggregated enrollment and completion rates.

**Teacher Training:** Train educators in gender-sensitive teaching practices and encourage integration of gender equity topics into curricula.

### **Civil Society Organizations (CSOs) and NGOs**

- Advocacy: Advocate for gender equity and raise community awareness on educational issues.
- Program Implementation: Partner with the government to implement initiatives that address gender disparities in education.
- Parents and Community Leaders
- Engagement: Promote the importance of education for both genders and address cultural barriers to gender equity.
- Monitoring: Support local efforts to preserve educational attendance and performance.
- Key Actions for Implementation
- Awareness and Capacity Building
- Conduct training sessions for stakeholders, focusing on gender issues and best practices in education.

### **Data Collection and Monitoring**

- Establish a data collection system to track gender-disaggregated enrollment and retention rates.
- Implement a reporting mechanism to evaluate and share gender equity initiative progress.

### **Resource Mobilization**

- Secure funding through government budgets, private partnerships, and international donors to sustain initiatives.

### **Policy Development and Review**

- Regularly review gender equity policies for effectiveness and make necessary adjustments based on insights from monitoring.

### **Monitoring and Evaluation Mechanism**

#### **Performance Indicators**

- Define clear indicators to assess progress towards gender equity, including enrollment and retention rates, completion rates, and instances of gender-based violence in schools.

#### **Regular Assessments**

- Conduct annual evaluations involving all stakeholders to gather input and celebrate successes.

### **Reporting Structure**

- Establish a streamlined reporting system for the GMS to communicate progress and challenges, ensuring transparency.

### **Resource Allocation Strategy**

#### **Budgetary Allocations**

- Advocate for dedicated budgets for gender initiatives, ensuring provisions cater specifically to female students' needs, such as sanitation and scholarships.

#### **Capacity Development Resources**

- Secure resources for developing educational materials and training programs that emphasize gender sensitivity.

#### **Infrastructure Investments**

- Invest in infrastructure improvements to create gender-sensitive facilities, such as separate restrooms to enhance the learning environment.

# SECTION SIX

## PLANNING, MONITORING AND EVALUATION

### Introduction

Monitoring and Evaluation is key to the successful implementation framework of any policy, this is to ensuring that gender is fully mainstreamed in the education at all levels, an integration of effective monitoring and evaluation with appropriate and efficient feedback mechanisms foster gender equality and social inclusion tracking and benchmarking of progress, while regular system- wide assessment of impact is necessary. However, monitoring and evaluation will be an essential strategy and tool for the delivery of the State Gender Policy in Education.

### iii. Objectives

The Policy's monitoring and evaluation aim to

Provide accurate and timely feedback on the effectiveness of gender mainstreaming in education at all levels;

Provide monitoring and evaluation indicators to guide the implementation and effectiveness of the Gender policy in education.

reduce bottle-necks in project cycles and improve the effectiveness of interventions.

Strengthen State monitoring and evaluation Committee on Gender in education stakeholders.

Section Seven

Implementation Framework (2025-2030)

MANDATE	POLICY OBJECTIVE	TARGETS	STRATEGIES	ACTIVITIES	INDICATORS	TIME LINE	RESPONSIBLE PERSON/ AGENCY
<b>ECCDE &amp; BASIC EDUCATION</b>	1.Increase Access/Enrollment	Ensure that every child, especially girls and marginalized groups, has access to quality ECCDE and basic education in Ekiti State	<ul style="list-style-type: none"> <li>▪ Achieve a gender parity index of at least ratio 1.1 in primary school enrolment by 2030</li> <li>▪ Increase enrolment of both gender (boys &amp; girls) in Early Childhood Care Development and Education programs by 100% by 2030</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community Outreach and Awareness Campaigns:</li> <li>▪ Conduct awareness programs to educate families about the importance of ECCDE and basic education for girls and boys.</li> <li>▪ Incentives for Enrollment:</li> <li>▪ Offer scholarships, feeding programs, free uniforms/sport wears (partly or in full) and conditional cash transfers to</li> </ul>	Number of Children that have access to ECCDE	2030	MoE, SUBEB, MoI & CSOs.

				<p>families that enroll girls in school.</p> <ul style="list-style-type: none"> <li>▪ Infrastructure Development:</li> <li>▪ Build more schools in underserved areas (new sites), ensuring that they are accessible and well-equipped, particularly in rural communities.</li> </ul>			
	2. Enhance Retention Rates.	Implement strategies to improve the retention of all children, particularly girls, in the educational system at all levels	<ul style="list-style-type: none"> <li>▪ Improve retention rates in basic education to at least 100% for both boys and girls by 2030</li> <li>▪ Implement mechanisms to retain at least 100% of boys and girls in secondary schools from primary completion through graduation by</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safe School Environment:</li> <li>▪ Create a safe and friendly environment that discourages violence and harassment, including the establishment of anti-bullying policies.</li> <li>▪ Support Systems:</li> <li>▪ Establish school-based</li> </ul>	Percentage of School environment made Safe	2030	MoE, SUBEB, Security Agencies. MoI. PTA, School Community, CBOs& CSOs.

			2030 (e.g, exempting them from labour strikes by introducing incentives for ECCDE teachers)	mentoring, counseling, and peer support groups anti- GBV clubs, to assist students, especially girls, in dealing with personal and academic challenges. <ul style="list-style-type: none"> <li>▪ Improving Learning Facilities:</li> <li>▪ Provide adequate sanitary facilities, including separate toilets for boys and girls, to promote consistent school attendance and encourage reusable sanitary pad production.</li> </ul>			
	3. Improve Completion Rates.	Strive for high completion rates in basic	<ul style="list-style-type: none"> <li>▪ Attain a completion rate of 100% in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum Development:</li> </ul>	Number of Curriculum provided	2030	MoE, SUBEB.

		<p>education by addressing challenges faced by students, especially girls, in transitioning through educational stages.</p>	<p>primary education for both genders by 2030</p> <ul style="list-style-type: none"> <li>▪ Ensure that 100% of children (Age 0-5) complete Early Childhood Development Education programs by 2030</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that curricular content is gender-sensitive, inclusive, and relevant to the local context, incorporating life skills and civic education.</li> <li>▪ After-School Programs: <ul style="list-style-type: none"> <li>▪ Offer remedial classes and after-school tutoring for students who are struggling, as well as life skills training applicable to both boys and girls.</li> <li>▪ Regular Monitoring and Evaluation: <ol style="list-style-type: none"> <li>1. Establish a robust system for collecting data and monitoring student progress,</li> </ol> </li> </ul> </li> </ul>	<p>and distributed, Number of gender sensitive based materials distributed and M&amp;E conducted.</p>		
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				attendance, retention, and completion rates by gender.			
	4. Promote Gender-Responsive Educational Practices in Public and private school	Foster gender-sensitive teaching approaches and curricular materials that promote equity, respect, and non-discrimination in all educational settings. management and staff		<ul style="list-style-type: none"> <li>▪ Professional Development for Educators:</li> <li>▪ Provide training for teachers on gender-responsive pedagogy, equipping them to create inclusive classroom environments.</li> <li>▪ Incorporation of Gender Equity into Teacher Education:</li> <li>▪ Include training on gender equity as part of pre-service and in-service programs for teachers.</li> </ul>	Number of Teachers trained on Gender mainstreaming, Number of Male and Female teachers in Service.	2030	MoE,SUBE B, CSOs and Development Partners.
	5. Strengthen Collaboration.	Community members public and private school owners	Leverage partnerships with communities, civil society	1. Partnerships with NGOs and Civil Society:	Number of CBOs, CSOs and NGOs engaged.	2030	MoE, SUBEB & Development

			<p>organizations, and the private sector to support and implement gender-responsive educational initiatives</p>	<ul style="list-style-type: none"> <li>▪ Collaborate with non-governmental organizations to implement programs that target specific barriers to gender-responsive education.</li> <li>▪ Community Engagement: <ul style="list-style-type: none"> <li>▪ Mobilize community leaders to advocate for gender-responsive education and to support local initiatives aimed at improving access to quality education.</li> <li>▪ Public-Private Partnerships: <ul style="list-style-type: none"> <li>▪ Engage the private sector including philanthropists in funding</li> </ul> </li> </ul> </li> </ul>			ent Partners.
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				educational initiatives and providing resources to enhance educational quality.			
<b>MASS LITERACY, ADULT EDUCATION, AND NON-FORMAL EDUCATION IN EKITI STATE</b>	Increase Literacy Rates	<p>1. Improve literacy rates in Ekiti State to at least 90% for both men and women by 2030.</p> <p>2. Achieve 10,000 enrolled participants in mass literacy programs annually for the next five years, with a minimum of 50% being women.</p> <p>3. Enroll at least 5,000 individuals in adult education programs annually, focusing on</p>	<p>1. Program Development and Design(Needs Assessment)</p> <p>2. Curriculum Development:</p>	<p>1. Conduct regular community-based assessments to identify literacy and education needs, ensuring programs are tailored to local contexts and participant needs.</p> <p>2. Develop gender-sensitive curricula that address the barriers faced by women and marginalized groups, incorporating life skills, financial literacy, and</p>	Number of Men & Women enrolled, Number of Curriculum provided & Distributed, Number of Adult empowered with Life Skills.	2030	MoE, AANFE, BTVE. & Development Partners.

		vulnerable groups.		vocational training.			
	Promote Lifelong Learning	1. Attain a completion rate of at least 75% for participants in mass literacy and non-formal education programs by 2030. 2. Ensure 70% of adult learners achieve recognized credentials in vocational and educational skills by 2030.	1. Awareness Campaign.  2. Outreach and Enrolment.  3. Mobile Learning Initiatives	1. Implement community awareness campaigns that highlight the importance of literacy, especially for women and marginalized individuals, using local media and community events.  2. Develop mobile learning units that reach remote communities, providing access to educational resources and facilitators.	Number of Adults certificate, Number of awareness campaigns conducted, Number of mobile learning unit established, Number of educational resources and facilitators available.	2030	MoE, AANFE & Development Partners.
	Gender Equity	1, Eliminate gender disparities in access to literacy and adult education	1. Training and Capacity Building for Facilitators 2. Peer Education Programs:	1. Train facilitators & Volunteers on gender-sensitive pedagogical approaches and effective	Number of Men and Women enrolled, Number of Facilitators/	2030	MoE, AANFE, CSOs & Development Partners

		programs, aiming for equal participation of women and men.		<p>teaching strategies for adult education.</p> <p>2. Establish peer education initiatives that empower community members to support one another in learning and skills development.</p> <p>3. Train at least 3,000 individuals in market-relevant vocational skills annually, with a targeted gender balance of 50%.</p>	Volunteers trained, Number of Community members empowered .		
	Community Empowerment	Community Engagement	1. Collaborate with local governments, NGOs, and community-based organizations to enhance program delivery and resource mobilization.	Establish at least 100 community learning centers across the state by 2030, promoting equal access to all community members.	Number of CSOs, NGOs, CBOs & Develpt Partners engaged. Number of Community learning	2030	MoE, ANNFE, CSOs & Developm ent Partners.

			2. Equip communities with the knowledge and skills necessary to address local challenges, thereby improving social and economic outcomes.	Community advocacy and sensitization.	centers established.		
	Partnership and Collaboration (Engage Local Stakeholders)	Public-Private Partnerships	Encourage private sector involvement in funding and supporting vocational training programs that benefit community members.	1. Engagement of the private sector and Development Partners	Number of grassroots stakeholders engaged, Number Private Sector involved	2030	MoE, ANNFE, CBOs, CSOs & Development Partners.
	Enhance Vocational Skills	Skill Development	Provide training that enhances vocational skills relevant to the local economy, enabling participants to improve their livelihoods and contribute to	Establish at least one community skill acquisition center in each Local government Area across the state by 2030, promoting equal access to all	Number of Adults trained and engaged.	2030	MoE, ANNFE, CBOs, CSOs & Development Partners.

			<p>community development</p> <p>2. Foster a culture of lifelong learning that encourages adults to pursue continuous education and skills development.</p>	community members.			
	Data Collection and Analysis	<p>Monitoring and Evaluation</p> <p>Feedback Mechanisms</p>	<p>Develop a robust monitoring and evaluation framework to track enrollment, participation, completion, and skill acquisition rates disaggregated by gender.</p> <p>Create channels for participants to provide feedback on programs, informing ongoing improvements and adjustments.</p>	<p>Conduct research through qualitative and quantitative data gathering</p> <p>Incorporate sustainable practices that ensure long-term impact and consistency in service delivery</p> <p>Conduct of M&amp;E exercises as Feedback mechanism.</p>	Number of M&E feedback /reports submitted	2030	MoE, AANFE, CSOs.P

	Resource Mobilization	Material Resources  Funding Opportunities	Diverse funding sources, including government budgets, international aid, and community contributions, to support mass literacy and adult education initiatives. Develop and distribute appropriate learning materials, including textbooks, digital resources, and tools necessary for vocational training.	Engagement of government and development partners in resources allocation and ownership.	Percentage of budgetary provision accessed, Number of learning materials provided and distributed.	2030	MoE, AANFE, CSOs, Development Partners.
<b>Post-Basic Education in Ekiti State</b>	Promote Equitable Access to education, without gender discrimination.	To increase the enrollment of female students in post-basic education institutions by 80% while ensuring that male students also receive equitable	Awareness and Advocacy Programs.  Conduct Workshops and Seminars  Utilize Media Campaigns	1. Organize regular awareness campaigns and training sessions for parents, communities, and educators regarding the importance of gender equity in education and	Number of awareness and advocacy programs conducted, Number of workshops media campaigns and	2030	MoE, SUBEB & Development Partners.

		opportunities for education and development by 2030	<p>Mentorship Program</p> <p>Counseling Services</p> <p>Integrate Gender Perspectives</p>	<p>the benefits of educating both boys and girls.</p> <p>2. Leverage radio, television, and social media platforms to disseminate information on the significance of gender equity in education, targeting both urban and rural populations.</p> <p>3. Create mentorship initiatives that connect students with successful role models in various fields, encouraging them to pursue their educational and career aspirations.</p> <p>4. Implement counseling</p>	<p>seminars organized</p> <p>Number of female students enrolled, retained and complete schooling</p>		
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			<p>Train Educators</p> <p>Data Collection and Analysis</p> <p>Feedback Mechanisms</p> <p>Collaboration with NGOs and Community Organizations</p> <p>Engage Private Sector Partnerships</p>	<p>services within post-basic education institutions to support students in addressing personal challenges that may hinder their academic success.</p> <p>5. Ensure that the curriculum reflects gender-related issues and promotes discussions that foster critical thinking about gender roles and equality.</p> <p>6. Provide professional development and training for teachers on how to employ gender-sensitive teaching practices that are</p>			
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				<p>inclusive and respectful of diversity.</p> <p>7. Establish mechanisms for collecting disaggregated data on enrollment, retention, and completion rates by gender. Utilize the data to monitor progress and adjust strategies as needed.</p> <p>8. Create channels for students and their families to provide feedback regarding their experiences in post-basic education settings, which can inform policy adjustments and improvements.</p>			
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				<p>9. Work with non-governmental organizations that focus on gender issues to design and implement targeted programs that support gender equity in post-basic education.</p> <p>Foster partnerships with the private sector to provide internships, scholarships, and resources that can enhance educational opportunities for students of both genders.</p>			
	Enhance Retention Rates	To implement measures that retain both male and female students in post-basic education settings by addressing the	Infrastructure and Resource Allocation.	Establish Pad banks and ensure sustainability of WASH facilities in schools.	Percentage of infrastructure and resources allocated	2030	MoE, SUBEB & Development Partners

		unique barriers faced by each gender.		Ensure justifiable use of allocated funds.			
	3. Facilitate Successful Completion.	To achieve improved completion rates among both genders by providing support structures and resources that encourage students to finish their education.	Support Systems for Students.	Sustain Safe Space sessions in schools to empower students with Life Skills.	Number of students that complete schooling	2030	MoE, SUBEB & Development Partners
	Foster Gender-Sensitive Learning Environments	To create and maintain educational environments that are conducive to learning for all genders by training educators and staff in gender sensitivity and inclusivity	Curriculum and Teaching Practices.	Production and distribution of curriculum	Number of Teaching and No-Teaching staff trained, Number of Curriculum provided and distributed	2030	MoE, SUBEB & Development Partners
	Strengthen Community Involvement	To engage local communities, parents, and	1. Monitoring and Evaluation.	To encourage PTA/SBMC meetings and engage Host	Number of CBOs	2030	MoE, SUBEB & Development

		stakeholders in supporting gender equity initiatives in post-basic education, fostering community ownership of educational outcomes.	2. Strengthening Partnerships	Communities in school programs and activities	stakeholders engaged.		ent Partners
<b>Tertiary Education</b>	Promote equal access rates for admission for male and female students into tertiary institutions in Ekiti State.	Increase access to tertiary education	Achieve a 50:50 gender balance in access to admission across all tertiary institutions in Ekiti State by the year 2030.	Implement gender-sensitive training through workshops for at least 90% of faculty members by the end of the second year of policy implementation.  Regularly collect and analyze disaggregated data on enrolment, retention, and completion rates by gender to identify and address disparities.	Number of male and female admitted and complete higher institution programs	2030	MoE, TETFUND, NUC, NBTE & Development Partners
	Create a supportive	Enhance Retention	Reduce the attrition rate of female	Strengthening Anti-GBV clubs in	Number of female	2030	MoE, TETFUND,

	<p>academic environment that reduces barriers for female students, ensuring their sustained engagement and success in tertiary education programs.</p>		<p>students to below 10% by the year 2030.</p> <p>Ensure that at least 80% of students, regardless of gender, complete their programs within the stipulated time frame</p> <p>Implement strict policies against gender-based violence and harassment on campuses, providing resources for reporting and support services for victims.</p>	<p>secondary schools to ensure transition of the girl child into tertiary institutions.</p> <p>Encourage the integration of gender studies and responsive curriculum design in all programs to raise awareness and enhance understanding of gender issues among students and faculty.</p> <p>Establish mentorship programs that connect male and female students with successful men and women in their fields of study to offer guidance and support.</p> <p>Regular advocacy and sensitization</p>	<p>students retained and complete their Tertiary education. Number of mentorship programs organized, Number of curriculum provided and distributed.</p>	<p>NUC, NBTE &amp; Development Partners</p>
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				exercise in campuses			
	Improve the completion rates of both male and female students by addressing gender-specific challenges and fostering an inclusive academic culture.	Promote Completion Rates	Achieve a graduation completion rate of 85% for both male and female students by the year 2030.	<p>Create merit and need-based scholarship programs specifically designed to encourage female students to enroll and complete their studies in tertiary institutions.</p> <p>Provide targeted financial aid to low-income families to support the education of male and female students, minimizing economic barriers to higher education.</p> <p>Provide targeted financial aid to low-income families to support the education of male and female students, minimizing economic barriers to higher education.</p>	Number of male and female students enrolled and retained.	2030	MoE, TETFUND, NUC, NBTE & Development Partners

	Safe Campus Initiatives	Gender-Sensitive Curriculum and Training Review	<p>Conduct regular workshops and training sessions for faculty on gender sensitivity, equity issues, and the creation of inclusive classroom environments.</p> <p>Establish a robust evaluation framework to assess the effectiveness of implemented strategies and policies, allowing for timely adjustments based on findings.</p>	<p>Collaborate with gender Unit/ Desks of all higher intuitions to organize workshop for the students and workforce.</p> <p>Production and distribution of suggestion/ complaint box to Tertiary institutions in the state.</p>	Number of curriculum reviewed, provided and distributed. Number of feedback /reports submitted.	2030	MoE, TETFUND, NUC, NBTE & Development Partners
			<p>Foster partnerships with private sector organizations to create internship and scholarship opportunities for both male and female students, enhancing their professional networks and job readiness.</p>	<p>Collaborate with NGOs focused on gender equity and education to co-develop programs and initiatives that support male and female students.</p>	Number of students financially empowered .	2030	MoE, Scholarship Board, TETFUND, NUC, NBTE & Development Partners

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- UNESCO. (2021) - Girls' and Women's Education in STEM - Supports 30% STEM participation target]
- GBV Prevention - Ekiti State Gender-Based Violence Prohibition Law (2019)

## NAME OF THE DRAFTING COMMITTEE MEMBERS

S/N	Name	MDAs	position	Signature
1.	Mrs. Adebola Omotayo Olatilu	Permanent Secretary, Ministry of Women Affairs & Social Development	Chairman	
2.	Mrs. Jegede Bosede Y.	Executive Secretary, Education Trust Fund.	Vice Chairman	
3.	Mr. Abodunde Samuel Olatunde	Director, Evaluation & Standard, Ministry of Education	Member	
4	Barr. Ayoola Clement	Director Legal Drafting. Ministry of Justice	Member	
5.	Mr. Bobade Oluwole Ilesanmi	Deputy Director Planning Research and Statistics Teaching Service Commission	Member	
6.	Mr. Osaleye Toyin Festus	Deputy Project Coordinator, AGILE Desk Officer	Member	
7.	Barr. Atane E. Shirley	Legal Adviser, Office of the First Lady of Ekiti	Member	
8.	Dr. Oluwatumininu Adedeji	Executive Director, Balm in Gilead Foundation	Member	
9.	Mrs. Adegoke Agnes O.	Gender Desk Officer, State Universal Basic Education	Member	
10	Mr. Akindele Olaitan	GBV Desk Officer, Ministry of Education.	Secretary	