



BAUCHI STATE GENDER IN EDUCATION POLICY (2026 -2030)

Guidelines for School Re-entry of Married and Pregnant Adolescent Girls.

WITH IMPLEMENTATION FRAMEWORK

Building an inclusive Bauchi where every girl, learns, thrives, and completes her education.



PUBLISHED WITH THE SUPPORT OF



**Bauchi State Gender in Education Policy
(2026 -2030)**

And

**Guidelines for School Re-entry of Married and Pregnant
Adolescent Girls**

With

Implementation Framework

***“Building an inclusive Bauchi where every girl, learns, thrives,
and completes her education.”***

2025



**HIS EXCELLENCY
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(KAURAN BAUCHI)
EXECUTIVE GOVERNOR, BAUCHI STATE**



HONOURABLE
ABDULKADIR IBRAHIM
COMMISSIONER MINISTRY OF EDUCATION
BAUCHI STATE

Table of Contents

Table of Contents	i
FOREWORD	iv
ACKNOWLEDGEMENT	vi
ACRONYMS.....	vii
GLOSSARY OF TERMS	ix
1. INTRODUCTION	2
1.2 Situation Analysis of Gender in Education	3
1.3 Policy Rationale	6
1.4 Guiding Principles and Values	6
1.5 Policy Vision, Mission and Goal.....	7
1.6 Policy Objectives.....	7
1.7 Policy Focus Areas.....	8
1.8 Legal and Policy Framework.....	8
POLICY FRAMEWORK FOR INCLUSIVE AND GENDER-RESPONSIVE EDUCATION IN BAUCHI STATE	11
2.1. Basic Education (ECCDE, PRE-PRIMARY, PRIMARY, JSS)	12
2.2 Mass Literacy, Adult & Non-Formal Education	13
2.3. Post-Basic Education (Senior Secondary, TVET, IQIE, ICRE).	13
2.4. Tertiary Education	14
SECTION THREE:.....	16
BAUCHI STATE GUIDELINES FOR THE FACILITATION OF RE-ENTRY OF MARRIED & PREGNANT ADOLESCENT GIRLS INTO SCHOOLS.....	16
3.1 Background	17
3.5 Strategies and Approaches for Adolescent Pregnancy Prevention.....	18
3.6 Guide to facilitating the re-entry of Married and Pregnant Adolescent Mothers.....	19
The following school-level guidelines provide the operational steps that education institutions shall follow in implementing the re-entry and mainstreaming policy outlined above.	19
3.6.2 Re-entry Pathways.....	19
3.6.3 Eligibility for Re-entry or Mainstreaming	19
3.6.4 Mainstreaming from Non-Formal and Second-Chance Education into Formal Schools	19
3.6.5 School Responsibilities in Facilitating Re-entry	20
3.6.6 Minimum Support Package for Re-entering Learners	20
3.6.7 Placement and Progression Rules	21
3.6.8 Coordination and Referral	21
3.6.9 Non-Discrimination and Protection Guarantees	21

3.7 Re-entry guidelines for schools.....	21
3.8 Steps to be taken when a fellow student is responsible for a pregnancy	23
3.9 Steps to be taken if a teacher is responsible	24
3.10 Steps to be taken if a Principal is responsible	24
3.10 Steps to be taken if a married adolescent girl gets pregnant.....	24
3.11 Length of time for re-entry after delivery	24
3.12 Steps to be followed in cases of school transfer.....	25
3.13 Number of times that a girl should be allowed to re-enter school	25
3.14 Steps to track pregnant and married adolescent school girls.....	25
3.15 Steps to improve the school environment and prevent adolescent pregnancies	25
3.16 Steps to re-enter girls that drop out for reasons other than pregnancy/marriage	26
3.17. Guidelines for Tackling Stigmatization of Married or Pregnant Adolescent Girls ..	27
Strategies and Actions	27
3.18 Roles of different stakeholders in the implementation of the guidelines.....	28
Social Welfare Officers	30
SECTION FOUR: EMERGING ISSUES & SCHOOL SAFETY	32
4.1. EMERGING ISSUES AND SCHOOL SAFETY	33
4.2. Guidance, Counselling and Psychosocial Support	33
4.3. Sexual and Gender-Based Violence (GBV)	34
4.4. Digital and Innovative Learning Information, Communications and Technology (ICT), Science, Technology, Engineering, Arts and Mathematics (STEAM), Open & Distance Learning (ODL).	34
4. 5. Health and Wellness in Education	35
4.6. Inclusive Education and Special Needs	36
4. 7. Institutional Strengthening and Human Resource Management	36
SECTION FIVE: RESOURCE MOBILIZATION, ALLOCATION AND SUSTAINABILITY	38
5.0 RESOURCE MOBILIZATION, ALLOCATION AND SUSTAINABILITY.....	39
SECTION SIX:	41
IMPLEMENTATION FRAMEWORK	41
6.0 IMPLEMENTATION FRAMEWORK	42
SECTION SEVEN:.....	46
PLANNING, MONITORING AND EVALUATION.....	46
7. 0 PLANNING, MONITORING AND EVALUATION.....	47
Basic Education (ECCDE, Pre-Primary, Primary, Junior Secondary School (JSS)	49
Mass Literacy, Adult & Non-Formal Education	51
Post-Basic Education (Senior Secondary, TVET, IQS)	53
Tertiary Education	55

School Re-entry Guidelines.....	58
Emerging Issues and School Safety.....	60
Guidance, Counselling and Psychosocial Support	61
Sexual and Gender-Based Violence (GBV)	65
Digital & Innovative Learning (ICT, STEAM, ODL).....	68
Health & Wellness in Education	69
Inclusive Education & Special Needs	71
Institutional Strengthening & Human Resource Management.....	72
Resource Mobilization, Allocation & Sustainability.....	74
Planning, Monitoring & Evaluation (M&E).....	76
REPORT: POLICY DEVELOPMENT JOURNEY FOR THE BAUCHI STATE GENDER IN EDUCATION POLICY (BSGIEP) 2026–2030.....	79

FOREWORD

Education remains the foundation for sustainable development, peace, and social progress. In Bauchi State, we recognize that no society can truly advance when half of its population is left behind. Over the years, our education system has made commendable strides; however, persistent gender disparities—especially affecting girls in rural and low-income communities—continue to limit the full realization of our collective potential.

The Bauchi State Gender in Education Policy (BSGiEP) was developed as a bold step to address these disparities and promote gender equity across all levels of education. It provides a comprehensive framework for mainstreaming gender into educational planning, policy formulation, budgeting, teaching, and learning. It also reflects our government's determination to ensure that every child—boy or girl, rich or poor, with or without special needs—has access to quality and inclusive education in a safe and supportive environment.

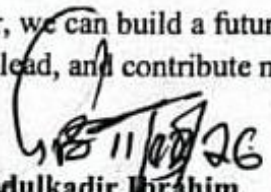
The policy aligns with the National Policy on Gender in Education (2021) and other key national and international commitments such as the Sustainable Development Goals (SDG 4 & 5), the Continental Education Strategy for Africa (CESA 16–25), and the African Union Agenda 2063. It also integrates emerging realities, including digital learning, school safety, and inclusive education for learners with disabilities.

One of the most notable components of this policy is the Bauchi State Guidelines for the Re-entry of Pregnant and Married Adolescent Girls into Schools. This is a compassionate and practical innovation that ensures no girl is permanently excluded from education because of early marriage, pregnancy, or social stigma. It emphasizes second chances, community support, and a collective responsibility to protect the right of every girl to learn and thrive.

I commend all stakeholders—the Bauchi State Ministry of Education, SUBEB, BASAME, BASANE, Young Leaders Network (YLN), Malala Fund, and the AGILE Project—for their collaboration, technical support, and dedication throughout this process.

As we move toward full implementation, I call on all Ministries, Departments, Agencies, development partners, school administrators, and communities to embrace this policy as a guiding instrument for building a just, inclusive, and gender-responsive education system in Bauchi State.

Together, we can build a future where every child in Bauchi, especially every girl, has the opportunity to learn, lead, and contribute meaningfully to the development of our State and our nation.



Hon. Abdulkadir Ibrahim,
Honourable Commissioner for Education.
Bauchi State.

PREFACE

The development of the Bauchi State Gender in Education Policy (BSGiEP) marks a major milestone in our collective efforts to advance equitable and inclusive education in Bauchi State. This policy emerged through a participatory, evidence-based, and locally driven process that brought together government institutions, civil society organizations, community leaders, development partners, and education stakeholders.

The document draws inspiration from the National Policy on Gender in Education but adapts its principles to reflect the unique cultural, social, and economic contexts of Bauchi State. It covers all subsectors, from basic to tertiary education, while addressing cross-cutting issues such as school safety, sexual and gender-based violence (SGBV), guidance and counselling, digital learning, inclusive education, and institutional strengthening.

The inclusion of a dedicated Implementation Framework ensures that the policy moves beyond aspiration to concrete action. It defines clear mandates, targets, timelines, and roles for each stakeholder to support the mainstreaming of gender in education planning and service delivery.

Particularly noteworthy is the School Re-entry Guideline for Pregnant and Married Adolescent Girls, a progressive provision that guarantees a second chance for girls whose education has been interrupted. This aligns with the Bauchi State Government's vision of "Education for All, Leaving No One Behind."

I appreciate the strong leadership of the Honourable Commissioner for Education and the technical dedication of the Young Leaders Network (YLN) under the Malala Fund's Support for Adolescent Girls' Education (SAGE) Project, the World Bank-supported AGILE Project, for facilitating this process from advocacy to co-creation and expert review. I also appreciate the Malala Funds for supporting the development of this framework through the YLN's SAGE and the Women, Child and Youth Health and Education Initiative (WCY)'s Adolescent Mothers' Education Access (AMEA) projects.

This policy provides an operational guide for building a learning system that is safe, equitable, and transformative. I urge all stakeholders to adopt it as a working tool and to mainstream its provisions in their institutional workplans and budgets.



Alh. Ali Babayo
Permanent Secretary,
Bauchi State Ministry of Education.

ACKNOWLEDGEMENT

The development of the Bauchi State Gender in Education Policy (BSGiEP) and the Guidelines for the Re-entry of Pregnant and Married Adolescent Girls into Schools was the result of extensive collaboration, technical dedication, and unwavering commitment from a diverse range of actors and institutions.

The Bauchi State Ministry of Education (SMoE) expresses deep appreciation to the Honourable Commissioner for Education for his visionary leadership and continued support in driving this process. We also acknowledge the Permanent Secretary and the management of the Ministry for providing strategic direction and oversight.

Special recognition goes to the Young Leaders Network (YLN) for coordinating the co-creation process, facilitating multi-stakeholder engagements, and providing technical drafting and research support under the Malala Fund's Support for Adolescent Girls' Education (SAGE) Project. We equally acknowledge the valuable contributions of the World Bank-supported Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project, which played a key role in harmonizing this effort within broader education reform initiatives in Bauchi State.

We extend gratitude to the State Universal Basic Education Board (SUBEB), BASAME, BASANE, the Ministries of Women Affairs, Justice, Health, Budget and Economic Planning, the State Agency for Persons with Disability, Social Welfare Department, and Civil Society Organizations (CSOs) including WCY, AfriHub, FIDA, FOMWAN, CiGF, Leadtots, CSACEFA, Thaamani to mention but a few for their technical inputs and sustained engagement.

We also commend the contributions of principals, teachers, community and religious leaders, traditional institutions, adolescent girls, and youth representatives whose voices shaped the policy's direction and ensured its relevance to Bauchi's realities.

Finally, we acknowledge the contributions of gender experts, child protection specialists, and education consultants who reviewed, refined, and validated this document to ensure it meets both global standards and local needs.

Together, we have produced a policy that reflects the hopes of our communities and the aspirations of every Bauchi child for a fair, safe, and inclusive education system.



Mal. Hassan Abdullahi Maikano,
Director, Planning and Quality Assurance.

ACRONYMS

AGILE	Adolescent Girls' Initiative for Learning and Empowerment
AIDS	Acquired Immune Deficiency Syndrome
AU	Africa Union
BACYWORD	Bauchi Agency for Youth and women Rehabilitation and development
BESDA	Better Education Service Delivery for All
BSAPWDs	Bauchi State Agency for People with Disability
Bs2023	Bauchi State Child Protection Law 2023
BSASC	BSASC Report 2023/2024
CBMC	Center-Based Management Committee
CBO	Community Based Organization
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CESA 16-25	Continental Education Strategy for Africa 2016-2025
COVID-19	CoronaVirus Disease 2019
CRA	Child Right Act
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organizations
ECCDE	Early Child Care Development Education
EFA	Education for All
FBOs	Faith Based Organization
FLHE:	Family Life and Health Education
FME	Federal Ministry of Education
FMH	Federal Ministry of Health
FMWA	Federal Ministry of Women Affairs
GBV	Gender Based Violence
GEP:	Girls' Education Project
GESI	Gender Equity and Social Inclusion
GPI	Gender Parity Index
HILWA	High Level Women Advocates
HIV	Human Immuno Virus
ICT	Information and Communication Technology
IEIs	Innovation Enterprise Institutions
JCCE	Joint Consultative Committee on Education
LGA	Local Government Authority
LGEA	Local Government Education Authority
MA	Mothers Association
MDAS	Ministries, Departments, and Agencies
MDG	Millennium Development Goal
NBS	National Bureau of Statistics
NBTE	National Board for Technical Education
NCE	National Council on Education
NEDS	Nigeria Education Data Survey
NERDC	Nigerian Educational Research and Development Council

NFE	Non-Formal Education
NGOs	Non-Governmental Organizations
NGP	National Gender Policy
NHRC	National Human Rights Commission
NIEPA	Nigerian Institute for Educational Planning and Administration
NMEC	National Commission for Mass Literacy, Adult and Non-Formal Education
NOA	National Orientation Agency
NPA	National Personnel Audit
NPE	National Policy on Education
NPGE	National Policy on Gender in Education and Its Implementation Guide
NUT	National Union of Teachers
OAU	Obafemi Awolowo University
OoSC	Out- of- School Children
PTA	Parents Teachers Association
SBMC	School-Based Management Committee
SDGs	Sustainable Development Goals
SEB	Secondary School Education Board
GBV	Gender Based Violence
SHEP	School health education Programme
SMoE	State Ministry of Education
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering and Mathematics
SUBEB	State Universal Basic Education
STSB	Science and Technical Schools Board
SUBEB	State Universal Basic Education Board
TFVA	Technology-Facilitated Violence and Abuse
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children Education Fund
VEIs	Vocational Enterprise Institutions

GLOSSARY OF TERMS

Gender analysis	A critical process that examines relations between girls and boys, women and men regarding the division of labour, belief systems, institutions and policies that create or hinder access to resources and opportunities.
Gender	Socially and culturally constructed roles, relationships, responsibilities, attributed to men and women, boys and girls in a given society.
Gender awareness	Recognizing the diverse life experiences, aspirations, and achievements of boys and girls, women and men.
Gender-Based Violence	Gender Based Violence is any form of coercion, force or violence ranging from physical, emotional, psychological, verbal, economic, or discriminatory practice meted out to men and women, boys and girls, individuals or as a group, in schools and different spheres because of their sex, gender or low status in order to cause them harm or suffering.
Gender blind	Non-recognition of differences in opportunities and resource allocation for women and men, boys and girls, which often reinforces gender- based discrimination.
Gender Discrimination	The unfair and unequal treatment of a person solely on the grounds of a person's sex.
Gender equality	The ability of men and women, boys and girls to have equal opportunities to achieve their potential.
Gender equity	Fairness and justice in the distribution of resources, benefits, roles, responsibilities and opportunities between men and women, boys and girls.
Gender gap	Disparity between girls and boys, women and men, across economic, socio- political, cultural or intellectual spheres.
Gender in education	A focus on the impact that certain sociocultural constructs, beliefs and attitudes have on access, enrolment, retention, transition and completion at all levels of education.
Gender indicators	Standards of assessment of progress, or any change over a period for gender equality.
Gender issues	Adverse areas and factors of gender inequality and inequity that are of concern to boys and girls, women and men.
Gender Mainstreaming	Conscious strategy to integrate gender issues, concerns and experiences into the educational policy process.
Gender Management System	Structures and frameworks established to manage gender issues and their manifestations in the society.
Gender neutral	Policies, plans, languages, actions, social institutions and structures devoid of a link to any of the genders.
Gender Parity	Achieving a balance in the number of men and women in various roles, opportunities, and positions, ensuring that both genders have equal access to resources, opportunities, and benefits

Gender policy	The deliberate commitments to plan, formulate, and implement practices that promote gender equality and development.
Gender research	Studies that examine the impact of gender differentiation on power relations, resources, roles and responsibilities as they affect development.
Gender responsive	The conscious effort towards creating an environment that addresses gender inequalities and inequities.
Gender sensitive Budget	Mobilizing, allocating and sustaining resources to bridge gender-gaps and ensure equality.
Gender sensitivity	Awareness of the effects of gender norms, roles, and relations on life, policy, programmes and activities.
Gender stereotype	The assigning of specific attributes, characteristics, threats and roles to girls and women, as well as boys and men that may hinder choices, performance, achievement and equity.
Gender training	Manpower development, and intellectual capacity building within gender equality paradigms.

SECTION ONE:

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

1. INTRODUCTION

Bauchi State, like other states in Nigeria, recognizes education as a cornerstone for individual empowerment, social progress, and sustainable development. Despite notable progress, persistent gender disparities across Local Government Areas (LGAs) continue to undermine inclusive education outcomes. These disparities often manifest in unequal access, retention, and completion rates—where socio-cultural norms frequently privilege the boy-child over the girl-child.

In recognition of education’s transformative role, Bauchi State has demonstrated strong commitment to gender equity by aligning with key national and global frameworks, including the *National Policy on Gender in Education* (2006, revised 2021), the *Bauchi State Gender Policy and Plan* (2013, revised 2017), and the *Sustainable Development Goals (SDG 4 and 5)*. These commitments aim to eliminate gender disparities and promote equitable, inclusive, and quality education for all.

However, significant challenges persist. Early and forced marriage, adolescent pregnancy, gender-based violence, child labour (including hawking, mining, and farming), poverty, insecurity, and the impacts of climate change continue to disrupt education, especially for girls. Nationally, the number of out-of-school children rose from 12.7 million in 2015 (UNICEF) to 13.2 million in 2020 (NBS). Encouragingly, Bauchi State has reduced its figure from 1.2 million to about 521,000 (UNICEF, 2021; NBS, 2020), yet this remains one of the highest in the country. Adult literacy also remains low, with approximately 40% of adults unable to read or write (NBS, 2018).

While Bauchi has enacted progressive instruments such as the *Education Law (2006)*, *Child Protection Law (2023)*, and the *State Education Sector Operational Plan (2022–2024)*, there remain policy gaps regarding the re-entry of pregnant and married adolescents. Although frameworks like the *Gender-Responsive Education Roadmap (2025)* and the federal *UBE Act (2004)* affirm the right to education, the absence of operational re-entry protocols at the state level leaves schools without clear guidance on how to manage and support adolescent mothers.

This gap has serious implications. Data from the *NDHS 2023/24* shows that 17% of adolescent girls aged 15–19 in Bauchi have been pregnant, compared to the national average of 15%. Completion rates also remain among the lowest nationally—30% at primary, 25% at junior secondary, and only 17% at senior secondary level. Many pregnant and married girls are excluded from school, facing stigma, discrimination, and inadequate psychosocial support, resulting in permanent dropouts and deepening cycles of poverty and inequality.

To close these gaps and ensure that every learner—regardless of gender, socioeconomic status, or disability—can reach their full potential, Bauchi State requires a comprehensive, gender-responsive education policy. The *Bauchi State Gender in Education Policy (BSGiEP)* provides a localized framework aligned with national and global commitments such as the *2030 Agenda for Sustainable Development* and the *African Union Agenda 2063*. It aims to create an enabling environment where boys and girls, men and women, have equitable access to safe, inclusive, and quality education across all levels.

The development of this policy was led by the *Bauchi State Ministry of Education (SMoE)* in partnership with the *Young Leaders Network (YLN)*, *SUBEB*, and development partners including the *Malala Fund*,

AGILE Project, and *UNICEF*. Through a three-day co-creation workshop held from 19–21 August 2025 and subsequent expert reviews, stakeholders across government, academia, and civil society jointly shaped this policy to address systemic barriers, promote re-entry mechanisms, and advance gender equality in education.

1.2 Situation Analysis of Gender in Education

The implementation of the *National Policy on Gender in Basic Education (2006)* revealed that gender-related challenges extend beyond basic education into post-basic and tertiary levels, where early disparities in access and participation widen over time. These inequities are compounded by socio-economic barriers, gender-based violence, harmful cultural practices, and limited institutional capacity to enforce gender-sensitive programming.

In Bauchi State, the absence of a domesticated Gender in Education Policy has constrained the systematic integration of gender priorities across the education sector. Although progress has been recorded—such as reducing the number of out-of-school children from 1.2 million in 2015 to 521,000 in 2021 (UNICEF/NBS)—gender disparities in access, retention, and completion persist, particularly in rural LGAs.

During the *Stakeholders' Workshop on Gender in Education Policy Development (August 2025)*, participants identified several key challenges:

1. **Access and Retention:** Early marriage, adolescent pregnancy, child labour, insecurity, and poverty remain major barriers to girls' education. While boys are often prioritized for schooling, dropout among boys—especially at JSS and SSS levels—has also increased due to economic pressures and the need to contribute to family income.
2. **Budget and Financing:** There is no dedicated budget line for gender-focused programming within the state's education financing framework. Where allocations exist, irregular releases and poor tracking hinder implementation.
3. **Policy Awareness and Implementation:** Limited awareness among school-level actors—teachers, principals, and community leaders—has constrained effective operationalization of gender policies.
4. **Community Engagement:** Despite gains from interventions such as *Pad Bank Initiatives*, *Storytelling Clubs (Malala Fund SAGE Project)*, *UNICEF's Girls for Girls (G4G)*, *AGILE Conditional Cash Transfers*, and *Plan International's School Health Clubs*, community acceptance of girls' re-entry after marriage or pregnancy remains weak.
5. **Data and Evidence Gaps:** Limited gender-disaggregated data on enrolment, transition, dropout, and re-entry restricts evidence-based decision-making and targeted interventions.

At the national level, findings from the *Federal Ministry of Education* and *UNICEF* reflect similar patterns:

- Enrolment and retention improve significantly in contexts with strong community mobilization and enforcement of enrolment laws.
- Development partners provide crucial technical and financial support.

- Weak policy awareness limits implementation impact.
- Persistent funding gaps constrain gender-inclusive programming.

Collectively, these findings affirm the urgency for Bauchi State to adopt a localized, data-driven, and inclusive Gender in Education Policy that moves beyond basic education to address systemic inequalities, strengthen community ownership, improve financing, and institutionalize accountability mechanisms for gender equity across all levels of education.

Summary of Education and Gender Related & Social Indices from the Annual School Census (ASC) Report 2023/2024

S/N	Indicators	Indices/Number	Percentage	Data Sources
1.	Coverage rate of Public Pre-Primary and Primary schools	3,862	99%	BSASC Report 2023/2024
2.	Coverage rate for Junior secondary Schools	819	99.5%	BSASC Report 2023/2024
3.	Coverage rate of Senior Secondary School	219	98.2%	BSASC Report 2023/2024
4.	Registration Coverage for Science and Vocational schools		100%	BSASC Report 2023/2024
5.	Private schools' registration coverage	1,605	99.7%	BSASC Report 2023/2024
6.	Total enrolment in Public Primary Schools	1,626, 353	NA	BSASC Report 2023/2024
	Boys	914,112	56%	BSASC Report 2023/2024
	Girls	712,241	47 (44)%	BSASC Report 2023/2024
7.	Public Primary School School-age Range (6-11) Years Enrolment Rate	1,626, 353		BSASC Report 2023/2024
	Boys	914,112	56%	BSASC Report 2023/2024
	Girls	712,241	48 (44)%	BSASC Report 2023/2024
8.	Total Enrollment in Private Primary Schools	145,693		BSASC Report 2023/2024
	Boys	73665	50.6%	BSASC Report 2023/2024
	Girls	72,028	50(49.4)%	BSASC Report 2023/2024
9.	Enrollment of School-Age pupils (6-11 years) in Private Primary Schools	85,938		BSASC Report 2023/2024
	Boys	42666	49.6%	BSASC Report 2023/2024
	Girls	43,272	50 (50.4)%	BSASC Report 2023/2024
10.	Combine Public and Private Primary School Enrolments RATE	1,721,837		BSASC Report 2023/2024
	Boys	967518	56%	BSASC Report 2023/2024
	Girls	760,319	44%	BSASC Report 2023/2024
11.	Junior Secondary School (JSS) Total Enrollment RATE in Public Schools	228,805		BSASC Report 2023/2024
	Boys	129,328	57%	BSASC Report 2023/2024
	Girls	99,477	43%	BSASC Report 2023/2024
12.	JSS Enrollment within school-age range of (12-14) years in Public Schools	205,924		BSASC Report 2023/2024
	Boys	126,341	61%	BSASC Report 2023/2024
	Girls	79,583	39%	BSASC Report 2023/2024
13.	Enrollment in Private Junior Secondary School	28,649		BSASC Report 2023/2024
	Boys	14,071	49%	BSASC Report 2023/2024
	Girls	14,578	51%	BSASC Report 2023/2024
14.	Enrollment in to JSS in Private Schools Among School-Age Students (12-14 years)	25,211		BSASC Report 2023/2024
	Boys	12,383	49%	BSASC Report 2023/2024
	Girls	12,828	51%	BSASC Report 2023/2024

15.	Combined Total JSS Enrollment in Public and Private Schools	257,454		BSASC Report 2023/2024
	Boys	143,399	56%	BSASC Report 2023/2024
	Girls	114,055	44%	BSASC Report 2023/2024
16.	Combined JSS Enrolment Within the School-Age Bracket (12-14 years) across Public and Private Schools	231,135		BSASC Report 2023/2024
	Boys	138,724	60%	BSASC Report 2023/2024
	Girls	92,411	40%	BSASC Report 2023/2024
	Completion Rate			BSASC Report 2023/2024
17.	Total Enrollment in Public Senior Secondary Schools (SSS)	131,404		BSASC Report 2023/2024
	Boys	80,172	61%	BSASC Report 2023/2024
	Girls	51,232	39%	BSASC Report 2023/2024
18.	Enrollment Within the School- Age Range of (15-17) years in Public SSS school	98,801		BSASC Report 2023/2024
	Boys	56,837	58%	BSASC Report 2023/2024
	Girls	41,964	42%	BSASC Report 2023/2024
19.	Private Schools Total Enrollment Rate into Senior Secondary School (SSS)	36,799		BSASC Report 2023/2024
	Boys	18,187	49%	BSASC Report 2023/2024
	Girls	18,612	51%	BSASC Report 2023/2024
20.	Enrollment Among school-age students (15-17 years) in Private SSS	34,223		BSASC Report 2023/2024
	Boys	16,729	49%	BSASC Report 2023/2024
	Girls	17,494	51%	BSASC Report 2023/2024
21.	Combining Total Enrollment in both Public and Private into SSS	168,203		BSASC Report 2023/2024
	Boys	128,359	76%	BSASC Report 2023/2024
	Girls	39,844	24%	BSASC Report 2023/2024
22.	Combine Enrollment Within the School-Age Bracket (15-17 years) in both Public and Private into SSS	133,024		BSASC Report 2023/2024
	Boys	73,566	55%	BSASC Report 2023/2024
	Girls	59,458	45%	BSASC Report 2023/2024
23.	Total Enrollment in Public Junior Science and Technical Secondary Schools	4,333		BSASC Report 2023/2024
	Boys	3,587	83%	BSASC Report 2023/2024
	Girls	746	17%	BSASC Report 2023/2024
24.	Enrollment Within the School-Age Range of 12-14 years in Public Junior Science and Technical Secondary Schools	4,203		BSASC Report 2023/2024
	Boys	3,479	83%	BSASC Report 2023/2024
	Girls	724	17%	BSASC Report 2023/2024
25.	Total Enrollment in Senior Science and Technical Secondary Schools	4,011		BSASC Report 2023/2024
	Boys	3,320	83%	BSASC Report 2023/2024
	Girls	691	17%	BSASC Report 2023/2024
26.	Total Number of Public Primary School Teachers	16,503		BSASC Report 2023/2024
27.	Teachers holding a minimum of NCE	14,546	(88%)	BSASC Report 2023/2024
28.	Total Number of Teachers in Public Junior Secondary Schools (JSS)	6,788		BSASC Report 2023/2024
29.	JSS Teachers in Public Schools with Required Qualification	6,256	92%	BSASC Report 2023/2024
30.	Total Number of Teachers in Public Senior Secondary Schools (SSS)	3,588		BSASC Report 2023/2024
31.	SSS Teachers in Public Schools with Required Qualification	2,943	82%	BSASC Report 2023/2024

32.	Combined Pupil-Teacher Ratio for Public Pre-primary and Primary schools. Indicating an Average of 99 Pupils Per Teacher.	99		<i>BSASC Report 2023/2024</i>
33.	Pupil-Teacher Ratio for Junior Secondary Schools (JSS) is 34, reflecting an average of 34 students per teacher.	34		<i>BSASC Report 2023/2024</i>
34.	pupil-teacher ratio for Senior Secondary Schools (SSS) is 37 indicating an average of 37 students per teacher.	37		<i>BSASC Report 2023/2024</i>
35.	Combined Pupil-Classroom Ratio for Public Pre-primary and Primary schools in Bauchi State is 142, indicating an average of 142 pupils per classroom	142		<i>BSASC Report 2023/2024</i>
36.	Pupil-Classroom Ratio for Junior Secondary Schools (JSS) is 89, suggesting an average of 89 students per classroom in public JSS	89		<i>BSASC Report 2023/2024</i>
37.	Moreover, the pupil-classroom ratio for Senior Secondary Schools (SSS) is 44, reflecting an average of 44 students per classroom in public SSS.	44		<i>BSASC Report 2023/2024</i>

1.3 Policy Rationale

The *Bauchi State Gender in Education Policy (BSGiEP)* is a domesticated response to the *National Gender in Education Policy (2021)*, which recognizes education as a core pillar for achieving gender equality and sustainable development. The policy seeks to address persistent challenges of access, retention, and completion across all levels of education, with particular focus on vulnerable and marginalized groups — including girls, boys, women, men, and persons with disabilities.

By promoting inclusive and equitable learning opportunities, the BSGiEP reinforces Bauchi State's commitment to achieving *Sustainable Development Goals (SDGs) 4 and 5* — ensuring quality education for all and advancing gender equality. It also supports the elimination of all forms of discrimination in education and strengthens mechanisms for social inclusion, parity, and accountability.

The BSGiEP provides a localized framework for integrating gender perspectives into educational planning, budgeting, monitoring, and implementation. It ensures that education policies, school operations, and learning environments respond effectively to the unique needs of both girls and boys, thereby enabling all learners to realize their full potential and contribute to Bauchi State's human capital development.

1.4 Guiding Principles and Values

The *Bauchi State Gender in Education Policy* is anchored on the principles of the *Constitution of the Federal Republic of Nigeria (1999, as amended)*, the *National Gender Policy in Education (2021)*, the *Bauchi State Child Protection Law (2023)*, and other relevant national and state instruments that promote gender equality, inclusion, and human rights. It also aligns with international frameworks such as *SDG 4 and 5* and the *African Union Agenda 2063*, which emphasize inclusive and equitable quality education and the elimination of gender disparities.

The policy shall be guided by the following principles and values:

1. **Equity and Inclusiveness:** Provision of safe, inclusive, and gender-responsive environments for holistic development of all learners across pre-primary, basic, post-basic, and tertiary levels.

2. **Right to Education:** Recognition of free and compulsory basic education as a fundamental right of every child irrespective of gender, socio-economic background, disability, or vulnerability status.
3. **Equal Opportunity:** Commitment to equitable access, retention, and completion for all learners—particularly addressing forced marriage, adolescent pregnancy, insecurity, and rural–urban disparities.
4. **Quality and Relevance:** Provision of education that equips learners with knowledge, skills, and competencies for self-reliance, employability, and participation in sustainable livelihoods.
5. **Innovation and Responsiveness:** Integration of gender-responsive pedagogy and inclusive learning technologies (face-to-face, distance, and blended) to reach adult learners and those in hard-to-reach or conflict-affected communities.
6. **Accountability and Evidence:** Continuous monitoring, evaluation, and learning to ensure transparency, responsiveness, and measurable progress toward gender equality goals.
7. **Shared Responsibility:** Affirmation that all tiers of government, communities, and education institutions share responsibility for ensuring learner safety, protection, and well-being through gender-sensitive governance.
8. **Institutional Strengthening:** Empowerment of gender desks, School-Based Management Committees (SBMCs), and education oversight bodies to deliver inclusive, safe, and accountable education services.
9. **Social Transformation:** Promotion of cultural and attitudinal change through reorientation of citizens on gender roles, dismantling harmful practices, and fostering positive norms that support educational attainment for both males and females.

1.5 Policy Vision, Mission and Goal

Policy Vision:

A Bauchi State education system that is gender-responsive, inclusive, equitable, and empowering for all learners at every level.

Policy Mission:

To mainstream gender equality and social inclusion across all levels of education in Bauchi State, ensuring that girls and boys, women and men have equal opportunities to access, complete, and benefit from quality, safe, and transformative learning.

Policy Goal:

To guarantee equitable access and participation in quality, safe, and inclusive education for all learners—boys and girls, men and women—at all levels, with a focus on improving enrolment, retention, and completion, particularly for marginalized and vulnerable groups.

1.6 Policy Objectives

The specific objectives of the *Bauchi State Gender in Education Policy (BSGiEP)* are to:

1. **Guarantee equitable access** to inclusive, empowering, and safe education for all children — including vulnerable and marginalized groups such as internally displaced persons (IDPs),

almajiri children, and those exposed to child labour (e.g., hawking, mining, or street trading) — in line with *SDG 4* targets by 2030.

2. **Increase enrolment, retention, completion, and transition rates** across all levels of education, with special focus on girls and children with disabilities, particularly in rural and underserved communities - by addressing root causes such as forced marriage, adolescent pregnancy, insecurity, poverty, and child labour
3. **Provide safe, gender-responsive, and learner-friendly environments** that support holistic development, mental well-being, and dignity for all learners.
4. **Promote relevant and functional education** that equips learners with skills, competencies, and qualifications necessary for tertiary education, employability, entrepreneurship, and self-reliance.
5. **Eliminate gender-based discrimination** and ensure equal access to quality learning opportunities for both male and female learners at all levels.
6. **Enhance teaching quality and learning outcomes** through gender-responsive pedagogy, inclusive curricula, and teacher capacity development.
7. **Strengthen partnerships and coordination** among government institutions, civil society, development partners, traditional and religious leaders for effective policy implementation, resource mobilization, and sustainability.
8. **Institutionalize gender-responsive planning and financing** to ensure sustainable implementation, monitoring, and accountability in education management.

1.7 Policy Focus Areas

The Bauchi State Gender in Education Policy focuses on mainstreaming gender equality and inclusion across all levels of education, as outlined in the *National Gender in Education Policy (2021)*. These include:

1. **Early Childhood Care and Development Education (ECCDE):** Strengthening foundational learning through gender-responsive early childhood education.
2. **Basic Education:** Ensuring equitable access to quality pre-primary, primary, and junior secondary education.
3. **Mass Literacy, Adult, and Non-Formal Education:** Expanding lifelong learning opportunities and second-chance education for out-of-school youth and adults, particularly women and adolescent mothers.
4. **Post-Basic Education:** Promoting gender balance in senior secondary, technical, and vocational education, with emphasis on Science, Technology, Engineering, Arts, and Mathematics (STEAM).
5. **Tertiary Education:** Advancing inclusive, gender-responsive higher education across colleges, polytechnics, and universities to enhance participation, leadership, and innovation.

1.8 Legal and Policy Framework

Gender equity and inclusion are not only fundamental human rights but also key enablers of sustainable development in Bauchi State. Consistent with the *Constitution of the Federal Republic of Nigeria (1999)*,

as amended) and the *National Policy on Education (2013)*, the BSGiEP seeks to close gender gaps by ensuring equitable access, enrolment, retention, and completion at all levels of education.

Bauchi State operates within a robust legal and policy environment that upholds the right of every child to education, regardless of gender or social status. The State's commitment is demonstrated through the *Bauchi State Child Protection Law (2023)* — which criminalizes child labour, sexual violence, and other harmful practices — and the *Policy for Safety, Security and Violence-Free Schools (2024)*. The State is also a signatory to the *Safe Schools Declaration (2015)*, reinforcing its dedication to protecting learners, especially girls and children with disabilities, from violence and insecurity.

At the international and regional levels, the Policy aligns with:

- Sustainable Development Goals (2015): SDG 4 (inclusive and equitable quality education) and SDG 5 (gender equality).
- Education 2030 Framework for Action (Incheon Declaration): Commitment to lifelong learning opportunities for all.
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979).
- UNESCO Convention Against Discrimination in Education (1960).
- African Union Agenda 2063 – “The Africa We Want.”
- African Charter on Human and People's Rights (1981) and the Maputo Protocol (2003) on women's rights.

At the national level, the Policy draws from:

- *Constitution of the Federal Republic of Nigeria (1999, as amended)*
- *National Policy on Education (2013)*
- *National Gender Policy (2006)*
- *National Policy on Gender in Education (2006, revised 2021)*
- *Universal Basic Education Act (2004/2005)*
- *Child Rights Act (2003)*
- *Violence Against Persons (Prohibition) Act (2015)*
- *National Policy on Inclusive Education (2016)*
- *National Policy on Special Needs Education (2015)*
- *Policy Guidelines for Mass Literacy, Adult & Non-Formal Education (NMEC, 2017)*
- *Education for Change: A Ministerial Strategic Plan (2018–2022)*
- *Strategic Plan for the Implementation of the Almajiri Education Programme (UBEC, 2011)*
- *National Personnel Audit Report on Public and Private Basic Education Schools (UBEC, 2018)*

At the state level, the Policy complements and strengthens:

- *Bauchi State Violence Against Persons (Prohibition) Law (2022)*
- *Bauchi State Child Protection Law (2023)*
- *Bauchi State Policy for Safety, Security, and Violence-Free Schools (2024)*
- *AGILE Project (World Bank-supported)* – advancing adolescent girls' education.
- *Married Girls' Schools Initiative* – providing safe pathways for adolescent mothers.

Together, these instruments form the legal foundation for mainstreaming gender equity and inclusion in Bauchi State’s education system — ensuring compliance with national standards while addressing the State’s unique sociocultural and developmental realities.

SECTION TWO:

POLICY FRAMEWORK FOR INCLUSIVE AND GENDER-RESPONSIVE EDUCATION IN BAUCHI STATE

1. BASIC EDUCATION
2. MASS LITERACY, ADULT & NON-FORMAL EDUCATION
3. POST-BASIC EDUCATION
4. TERTIARY EDUCATION

2.1. Basic Education (ECCDE, PRE-PRIMARY, PRIMARY, JSS)

i. Policy Statement

Bauchi State shall provide free, compulsory, inclusive, and gender-responsive basic education (Early Child Care Development Education (ECCDE), pre-primary, primary, and JSS) that guarantees equitable access, retention, and completion for all children aged 0–15.

ii. Policy Objectives

- a. Improve equitable access, smooth transition, and completion across ECCDE, pre-primary, primary, and JSS, with special focus on girls and other vulnerable learners.
- b. Strengthen foundational learning and life skills, including literacy, numeracy, civic values, bodily integrity, and resilience, using gender-responsive pedagogy.
- c. Reduce school dropout and learning disruption caused by early/forced marriage, adolescent pregnancy, child labour, poverty, and insecurity.

iii. Policy Targets (2026–2030)

- a. Gender-responsive ECCDE and pre-primary services functional in all 20 LGAs by 2028.
- b. One year of free pre-primary education available to all 5-year-olds by 2029.
- c. Dropout among girls and other vulnerable learners in primary/JSS reduced by at least 50% by 2030.
- d. All primary and JSS schools implement Safe School, child protection, and re-entry standards by 2028, supported by trained teachers and functional safeguarding mechanisms.

iv. Policy Strategies

- a. Conduct community-led enrolment and retention campaigns with traditional/religious leaders, SBMCs, and CSOs.
- b. Integrate pre-primary classes into public primary schools and strengthen ECCDE minimum standards.
- c. Integrate gender-responsive life skills, bodily integrity, and resilience education into basic education curricula.
- d. Provide continuous professional development and mentoring for ECCDE and primary teachers.
- e. Institutionalize re-entry and retention support for married and pregnant girls at JSS level in line with State Re-entry Guidelines.
- f. Strengthen school safety, safeguarding, and referral systems in collaboration with social welfare and child protection actors.
- g. Strengthen SBMCs/PTAs to monitor gender equity, attendance, and learner protection.
- h. Use gender-disaggregated EMIS and school records for planning, budgeting, and performance review.

2.2 Mass Literacy, Adult & Non-Formal Education

i. Policy Statement

Bauchi State shall expand equitable and gender-responsive access to adult literacy, remedial, and vocational education for youths and adults who missed or left school early, with special focus on women and marginalized groups including children with disabilities.

ii. Policy Objectives

- a. Expand inclusive literacy, numeracy, and skills development for out-of-school youth and adults, especially women, persons with disabilities, and marginalized groups.
- b. Provide flexible second-chance and re-entry pathways for adolescent mothers, married adolescents, and early school leavers to complete education or acquire employable skills.

iii. Policy Targets (2026–2030)

- a. Adult female illiteracy reduced by at least 25% by 2030.
- b. At least one functional literacy and vocational centre established in every LGA by 2030.
- c. Gender parity in enrolment, retention, and completion achieved across non-formal programmes by 2030.
- d. ICT/digital and market-relevant skills integrated into at least 50% of centres by 2029, with functional CBMC oversight.

iv. Policy Strategies

- a. Mainstream gender and disability inclusion into non-formal curricula, delivery methods, and learning schedules.
- b. Introduce flexible learning models (evenings, weekends, mobile/community classes).
- c. Deliver vocational, entrepreneurship, and digital skills aligned with local labour markets.
- d. Provide structured re-entry and equivalency pathways for adolescent mothers and young school leavers.
- e. Mobilize religious and community leaders to champion women's literacy and reduce stigma.
- f. Strengthen CBMCs, supervision, and facilitator training on gender-sensitive pedagogy and psychosocial support.
- g. Allocate a dedicated state budget line for mass literacy and leverage CSO, private sector, and development partner support.

2.3. Post-Basic Education (Senior Secondary, TVET, IQIE, ICRE).

i. Policy Statement

Post-basic education in Bauchi State shall be inclusive, gender-responsive, and flexible, ensuring access to senior secondary, TVET, and religious-integrated education for all learners, including adolescent mothers.

ii. Policy Objectives

- a. Expand opportunities for all learners to pursue academic and technical education.
- b. Promote girls' participation in STEM, ICT, and TVET.
- c. Achieve gender parity in staffing, leadership, and school governance.

iii. Policy Targets (2026–2030)

- a. Ensure gender parity in enrolment, retention, and completion in post-basic schools by 2030.
- b. Equip all senior secondary schools with functional STEM/TVET labs by 2029.
- c. Ensure 25% of principals and school leaders are women by 2030.
- d. Implement CPL/VAPP law and in schools to reduce GBV

iv. Policy Strategies

- a. Improve access and affordability of post-basic education
- b. Strengthen STEAM/TVET infrastructure and curriculum
- c. Provide bursaries and mentorship for learners in STEM.
- d. Promote gender equity in leadership positions
- e. Build capacity of teachers in ICT-enabled learning and gender pedagogy.
- f. Strengthen psychosocial support and career guidance services.

2.4. Tertiary Education

i. Policy Statement

Bauchi State shall ensure inclusive, equitable, and gender-responsive tertiary education across universities, polytechnics, colleges of education, and monotechnic.

ii. Policy Objectives

- a. Mainstream gender into higher education laws, policies, and curriculum.
- b. Strengthen gender structures to eliminate harassment and discrimination.
- c. Promote women's participation in leadership and decision-making.
- d. Provide safe, inclusive, and gender-sensitive campus environments.
- e. Support gender-focused research, innovation, and scholarship.

iii. Policy Targets (2026–2030)

- a. Establish functional Gender Desks or Gender Management Structures in all public tertiary institutions by 2028.
- b. Increase women's representation in senior leadership and management positions to 35% by 2030.
- c. Enforce zero tolerance for sexual harassment and gender-based violence in all tertiary institutions by 2026.
- d. Provide disability-friendly services and infrastructure in at least 40% of tertiary institutions by 2030.
- e. Provide childcare or family-supportive facilities in at least 50% of public tertiary institutions by 2030, subject to resources.

iv. Policy Strategies

- a. Review and align tertiary education statutes, HR policies, and admissions practices with the Bauchi State Gender in Education Policy.
- b. Establish and strengthen Gender Desks or Units to coordinate gender mainstreaming, safeguarding, and compliance.
- c. Institutionalize and enforce sexual harassment policies, reporting mechanisms, and survivor support systems.
- d. Promote women's leadership, mentorship, and career progression through capacity development and transparent processes.
- e. Improve campus inclusion and welfare through phased investments in disability access, childcare, and safe learning spaces.
- f. Build staff and student capacity in gender analysis, inclusive pedagogy, and rights-based campus governance.

SECTION THREE:

BAUCHI STATE GUIDELINES FOR THE FACILITATION OF RE-ENTRY OF MARRIED & PREGNANT ADOLESCENT GIRLS INTO SCHOOLS

3.1 Background

Education is a fundamental human right as affirmed in the Universal Declaration of Human Rights (1948). Nigeria has reinforced this commitment by ratifying key international frameworks, including CEDAW (1979), CRC (1989), Education for All (1990, 2000), the SDGs (2015), and the AU Agenda 2063. To address persistent exclusion of girls, especially due to pregnancy and force marriage, the Federal Ministry of Education (FME) introduced the National Guidelines for School Re-Entry of Adolescent Mothers (2022), mandating schools to readmit girls who drop out.

In Bauchi State, the urgency is clear. The net attendance ratio for girls in secondary school is 29%, far below the national average of 55% (NBS, 2022). About 30% of girls drop out before completing basic education, with early marriage and pregnancy as leading causes (UNICEF, 2021).

While the State has pioneered initiatives such as married girls' schools, the Policy on Safe and Violence-Free Schools, and the Pad Bank Initiative, a formal School Re-Entry Guideline is needed to institutionalize support for adolescent mothers.

In response, the Bauchi State Ministry of Education, with support from Young Leaders Network (YLN) under the Malala Fund SAGE Project and the World Bank-supported AGILE Project, engaged stakeholders, including parents, teachers, religious leaders, Civil Society Organizations (CSOs) and adolescent mothers, to adapt the national framework to the Bauchi context.

This guideline seeks to prevent exclusion, enable return, and ensure retention and completion of education for adolescent mothers and married girls, thereby advancing gender equity and sustainable development in Bauchi State.

3.2 Primary beneficiaries of the guidelines

The re-entry guideline was designed to specifically benefit adolescent girls who dropped out of school due to pregnancy, child marriage, or both.

3.3 Goal

The main goal of the re-entry guideline is to promote access to quality and safe learning environment for every Nigerian adolescent girl who dropped out of school due to pregnancy or/and marriage.

3.4 Objectives

The objectives of the re-entry guidelines are to:

1. Promote adolescent girls' re-entry, retention, and completion of education
2. Strengthen the capacity of school management to handle cases of schoolgirl pregnancy and their re-entry after childbirth.
3. Provide clear guidelines for accountability mechanisms for perpetrators and referral pathways for GBV.
4. Improve data collection and have readily available data on re-entry of married/pregnant schoolgirls.

5. Strengthening partnerships and collaborations with Civil Society Organizations (CSOs), Faith Based Organizations (FBOs), Unions in the education sector, and other interest groups for the advocacy and sensitization for the prevention of adolescent pregnancy and forced marriage.
6. Provide supportive environments and services to prevent adolescent pregnancy and support re-entry.

3.4.1 Policy Targets (2026–2030)

1. By 2027, all public JSS/SSS schools shall adopt and publicize the Bauchi State Re-entry SOP, including referral pathways and anti-stigmatization standards.
2. By 2028, re-entry case records (sex/age-disaggregated) shall be captured in school records and submitted through LGEA to SUBEB/SMoE for quarterly review.
3. By 2028, functional referral linkages (Health, Social Welfare, Justice/Protection services) shall be operational in all 20 LGAs for pregnancy-related and GBV cases.
4. By 2030, re-entry, retention and completion support services (counselling, mentorship, learning catch-up) shall be available in all participating schools, with priority for high-burden LGAs.

3.5 Strategies and Approaches for Adolescent Pregnancy Prevention

The prevention of forced marriage and adolescent pregnancy is one of the core objectives of this guideline. Therefore, all stakeholders are required to do whatever it takes to achieve this objective. To this end, this guideline calls for:

1. Sustained advocacy against forced marriage, and regular sensitization of adolescent girls on the dangers and consequences of engaging in early sexual activities. To accomplish this task, the guideline recommends strengthening partnerships with Civil Society Organizations (CSOs), Faith Based Organizations (FBOs), Traditional and Religious Institutions, Unions in the education sector, and other interest groups for the advocacy and sensitization required to prevent adolescent pregnancy and forced marriage.
2. The Creation of a supportive environment for girls and boys in school. This may involve:
 - ✓ Provision of transportation services (e.g. bus, bikes, etc.) for girls
 - ✓ Integration of Family Life and HIV/AIDS Education (FLHE), School Health Education Program (SHEP), and Life Skills education, alongside functional guidance and counselling units in schools, to regularly guide and sensitize girls on avoiding sexual activities.
 - ✓ Functional School Based Management Committees (SBMC) and Centre-Based Management Committees (CBMC) in schools to ensure that the school environment supports the education of girls, particularly in the provision of certain basic facilities such as sanitary facilities needed by girls, especially adolescent-friendly toilets.
 - ✓ Functional Women led/ women groups that provide support to girls in school, especially when they are confronted with challenges.
 - ✓ Functional student committee
 - ✓ Functional Female mentors in schools
 - ✓ Children Parliament
 - ✓ Girls for Girls/HeForShe Groups

3. Provision of Support Services to girls in school. This can be in the form of:
 - ✓ Bursary/scholarship awards, which may discourage sexual relationships induced by poverty and the need to meet basic needs.
 - ✓ Conditional and unconditional cash transfer

3.6 Guide to facilitating the re-entry of Married and Pregnant Adolescent Mothers

The following school-level guidelines provide the operational steps that education institutions shall follow in implementing the re-entry and mainstreaming policy outlined above.

3.6.2 Re-entry Pathways

Re-entry may take any of the following forms:

- a. *Continuation in the same school:* Where a pregnant or married adolescent girl is medically fit, safe, and willing to continue learning, the school shall support her to remain in school for as long as practicable, with counselling and reasonable accommodations.
- b. *Return to the same school after temporary leave:* Where temporary leave is necessary due to childbirth, health reasons, or family circumstances, the girl shall be readmitted into her former school without prejudice, subject to basic re-entry procedures.
- c. *Transfer to another formal school:* Where the girl or her family prefers another school for safety, convenience, dignity, or social reasons, transfer shall be allowed through normal procedures without punitive conditions or stigma.
- d. *Mainstreaming from non-formal or second-chance education:* A married adolescent learner, adolescent mother, or school dropout who has successfully completed a literacy, basic, post-literacy, or second-chance programme in a recognized non-formal learning centre may be mainstreamed into formal school at an appropriate level after placement assessment.

3.6.3 Eligibility for Re-entry or Mainstreaming

A learner may be considered eligible for re-entry or mainstreaming where:

1. she expresses willingness to continue her education;
2. her parent, guardian, spouse, or caregiver is informed and engaged where necessary;
3. the school or centre confirms her previous attendance, completion level, or learning progress;
4. her health condition allows safe participation in school, based on professional advice where needed;
5. she meets the minimum placement requirements for the level to which she is seeking admission.

A learner shall **not** be disqualified from re-entry because of stigma, moral judgment, or inability to pay informal charges.

3.6.4 Mainstreaming from Non-Formal and Second-Chance Education into Formal Schools

To ensure continuity of learning for married adolescent learners and adolescent mothers, Bauchi State shall establish a structured mainstreaming pathway between recognized non-formal learning centres, literacy centres, married girls' education programmes, and formal schools.

The mainstreaming process shall include:

1. Recognition of Learning: BASAME, BASANE, LGEAs, and schools shall recognize learning achieved through approved non-formal, post-literacy, and second-chance programmes.
2. Placement Assessment: Learners transitioning from non-formal centres shall undergo a simple placement assessment or equivalency review to determine the appropriate class level.
3. Age-Appropriate Placement: Placement shall consider age, academic level, prior learning, and psychosocial readiness, not only previous school class.
4. Bridging Support: Where learning gaps exist, the learner shall be provided with bridging classes, catch-up support, remedial coaching, or tutoring before or after admission.
5. Transition Documentation: The non-formal centre shall issue a learner progress record or completion note to the receiving school or LGEA.
6. No Repetition as Punishment: A learner shall not be forced to repeat multiple years merely because she is returning through a non-formal or second-chance route.
7. Priority for Vulnerable Learners: Married girls, adolescent mothers, girls with disabilities, and girls from hard-to-reach communities shall receive priority support during mainstreaming.

3.6.5 School Responsibilities in Facilitating Re-entry

Every school shall:

1. designate a focal person for re-entry, safeguarding, or guidance and counselling;
2. maintain confidentiality and dignity in handling re-entry cases;
3. provide information to learners and families on available re-entry options;
4. support continued learning during temporary absence where possible through take-home work, notes, peer support, or catch-up plans;
5. coordinate with health, social welfare, and protection actors where support is needed;
6. ensure the learner is not subjected to humiliation, bullying, exclusion, or denial of learning opportunities.

3.6.6 Minimum Support Package for Re-entering Learners

A pregnant or married adolescent girl returning to school should, as feasible, be supported with:

1. guidance and counselling services;
2. academic catch-up support or remedial lessons;
3. peer support or mentorship through approved clubs or women-led groups;
4. referral to health, legal, psychosocial, or social welfare services where required;
5. reasonable flexibility for school attendance in exceptional cases linked to childcare, health recovery, or safety;
6. support to access sanitary materials, WASH facilities, and safe spaces in school.

3.6.7 Placement and Progression Rules

1. A learner returning after childbirth or marriage shall be placed based on her last completed level, academic record, and current readiness.
2. Where a learner missed promotional examinations, the school may use continuous assessment records, special assessment, or placement tests to determine placement.
3. A learner mainstreamed from a non-formal or second-chance programme shall be placed in a class appropriate to her demonstrated competencies and age.
4. Re-entry shall not automatically push a girl backward academically unless there is clear evidence that additional support is needed.
5. The school shall prepare a short learner support plan for girls assessed to need catch-up assistance.

3.6.8 Coordination and Referral

To make re-entry practical and safe, schools shall work with:

- a. LGEAs / SUBEB / SMoE for approval, monitoring, and oversight;
- b. BASAME / BASANE / non-formal learning centres for equivalency and mainstreaming support;
- c. Social Welfare Officers for family mediation, welfare assessment, and protection follow-up;
- d. Health facilities for maternal health advice and referrals;
- e. Ministry of Justice / protection actors in cases involving rape, coercion, abuse, or other legal violations;
- f. SBMCs, Mothers' Associations, women-led groups, and community leaders for local support and anti-stigma action.

3.6.9 Non-Discrimination and Protection Guarantees

In facilitating re-entry:

1. no school shall suspend, expel, or refuse re-admission to a learner solely because she is pregnant, married, or an adolescent mother;
2. no school shall compel a learner to transfer against her will;
3. all teachers, students, and community actors shall be sensitized against stigmatization and verbal abuse;
4. any abuse, harassment, coercion, or discrimination against a re-entering learner shall be addressed through the school's safeguarding and disciplinary procedures; cases involving sexual abuse, rape, defilement, or teacher misconduct shall be referred immediately to the appropriate authorities in line with the Child Protection Law and other extant laws

3.7 Re-entry guidelines for schools

School authorities are to follow the steps provided in this section to manage situations where schoolgirls are either married or are pregnant, to facilitate their re-entry.

3.7.1 When pregnancy is suspected

As soon as an unmarried adolescent schoolgirl is suspected to be pregnant:

- ✓ The headteacher/principal should be informed and the case documented
- ✓ The headteacher/principal should refer the case to a female professional Guidance and Counsellor/Matron/Mentor.
- ✓ A female professional Guidance and Counsellor/Matron/Mentor should interact with the girl(s) using guided questions.
- ✓ Parents/guardians of the girl should be advised to do a pregnancy test in collaboration with the school and make the result available for documentation.

3.7.2 Steps to be taken after pregnancy is detected

If a pregnancy test returns positive:

- ✓ If suspicion is confirmed, visit or invite the parent/spouse/guardian to discuss the matter.
- ✓ Proper guidance and counseling should be given to the parents, guardian, and the adolescent girl.
- ✓ The female professional Counsellor /Mentor/ Matron should inform the principal about the outcome of the test.
- ✓ The principal or the principal's delegate should pay a visit to the parents or invite them to the school to discuss findings about the girl and counsel accordingly.
- ✓ Decision on when the girl should start her maternity leave and how long should be communicated during the counselling session and further officially communicated to the girl's parent/guardian or spouse. She will remain in school for her first and second trimester and then be relieved at her third trimester to resume school six months after birth. (Except when there are complications)
- ✓ Inform the girl, parent/guardian, or spouse of the existence of re-entry guidelines.
- ✓ If the girl is in the boarding school, the discussion should be held with the girl, parent/guardian, or spouse on the possibility of de-boarding her to enable the provision of adequate care during pregnancy.
- ✓ De-boarding might not be considered for the first and second trimester especially if the school has provision for adequate care in the form of a standard clinic and can handle care of the student.

3.7.3 Documents to be kept in the school

The school should keep the following documents during this process:

- i. Consent form/letter for the conduct of the pregnancy test.
- ii. Pregnancy test results.
- iii. Comprehensive health result.
- iv. Document granting maternity leave and her letter of re-entry
- v. School counsellor's full report on the matter
- vi. Commitment by spouse/parent/guardian
- vii. A copy of the medical leave.
- viii. A release letter stating the period to be away and return after delivery.

3.7.4 Documents to be given to the girl/parents/guardian/spouse

The following documents shall be issued to the girl during the process:

- ✓ A copy of the consent form/letter for the conduct of the pregnancy test.
- ✓ Pregnancy test result
- ✓ A release letter stating the period to be away and return after delivery.

3.7.5 Documents to be sent to the Ministry of Education/SUBEB

- i. Consent form/letter for the conduct of the pregnancy test.
- ii. Pregnancy test results.
- iii. Comprehensive health result.
- iv. Document granting maternity leave and her letter of re-entry
- v. School counsellor's full report on the matter
- vi. Commitment by spouse/parent/guardian

3.8 Steps to be taken when a fellow student is responsible for a pregnancy

When a fellow student is alleged to be complicit in a pregnancy case, the relevant school authority should:

1. **Prioritize the Best Interests of Both Learners:** Ensure that all actions taken uphold the rights, dignity, and best interests of both the girl and the boy involved.
2. **Conduct Proper Documentation and Investigation**
 - ✓ Upon receipt of allegation, parents/guardians of both students should be duly informed and carried along throughout the process.
 - ✓ Record the allegation formally and carry out a confidential investigation in line with school and child protection procedures.
3. **Facilitate Counselling and Dialogue**
 - ✓ If the allegation is confirmed, convene a meeting with the girl, the boy, and their parents/guardians.
 - ✓ Provide professional counselling and agree on supportive actions to safeguard the girl's right to re-entry and continued education.
 - ✓ Facilitate dialogue, counseling and sensitization of the boy to get to the root cause of his action.
4. **Apply Appropriate Sanctions Where Necessary**
 - ✓ Where school rules or disciplinary committee recommendations require sanctions, these should be applied fairly and in a manner that does not hinder re-entry, retention, or completion of education for either student.
5. **Clarify Parental/Guardian Responsibilities**
 - ✓ Decisions or actions regarding the care and maintenance of the pregnant girl should remain the joint responsibility of the parents/guardians of both students, in accordance with applicable laws.
6. **Where Investigation revealed a criminal act (rape)**
 - ✓ If investigation reveals that the pregnancy resulted from a criminal act such as rape or sexual assault, the school authority must immediately report the case to the appropriate law enforcement agency in line with the Bauchi State Child Protection Law (2023).

- ✓ Law enforcement and justice sector actors should handle the matter with sensitivity and urgency, ensuring the rights and dignity of the survivor are protected at all times.
- ✓ The response should prioritize survivor-centered rehabilitation and psychosocial support, including access to healthcare, counselling, and re-entry into education, rather than punitive measures against the survivor.

3.9 Steps to be taken if a teacher is responsible

If a teacher is alleged to be responsible for the pregnancy of a schoolgirl, the school authority should:

- i. Properly document the incident, with records filed appropriately.
- ii. Thoroughly investigate the incident using a disciplinary committee.
- iii. If the incident is confirmed, invite the parents of the girl to discuss the incident, provide counselling and agree on what needs to be done.
- iv. Forward the findings and recommendations of the committee to the school board.
- v. Any further action such as maintenance of the pregnant girl should be left to the parents/guardians of the girl and the teacher concerned to decide.
- vi. Teachers who are perpetrators should be handed over to the appropriate authorities according to what the law states.
- vii. Ensure that sanctions prescribed by the board are made to apply irrespective of any criminal or civil action that may be brought against the teacher by the State and girl's family.

3.10 Steps to be taken if a Principal is responsible

1. The vice principal who is the chairman of the school disciplinary committee is to carry out preliminary investigation together with the SBMC and HILWA .
2. After the preliminary the VP should report to the MoE with the properly filed records of his/her investigation.
3. MoE should set up an investigation committee for further action
4. MoE should go to the school for further investigation
5. All steps to be taken if a teacher is responsible should also be followed

When this happens in an informal setting cases should be reported to CBMC

3.10 Steps to be taken if a married adolescent girl gets pregnant

When a married adolescent girl in school gets pregnant, the authority should ensure that:

- ✓ She gets the necessary counselling support on how to manage the pregnancy and cope with school activities.
- ✓ Her spouse also receives counseling on the need to support and encourage the girl to stay in school.
- ✓ Her spouse signs the consent letter stating that the girl will leave the school before delivery and re-enter 6 months after delivery.

3.11 Length of time for re-entry after delivery

- ✓ Depending on the age of the pregnancy and pregnancy complications or outcome, if a girl cannot continue to attend school during the pregnancy, she should be released and re-entered school 6 months after delivery.
- ✓ Transfer to another school should not be mandatory except where the girl wishes to do so.

- ✓ The Letter of release/leave of absence must be submitted on her return to school.
- ✓ She should be examined at the point of re-entry, and her result should inform the decision on her class placement if she did not take a promotional exam.
- ✓ Upon return, the school authorities must encourage teachers and peers not to show any level of discrimination or judgmental attitude to the girl.

3.12 Steps to be followed in cases of school transfer

Transfers of adolescent mothers should not be mandatory but rather consensual. If an adolescent mother chooses to transfer to another school:

- ✓ The normal school transfer process should be applied.
- ✓ All records of the girl should be made available to the new school.
- ✓ The letter of intent should be issued to the receiving school.
- ✓ A second file containing all the duplicate copies of the student records and the transfer certificate should be created and handed over to the parent/guardian/spouse of the girl.
- ✓ The former school should also keep copies of such documents for recording purposes.
- ✓ The former school should continue to track and be in contact with the new school.

3.13 Number of times that a girl should be allowed to re-enter school

There is no limit to the number of times a girl is allowed to re-enter school. However, the re-entry guideline recommends:

- ✓ A maximum of two times for married adolescents in a particular school, unless in unique situations e.g. rape
- ✓ For unmarried adolescent girls, once in a particular school, regardless of the condition, unless in unique situations e.g. rape
- ✓ Appropriate counselling should be provided for the girl/parents/guardian/spouse upon re-entry.

3.14 Steps to track pregnant and married adolescent school girls

The tracking of pregnant and adolescent schools' girls is very important to monitor progress in the implementation of the re-entry guidelines. As a result:

- ✓ All records about a pregnant and married adolescent girl that can support tracking efforts should be maintained by the school
- ✓ Records about her family as well as the person responsible for the pregnancy can be added information for tracking the pregnant girl
- ✓ In cases where the girl or her parents/guidance have decided on a school transfer, the transfer information that should be sent to the school include the duration of leave, date of re-entry into school, and contact information
- ✓ There must be constant follow-up by school management and SBMCs/CBMCs before and after delivery.

3.15 Steps to improve the school environment and prevent adolescent pregnancies

The school environment can encourage or discourage behaviors that could lead to adolescent pregnancy in school. A tightly controlled school environment can potentially lead to the prevention of the occurrence of adolescent pregnancy. The re-entry guidelines therefore recommend:

- ✓ Having perimeter fences in schools to provide adequate security and control of movement in and out of the school.
- ✓ All schools should have trained Counsellors who provide information/awareness on sexual and gender relations, rights of the girl child, reproductive health education and promote ethical behavior
- ✓ Provision of standard separate restrooms far apart for boys and girls.
- ✓ The students and staff should be regularly reminded of the school's rules and regulations, regular counselling on the consequences of teenage pregnancies, etc. This can be done during assemblies and through noticeboards.
- ✓ Regular sensitization to school rules and regulations, as well as consistent counselling on the effects and consequences of teenage pregnancies, should be provided to students and staff. These communications can be delivered during assemblies and also through noticeboards.
- ✓ Students and staff should be regularly reminded of the consequences of pregnancy outside marriage.
- ✓ Use of social media platforms /groups (e.g. WhatsApp groups) between parents and schools to improve communication.
- ✓ Parent/Teachers/Students forum.
- ✓ Inclusion of social clubs (e.g. press clubs etc.),
- ✓ Provision of Student handbook to newly admitted students.
- ✓ Staff rooms/teachers' offices should be out of bounds to students except when necessary.
- ✓ Exit/Exeat cards should be issued upon going to school and documented (dormitory).
- ✓ Day schools should be fenced in compliance with 5.1.6
- ✓ In addition, schools should have a Security Master and if the school is large, it should have more than one Security Master who will oversee the exit, monitoring and documentation.
- ✓ Every school should have a Safe School Desk Officer as stipulated by the Ministry of Education.
- ✓ Head of Schools and teachers should be trained on prevention of bullying and harassment.
- ✓ Heads of schools should undergo safeguarding training and assign school safeguards annually and be held accountable.

3.16 Steps to re-enter girls that drop out for reasons other than pregnancy/marriage

Apart from the incidence of pregnancy, other factors like financial constraints, health challenges, insecurity, and others could make a girl drop out of school. This guideline, therefore, provides that in a situation where re-entry is required for a girl that dropped out of school for reasons other than pregnancy:

- ✓ Proper capturing biodata of parents/guardian or any other family member upon enrolment including phone numbers and address.
- ✓ Efforts should be made through home visits/phone calls by the admission officer, form and house master's to establish the reason(s) why the girl dropped out of school.
- ✓ Efforts should be made through home visits/phone calls to establish the reason(s) why the girl dropped out of school by the school management/desk officer. (To address who is responsible)
- ✓ A report on the home visit should be made available to the school authority to suggest the next line of action based on the findings.
- ✓ There should be regular updates on the girls' classroom attendance records.

- ✓ There should also be follow-up on absentees to find out the reasons why they are not regular in school.
- ✓ After establishing the reasons for absenteeism/dropping out; Women Led/ women group/Association, PTA & SBMC/CBMC should support the child according to the reasons identified.
- ✓ Girls who drop out of school for reasons other than pregnancy should be re-admitted without bias
- ✓ Schools should develop measures for re-admission or follow existing policies or measures for readmission.

3.17. Guidelines for Tackling Stigmatization of Married or Pregnant Adolescent Girls

Stigmatization remains one of the greatest barriers to the re-entry and successful reintegration of pregnant and married adolescent girls into schools. Negative attitudes from peers, teachers, parents, and communities often lead to discrimination, social isolation, and secondary dropout.

Key Principles

1. **Zero Discrimination:** Every learner, regardless of marital or maternal status, has an equal right to education.
2. **Confidentiality:** Information about a student's pregnancy or marital status shall be handled with discretion.
3. **Empathy and Support:** Teachers, counsellors, and peers must uphold dignity, respect, and confidentiality.
4. **Community Collaboration:** Re-entry success depends on community-wide ownership—families, schools, and religious leaders share responsibility for acceptance.

Strategies and Actions

Level	Guidelines / Actions
School Level	i. Headteachers and principals must sensitize staff and students on inclusion, respect, and non-discrimination. ii. Display anti-stigma posters and school codes promoting equal treatment. iii. Integrate stigma-awareness and empathy lessons into civic, guidance, and life skills subjects. iv. School-based counsellors should provide safe spaces and continuous psychosocial support for re-entered learners. v. Establish and/or support peer-support clubs (e.g., <i>Girls for Girls</i>, <i>HeForShe</i>, <i>Students for Inclusion</i>) to promote positive narratives.
Teacher & Staff Conduct	i. Teachers must model non-discriminatory, non-complimentary attitudes and language. ii. Mandatory safeguarding and gender-sensitivity training every academic year. iii. Disciplinary measures for any teacher found guilty of stigmatizing or verbally abusing learners.
Peer to Peer	i. Every class should co-create and sign “Classroom Respect Rules” that explicitly prohibit gossip, insults, exclusion, or mocking directed at learners. The signed copy should be displayed in class.

	ii. A “Safe Talk Box” should be placed in visible areas for anonymous reporting of teasing, verbal abuse, or gossip. Boxes are checked weekly by counsellors or the SBMC representative. iii. Identify and celebrate students who defend or support returning girls — during assemblies, post their photos on an “Wall of Inclusion.” Recognition builds social reward for good behaviour. iv. Organize termly short plays and debates led by students showing the emotional harm of stigmatization and the power of acceptance. v. All students should take a short “I Respect All” pledge at the beginning of each term, committing to respect, confidentiality, and zero bullying. vi. Any student proven to bully or shame a returning girl faces corrective counselling, apology sessions, and, if repeated, disciplinary referral. - vii.
Parent–Teacher Associations (PTAs) & SBMCs	i. Conduct termly sensitization meetings on re-entry rights and anti-stigmatization principles. ii. Include anti-stigma clauses in school charters and improvement plans. iii. Mobilize Mothers’ Associations to provide mentorship and community counselling.
Community & Religious Leaders	i. Advocate publicly for acceptance and compassion toward adolescent mothers. ii. Use religious gatherings and local radio to promote positive messages on forgiveness, dignity, and education continuation. iii. Collaborate with CSOs and traditional institutions for joint campaigns against stigmatization.

3.18 Roles of different stakeholders in the implementation of the guidelines

Stakeholder	Roles
BSMoE	i. Take ownership of the document and disseminate it to various state stakeholders. ii. Production and distribution of the re-entry guideline to schools (public and private). iii. Translation of guidelines into different local languages iv. Development and distribution of IEC (information education communication) explaining the re-entry guideline v. Capacity building on utilization of the guidelines vi. Conduct regular and routine monitoring of the implementation of the Guidelines vii. Collect data at all levels on the following: ✓ No. of pregnant adolescents recorded per term ✓ No. of re-entries per term ✓ No. of follow-up of pregnancy cases per term ✓ No. of transfers of re-entry cases per term i. Ensure that creche is established in schools for nursing mothers. ii. Review of guidelines every 5 years, and a midterm (3rd year) evaluation

	iii. Revision of curriculum to include emerging relevant skills. iv. Provision of sick bays in schools (especially to pregnant girls, special care should be given). v. Ensure provisions/maintenance of in schools. vi. Collaborate with Department of Social Workers (Social Welfare) vii. Collaborate with State Ministry of Health
Parents/Spouses:	i. Provide financial support ii. Provide moral and emotional support iii. Sign a documented commitment stating clearly that the pregnant/married girl will be allowed to continue schooling. iv. Co-operate and encourage the pregnant/married girl to go back to school in any case. v. Parents are aware of the re-entry guideline to support sensitizing other parents. vi. Close monitoring of the type of peer group the girls keep. vii. Visit and ask questions about the girls in the boarding school. viii. Encourage parent-child communication ix. Attend P.T.A meetings and make contributions.
Media:	i. Create awareness on the existence and content of the re-entry guidelines ii. Advocate against Child/Early marriage and harmful cultural practices that affect girls' education. iii. Report GBV cases involving girls and boys with a great deal of sensitivity in line with media ethical standards relating to child protection. iv. Advocate for the promotion of girl child education and pregnant girls to return to school v. Create awareness on ending behavior and practices that contribute to dropout of girls from school
NGOS/CSOs:	i. Advocacy and sensitization ii. Provide support to the girls (support can be financial, Legal, psychosocial, or moral) iii. Provide counselling support to pregnant teenagers iv. Support monitoring of the implementation of the re-entry guideline. v. Support tracking of the dropout girls. vi. Conduct enrolment, retention, and completion Campaign vii. Monitor government projects in schools viii. Collaboration with other organizations that offer second chance education.
Communities:	i. Sensitization on the need for re-entry of girls into school ii. Advocacy and cooperation with school authorities to ensure implementation and enforcement. iii. Organize community outreach programs against stigmatization iv. Support the SBMC in the community. v. Engage in protecting (providing security) to the school infrastructure/school environment.

Schools:	i. Ensure the Implementation of re-entry guidelines ii. Maintain a good working relationship with the community iii. Maintain a strong support system for pregnant/married girls through effective guidance and counselling iv. Ensure good cooperation between the schools and other bodies towards proper implementation of the guidelines. v. Ensure provisions/maintenance of in schools. vi. Incorporate life skills in school extra-curricular activities vii. Ensure that creche is established in schools for nursing mothers.
UBEB/BASANE/BA SAME, Social Welfare	i. Monitor the implementation of the re-entry guidelines ii. Liaise with State Ministry of Education (SMoE) to ensure implementation iii. Capacity building on utilization of the guidelines iv. Capture all relevant data relating to dropping out and re-entry of adolescent girls v. Revision of curriculum to include emerging relevant skills. Social Welfare Officers vi. Provide psychosocial and reintegration support to married and pregnant adolescent girls, including home visits, counselling, and referrals to health or protection services where necessary. vii. Collaborate with schools, SBMCs, and community leaders to monitor re-entry cases, mediate family or community resistance, and viii. Ensure the welfare and safety of adolescent mothers during and after their return to school.
LGEA	i. Advocate and supervise the implementation of the re-entry guideline at the basic Education Level ii. Advocate and sensitize communities on the need for re-entry, retention, and completion of school by married, pregnant, and adolescent mothers iii. Distribution of State Specific Guidelines to schools both public and private schools iv. Monitoring and evaluation of school activities.
UBEC/NMEC	i. Advocate for the Infusion of the re-entry guidelines into the teaching curriculum ii. Capacity building on utilization of the guidelines iii. Provide funding to support the implementation of the re-entry guidelines

Bauchi State Agency for Persons with Disability:	i. Buy-in and ensure effective implementation of the re-entry guidelines ii. Translate into braille to be utilized by students with special needs, teachers and school administrators. iii. Provision of sign language interpreters and hearing aids for students with hearing impairment. iv. Ensure the availability of ramps in schools to aid the easy movement of people in wheelchairs.
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SECTION FOUR: EMERGING ISSUES & SCHOOL SAFETY

4.1. EMERGING ISSUES AND SCHOOL SAFETY

i. Policy Statement

The Bauchi State education system shall proactively address emerging socio-political, health, and security challenges that hinder equitable access to education, with a focus on gender equity and social inclusion.

ii. Policy Objectives

- a. Raise awareness of emerging gender-related risks in education.
- b. Prevent and mitigate insecurity, child labor, adolescent pregnancy, climate shocks, and pandemics.
- c. Ensure emerging issues do not widen gender gaps in access, retention, or completion.
- d. Generate and use gender-disaggregated data for planning and response.

iii. Policy Targets (2026–2030)

- a. By 2028, statewide sensitization campaigns on emerging issues will be conducted in all 20 LGAs
- b. Operationalize a state-wide framework for managing insecurity and emergencies by 2028.
- c. Establish safeguarding desk in schools by 2027
- d. Recruit more female teachers as role models in LGAs with shortage

iv. Policy Strategies

- a. Strengthen school safety structures, including referral pathways to legal, health, and psychosocial services.
- b. Train teachers and managers on psychosocial support, early warning signs, and crisis response.
- c. Mainstream climate adaptation and emergency preparedness in school planning.
- d. Establish a state budget line for school safety and emerging issues.

4.2. Guidance, Counselling and Psychosocial Support

i. Policy Statement

Bauchi State shall provide gender-responsive guidance, counselling, and psychosocial support services at all levels of education.

ii. Policy Objectives

- a. Call centers should be established in schools to administer basic first psychosocial support services.
- b. Establish gender-sensitive guidance and safeguarding units.
- c. Build staff capacity, especially in rural LGAs, to provide basic first aid psychosocial support.

iii. Policy Targets (2026–2030)

- a. Every school has at least one trained counsellor or safeguarding officer by 2030.
- b. Equal opportunities for male and female counsellors by 2030.
- c. Functional psychosocial support units across institutions by 2030.

iv. Policy Strategies

- a. Recruit more qualified counsellors.
- b. Train teachers and non-teaching staff in trauma care and safeguarding.
- c. Establish counselling clinics and resource centers in schools.
- d. Produce gender-sensitive materials on life skills, Entrepreneurial skills, career choices, and violence prevention.
- e. Allocate dedicated budget lines for psychosocial services.

4.3. Sexual and Gender-Based Violence (GBV)

i. Policy Statement

Bauchi State shall enforce a zero-tolerance policy for GBV in schools, ensuring safe and gender-responsive learning environments.

ii. Policy Objectives

- a. Prevent and eliminate GBV, SEA, and harassment in schools.
- b. Provide safe, survivor-centered reporting and response systems.
- c. Integrate safeguarding into all education institutions.

iii. Policy Targets (2026–2030)

- a. All schools adopt safeguarding policies against GBV by 2028.
- b. Accessible reporting and referral mechanisms are operational in every LGA by 2027.
- c. Full implementation of the Bauchi State Child Protection Law 2023 and Bauchi State VAPP Law 2021.

iv. Policy Strategies

- a. Strengthen prevention, protection, and response frameworks for GBV.
- b. Train staff and students with safeguarding manuals and awareness sessions.
- c. Establish care centers and referral pathways for survivors.
- d. Enforce school codes of conduct and disciplinary measures for offenders.
- e.

4.4. Digital and Innovative Learning Information, Communications and Technology (ICT), Science, Technology, Engineering, Arts and Mathematics (STEAM), Open & Distance Learning (ODL).

i. Policy Statement

ICT, STEAM, and Open & Distance Learning (ODL) shall be leveraged to advance gender equity, digital safety, and lifelong learning.

ii. Policy Objectives

- a. Expand access to ICT, STEAM and ODL facilities for all learners.
- b. Promote blended and distance learning for rural and marginalized groups.
- c. Protect learners from technology-facilitated violence and abuse.
- d. Ensure Training of Teachers on the use of ICT, STEAM and ODL facilities for effective teaching and learning.

iii. Policy Targets (2026–2030)

- a. Equal participation of boys and girls in ICT, STEAM and ODL education.
- b. Rural ODL platforms will be operational in at least 15% of LGAs by 2029.
- c. Online safety and digital literacy will be integrated into school curriculum by 2027.
- d. Public private partnership should be established to expand digital access by 202

iv. Policy Strategies

- a. Provide ICT, STEAM and ODL infrastructure and gender-sensitive curriculum.
- b. Train teachers in digital literacy and online safety.
- c. Develop state-produced audio-visual lessons aligned with curriculum.
- d. Partner with private sector and development partners for digital access.

4. 5. Health and Wellness in Education

i. Policy Statement

Schools should promote physical and mental health care to create safe, inclusive, and gender responsive learning environments.

ii. Policy Objectives

- a. Integrate health and Reproductive Health Education (RHE) into curriculum.
- b. Strengthen preparedness for epidemics and pandemics.
- c. Eliminate stigma against survivors of GBV and health-related challenges.

iii. Policy Targets (2026–2030)

- a. All schools should be equipped with gender-friendly health services and facilities by 2030.
- b. At least 60% of schools mainstream RHE education by 2030.
- c. Improved participation in Physical and Health Education for both genders.

iv. Policy Strategies

- a. Disseminate health and RHE information in schools.
- b. Upgrade school health centers and services and school health clubs.
- c. Train teachers and learners on disease prevention and mental health care.
- d. Promote gender-balanced participation in sports and co-curricular activities

4.6. Inclusive Education and Special Needs

i. Policy Statement

Bauchi State shall ensure inclusive and gender-sensitive education for all learners with special needs.

ii. Policy Objectives

- a. Provide equal opportunities for learners with disabilities.
- b. Integrate special needs education into mainstream schools while retaining specialized institutions.
- c. Promote the use of assistive technologies.

iii. Policy Targets (2026–2030)

- a. Schools adopt inclusive practices by 2030.
- b. Teacher–pupil ratio of 1:15 in special schools by 2029.
- c. Expanded opportunities for gifted/talented learners.

iv. Policy Strategies

- a. Build institutional capacity in special needs education.
- b. Mobilize resources for assistive technologies.
- c. Establish special schools where inclusive education is not feasible.
- d. Train teachers in inclusive, gender-sensitive pedagogy.

4.7. Institutional Strengthening and Human Resource Management

i. Policy Statement

The State shall promote gender equity in education sector leadership, recruitment, and professional development.

ii. Policy Objectives

- a. Ensure gender parity in recruitment and leadership.
- b. Enforce workplace sexual harassment and GBV policies.
- c. Promote mentorship and work-life balance.

iii. Policy Targets (2026–2030)

- a. Gender gaps in staffing across all education levels reduced by 20%.
- b. Sexual harassment guidelines institutionalized in all MDAs and schools by 2027.
- c. Gender units functional in all institutions by 2028.

iv. Policy Strategies

- a. Adopt gender-responsive HR guidelines in recruitment and promotions.

- b. Establish mentorship programs for teachers and administrators.
- c. Strengthen monitoring of workplace equity and GBV cases.
- d. Build leadership capacity for both male and female staff.

SECTION FIVE: RESOURCE MOBILIZATION, ALLOCATION AND SUSTAINABILITY

5.0 RESOURCE MOBILIZATION, ALLOCATION AND SUSTAINABILITY

5.1 Policy Statement

Bauchi State recognizes that sustainable implementation of the Gender in Education Policy requires adequate financial, human, and material resources. Given current resource constraints, deliberate mechanisms will be established to mobilize, allocate, and sustain funding through government budgetary provisions, development partner support, CSO engagement, and community contributions.

5.1.2 Policy Objectives

- a. Mobilize substantial financial, human, and material resources for policy implementation of the Bauchi State Gender in Education Policy (GiEP).
- b. Ensure accountability, transparency, and equity in the allocation and distribution of funds.
- c. Strengthen partnerships across government, CSOs, communities, and development partners for co-financing gender programs.
- d. Sustain funding through innovative mechanisms.

5.1.3 Policy Targets (2026–2030)

- a. Allocate a minimum of 2% of the annual State education budget to gender mainstreaming initiatives by 2026 rising to 5% by 2030.
- b. Ensure consistent release of gender-targeted funds every quarter starting from 2026.
- c. Establish at least three multi-stakeholder financing partnerships annually (e.g., government–CSO–donor or community–private sector collaborations).
- d. Produce an annual Gender in Education Expenditure Report starting from 2026.

5.1.4 Policy Strategies

- a. **Advocacy for Budget Lines:** Institutionalize gender-focused budget lines across SMOE, SUBEB, BASAME, and tertiary education MDAs, supported by the Ministry of Finance and Budget.
- b. **Capacity Building:** Train MDAs and LGEAs in gender-responsive budgeting (GRB), participatory budgeting, and financial reporting.
- c. **Partnership Development:** Facilitate partnerships with CSOs, NGOs, Women Led organizations, Women groups, private sector, and development partners (Malala Fund, AGILE, UNICEF, UNFPA etc) for co-funding and technical support.
- d. **School-Level Mobilization:** Sensitize school managers and SBMCs/CBMCs to leverage community contributions and donor linkages for gender-responsive programs.
- e. **Fiscal Compliance:** Enforce adherence to the Fiscal Responsibility Act (2007) and State Public Finance Laws in allocation and management of gender-targeted funds.
- f. **Participatory Planning:** Institutionalize annual stakeholder budget dialogues (government, CSOs, communities, partners) to review gender resource allocations and re-strategize for sustainability.
- g. **Monitoring and Reporting:** Develop expenditure tracking systems and publish annual financing reports to ensure transparency and accountability.

5.2 A Living Document

The Bauchi State Policy on Gender in Education shall be published and disseminated to stakeholders to facilitate the implementation of its provisions. It shall run for a period of 5 years and go through mid-term review taking into consideration the results of the monitoring and evaluation exercises, the emerging needs within the Nigerian and Bauchi State education system as well as global BEST practices in the field of education.

SECTION SIX:

IMPLEMENTATION FRAMEWORK

6.0 IMPLEMENTATION FRAMEWORK

6.1 Introduction

Bauchi State is committed to mainstreaming gender at all levels of education to ensure equity for boys and girls, men and women. The Bauchi State Gender in Education Policy () and its five-year Action Plan (2026–2031) were developed after reviewing national frameworks and aligning them with Bauchi’s context, challenges, and best practices.

Effective implementation requires:

- ✓ A multi-sectoral approach,
- ✓ A comprehensive baseline study,
- ✓ Strong political will, and
- ✓ Sustained collaboration between government, CSOs, communities, development partners and private sector.

6.2 Objective of the Framework

To provide clear guidance and coordination for the effective implementation of across all education subsectors in Bauchi State.

6.3 Institutional Framework: Gender Management System (GMS)

The will be implemented through a Gender Management System (GMS) built on four pillars: enabling environment, structures, processes, and mechanisms.

Major Elements of Bauchi State Gender Management System in Education	
Enabling Environment	- Political will and leadership commitment. - Legislative and administrative backing (laws, regulations, and policies). - Adequate human, material, and financial resources. - Active participation of civil society, private sector and communities. - Increased representation of women in education decision-making roles.
Processes	- Establish and operationalize GMS structures. - Develop and implement a State Gender in Education Action Plan (2026–2030) - Mainstream gender into Bauchi State Education Sector Plans and Education 2030 commitments.

Structures	- Bauchi State Executive Council. - Bauchi State Ministry of Education (SMoE) and Parastatals (SUBEB, BASAME, BASANE, BASIEC). - Bauchi State Ministry of Women Affairs and Social Development. - Gender Focal Points in line ministries, legislature, judiciary, and other MDAs. - State Education Steering Committee - State Technical Team of Gender Experts. - Community-based gender equality structures. - Bauchi State Educational Research Centre (ERC). - Ministry of Finance and Ministry of Budget & Economic Planning. - State Ministry of Health and Social Welfare, Higher Education, Local Government & Chieftaincy Affairs. - Bauchi State Ministry of Religious Affairs and Community Relations.
Tools and Mechanisms	- Gender analysis frameworks and mainstreaming tools. - Gender-responsive training programs. - Education Management Information System (EMIS) disaggregated by gender. - Gender-sensitive performance appraisal systems.

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

6.4 Expanded Roles and Responsibilities of Stakeholders

1. Bauchi State Ministry of Education (SMoE) & Parastatals

- Lead coordination of implementation.
- Develop, publish, and disseminate the Action Plan.
- Allocate a dedicated gender budget line in the State Education budget.
- Establish and support a Steering Committee at state and LGA levels.
- Conduct baseline (2026), midterm (2028), and endline (2030) evaluations.

Facilitate continuous gender training and sensitization for education stakeholders.

2. State and LGA Steering Committee

- Monitor and evaluate BSGiEP implementation.
- Liaise between SMoE, LGAs, CSOs, and development partners.
- Disseminate impact research findings.
- Apply the 4Ts accountability mechanism (Track, Trace, Talk, and return).

Composition of the State Steering Committee:

- ✓ Commissioner of Education (Chair)
- ✓ Executive Chairman SUBEB
- ✓ Permanent Secretary, Ministry of Education
- ✓ Chair, House Committee on Education
- ✓ Relevant Directors from education and allied MDAs
- ✓ CSO representatives
- ✓ Traditional and community leaders

- ✓ Religious leaders
- ✓ Representatives of schools and higher institutions
- ✓ Development partners
- ✓ Media representatives
- ✓ Media
- ✓ Gender Desk Officer, SMOE to serve as the Secretary
- ✓ Representative of the private sector.

Composition of LGEA Steering Committee

- ✓ The LGA Chairman
- ✓ The Education Secretary
- ✓ Gender Desk Officer
- ✓ Women Development officers
- ✓ Director School services
- ✓ Safeguarding Desk officer
- ✓ Director Social Mobilization
- ✓ Any other relevant office
- ✓ Media

3. Local Government Education Authorities (LGEAs)

- a. Implement at LGA and community levels.
- b. Monitor and report implementation progress.
- c. Mobilize community support and advocacy.
- d. Work with Gender Desk Officers to integrate gender values into school activities.

4. Civil Society Organizations (CSOs)

- a. Conduct advocacy and community sensitization.
- b. Provide accountability and oversight in BSGEP implementation.
- c. Support training, mentoring, and capacity building of teachers and schools.
- d. Undertake independent monitoring and impact assessments.

5. Development Partners

- a. Provide technical and financial support.
- b. Track and document implementation progress.
- c. Support capacity building and gender-responsive budgeting.
- d. Share best practices and facilitate cross-learning.

6. Media

- a. Raise awareness on BSPGE and its re-entry guidelines.
- b. Promote gender-sensitive coverage and reporting.
- c. Disseminate progress, case studies, and impactful stories.

7. Bauchi State House of Assembly

- a. Pass enabling laws to strengthen gender in education.
- b. Appropriate adequate funds for BSGEP.
- c. Conduct oversight and accountability functions on BSGEP implementation.

SECTION SEVEN:

PLANNING, MONITORING AND EVALUATION

7.0 PLANNING, MONITORING AND EVALUATION

7.1 Introduction

Monitoring and Evaluation (M&E) is critical to track progress, ensure accountability, and provide evidence for decision-making in implementing the BSGEP. A State Gender in Education M&E Framework will be developed with clear indicators, tools, and reporting mechanisms.

7.2 Objectives of M&E

- a. Provide accurate and timely feedback on BSGEP implementation.
- b. Integrate gender indicators into state education M&E systems.
- c. Guide decision-making with reliable data and evidence.
- d. Document gender mainstreaming practices and impact.
- e. Reduce bottlenecks in project cycles and improve interventions.
- f. Establish a State M&E Committee on Gender in Education.

7.2.1 Policy Targets (2026–2030)

- a. By 2026, a Gender in Education M&E Results Framework (with SMART indicators) shall be finalized and adopted by SMoE/SUBEB and relevant MDAs.
- b. By 2026, a baseline assessment for priority gender indicators shall be completed and published.
- c. From 2026 to 2030, annual Gender in Education Progress Reports shall be produced and publicly disseminated.
- d. By 2027, a functional State M&E Committee on Gender in Education shall be established and meeting quarterly.
- e. By 2028, EMIS reporting shall include routine sex- and disability-disaggregated reporting for agreed indicators across all LGAs.

7.3 Key Strategies

- a. Develop a logical results framework with SMART gender indicators.
- b. Conduct baseline, midterm, and endline evaluations.
- c. Ensure regular data collection, analysis and gender-disaggregated reporting through EMIS.
- d. Publish annual Gender in Education Progress Reports.
- e. Institutionalize feedback mechanisms for schools, LGAs, and communities.
- f. Involve CSOs, media, private sector and development partners in independent validation.

IMPLEMENTATION GUIDELINES (2026 – 2030)

Basic Education (ECCDE, Pre-Primary, Primary, Junior Secondary School (JSS))							
Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Provide free, compulsory, inclusive, safe and gender-responsive basic education (ECCDE, pre-primary, primary, JSS) for all children aged 0–15 in Bauchi State	Improve equitable access, smooth transition, and completion across ECCDE, pre-primary, primary, and JSS, with special focus on girls and other vulnerable learners.	Gender-responsive ECCDE and pre-primary services functional in all 20 LGAs by 2028.	Conduct community-led enrolment and retention campaigns with traditional/religious leaders, SBMCs, and CSOs.	- Statewide Inclusive Media campaigns in Hausa/English - Community townhalls with SBMCs, Mothers' Associations, Women Led organizations, Women groups, and Imams/Pastors - Enforce minimum ECCDE standards	Number of LGAs reached with at least 1 functional ECCDE center	2026–2030	SUBEB
	Strengthen foundational learning and life skills, including literacy, numeracy, civic values, bodily integrity, and resilience, using gender-responsive pedagogy.	One year of free pre-primary education available to all 5-year-olds by 2029.	Integrate pre-primary classes into public primary schools and strengthen ECCDE minimum standards.	- Train ECCDE/pre-primary teachers in child-friendly/gender-responsive pedagogy - Allocate classrooms for pre-primary in existing schools - Provide WASH and play facilities	Number of 5-year-olds enrolled in pre-primary	2026–2029	SMoE, SUBEB, BASAME, CSOs, PTAs
	Reduce school dropout and learning disruption caused by early/forced marriage, adolescent pregnancy, child	Dropout among girls and other vulnerable learners in primary/JSS reduced by at least 50% by 2030.	Strengthen SBMCs/PTAs to monitor gender equity, attendance, and learner protection.	- Annual recruitment drive prioritizing female teachers - Provision of motivational packages (e.g accommodation) for female teachers in rural postings	Number of female teachers recruited and retained in rural LGAs Number of clubs established in rural schools	2026–2030	SMoE, SUBEB, TSC

	labour, poverty, and insecurity.			- Establish Mentorship safe spaces for girls (Girls-for-Girls, HeForShe)			
	Reduce school dropout and learning disruption caused by early/forced marriage, adolescent pregnancy, child labour, poverty, and insecurity.	All primary and JSS schools implement Safe School, child protection, and re-entry standards by 2028, supported by trained teachers and functional safeguarding mechanisms.	Institutionalize re-entry and retention support for married and pregnant girls at JSS level in line with State Re-entry Guidelines.	- Disseminate and enforce Re-entry Guidelines in all LGAs - Train school heads and teachers on re-entry protocol - Monitor compliance through Quality Assurance Officers	Number of girls re-entering JSS after pregnancy/marriage	2026–2028	SMoE, SUBEB, BASAME, BASANE, AGILE, CSOs
		Gender-responsive ECCDE and pre-primary services functional in all 20 LGAs by 2028.	Integrate gender-responsive life skills, bodily integrity, and resilience education into basic education curricula.	- Curriculum review with NERDC to integrate gender/life skills- Teacher training workshops annually - School debates and life-skills clubs	Number of teachers trained in gender-responsive pedagogy	2026–2030	SMoE, SUBEB, Colleges of Education, CSOs
			Strengthen SBMCs/PTAs to monitor gender equity, attendance, and learner protection. Use gender-disaggregated EMIS and school records for planning, budgeting, and	- Frequent or periodic visits of SBMCs/PTAs to the schools. - School-based legal literacy campaigns for students, parents, and teachers - Collaboration with police and Child Protection Units for enforcement.	Number of schools that have institutionalized gender equity. Number of schools with safeguarding desks and CPL /VAPP enforcement cases.	2026–2030	SMoE, Ministry of Justice, Police, CSOs SMoE and SUBEB. MoE/ SUBEB.

			performance review.	- Regular data updates by the EMIS. updates by the	Available gender disaggregated EMIS data on the database.		
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Mass Literacy, Adult & Non-Formal Education

Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Provide equitable, inclusive, and gender-responsive access to literacy, Numeracy, and life skills learning for out-of-school youth and adults, with special focus on adolescent girls, children with disability and marginalized groups	Expand inclusive literacy, numeracy, and skills development for out-of-school youth and adults, especially women, persons with disabilities, and marginalized groups.	Adult female illiteracy reduced by at least 25% by 2030.	Mainstream gender and disability inclusion into non-formal curricula, delivery methods, and learning schedules.	- Revise adolescent girls and youths' literacy/numeracy curriculum to integrate gender, life skills, and civic education - Translate literacy/numeracy materials into Hausa and other local languages - Deploy mobile learning centers in rural LGAs	Percentage of adolescent girls and youths illiteracy reduced	2026–2030	SMoE, SUBEB, BASAME, Ministry for Humanitarian Affairs, MOWACD, CSOs, NAPPS
	Provide flexible second-chance and re-entry pathways for adolescent mothers, married adolescents, and early school leavers to complete	At least one functional literacy and vocational centre established in every LGA by 2030.	Provide structured re-entry and equivalency pathways for adolescent mothers and young school leavers.	- Identify and renovate existing centers - Equip centers with ICT, sewing machines, carpentry equipment, agrobusiness kits	Number of LGAs with functional literacy/vocational centers	2026–2027	SMoE, BASAME, Ministry for Humanitarian Affairs, MOWACD, LGAs, TVET Centers, CSOs

	education or acquire employable skills.			- Partner with TVET institutions for certification			
		Adult female illiteracy reduced by at least 25% by 2030.	Mobilize religious and community leaders to champion women's literacy and reduce stigma.	- - Provide solar-powered ICT labs in literacy centers - - Train facilitators in digital literacy - - Pilot digital skills classes for women and girls	Number of literacy centers offering ICT training	2026–2029	SMoE, BASAME, State Bureau for ICT Ministry, CSOs
	Provide flexible second-chance and re-entry pathways for adolescent mothers, married adolescents, and early school leavers to complete education or acquire employable skills.	At least one functional literacy and vocational centre established in every LGA by 2030.	Provide structured re-entry and equivalency pathways for adolescent mothers and young school leavers.	Implement the re-entry guidelines for married and pregnant adolescents. Create flexible schedules (evenings/weekends) for learning to support married and pregnant adolescents. Establish childcare corners in literacy centers	- Number of married and pregnant adolescent mothers re-enrolled through non-formal education - Number of childcare corners in literacy established	2026–2030	SMoE, BASAME, CSOs, MOWA
		Gender parity in enrolment, retention, and completion achieved across non-formal programmes by 2030.	Mobilize religious and community leaders to champion women's literacy and reduce stigma.	- Conduct awareness campaigns in mosques, churches, and community - Engage male allies to support women's literacy programs - Link literacy completion to	Male and female enrolment parity in literacy programs reduced	2026–2030	SMoE, SUBEB, BASAME, BASANE, CSOs

				income-generating opportunities			
			Allocate a dedicated state budget line for mass literacy and leverage CSO, private sector, and development partner support. Deliver vocational, entrepreneurship, and digital skills aligned with local labour markets. Mobilize religious and community leaders to champion women's literacy and reduce stigma.	- Develop joint funding proposals with CSOs - Link trained learners to local markets and cooperatives - Pilot microfinance schemes for women completing literacy programs	Number of functional CSO/private sector partnerships	2026–2030	SMoE, BASAME, CSOs, Private Sector, SMEDAN

Post-Basic Education (Senior Secondary, TVET, IQS)

Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Provide inclusive, gender-responsive, and flexible post-basic education opportunities for learners aged 15–18,	Expand opportunities for all learners to pursue academic and technical education.	Ensure gender parity in enrolment, retention, and completion in post-basic schools by 2030.	Improve access and affordability of post-basic education	- Subsidize exam fees for all girls (WAEC/NECO/NABTE) - Establish scholarship/bursary schemes for girls in rural LGAs - Expand community-based day secondary	Reduced parity in enrolment and completion boys vs. girls	2026–2030	SMoE, BASAME, SUBEB, AGILE, CSOs, Commission for almajiri and out of school children

including adolescent mothers				schools in underserved communities			
	Promote girls' participation in STEM, ICT, and TVET.	Equip all senior secondary schools with functional STEM/TVET labs by 2029.	Strengthen STEAM/TVET infrastructure and curriculum	- Renovate/equip science labs and workshops - Provide gender-sensitive STEM/TVET and ICT in the curriculum - Partner with Polytechnics/TVET centers for practical exposure	No. of schools with functional STEM/TVET and ICT labs	2026–2029	SMoE, BASAME, TVET Centers, Donors, Ministry for Poverty Alleviation, State Bureau for ICT
	Achieve gender parity in staffing, leadership, and school governance.	Ensure 25% of principals and school leaders are women by 2030.	Provide bursaries and mentorship for learners in STEM.	- Establish Girls-in-STEAM clubs in all LGAs - Award bursaries to girls pursuing STEAM/TVET subjects - Link students to female STEAM mentors	No. of girls enrolled in STEAM/TVET programs	2026–2030	SMoE, CSOs, Professional Associations
	.	Ensure 25% of principals and school leaders are women by 2030.	Promote gender equity in leadership positions	- Set targets in teacher/principal recruitment - Provide leadership training for female teachers - Establish a mentorship program for aspiring female principals	Number of females in leadership positions. No. Of trainings conducted for female principals	2026–2030	SMoE, SUBEB, Teachers Service Commission,
			Strengthen psychosocial support and career guidance services.	- - Integrate Family Life, HIV/AIDS Education (FLHE) and GBV in curriculum	Number of GBV/RHE cases reported and girls safeguarded	2026–2030	SMoE, Ministry of Health, CSOs, Mothers' Associations

				-Establish GBV/RHE counselling units in schools - Conduct quarterly safeguarding audits in schools			
		Implement CPL/VAPP law and in schools to reduce GBV		- Sensitize students, teachers, and communities on CPL/VAPP Law - Strengthen disciplinary committees in schools - Collaborate with police and child protection units for implementation	Number of GBV cases reported and acted upon.	2026–2030	SMoE, Ministry of Justice, Police, CSOs

Tertiary Education

Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Ensure inclusive, equitable, and gender-responsive tertiary education across Bauchi's higher institutions	Mainstream gender into higher education laws, policies, and curriculum.	All tertiary institutions adopt gender-responsive statutes and HR policies by 2027/2028	Review and align tertiary education statutes, HR policies, and admissions practices with the Bauchi State Gender in Education Policy.	- Conduct policy/legal reviews with Governing Councils - Update staff/student codes of conduct to include gender provisions - Integrate gender clauses into admission policies	Number of tertiary institutions with gender-responsive statutes and HR policies	2026–2027	SMoHE, University/Polytechnic Senates, Governing Councils
	Strengthen gender structures to eliminate	Enforce zero tolerance for sexual harassment and gender-based	Bauchi state guidelines for the facilitation of re-entry of pregnant	- Set up Gender Units/Desks in all campuses	Number of institutions with functional Gender Centers/Desks	2026–2028	SMoHE, Tertiary Councils, CSOs

harassment and discrimination.	violence in all tertiary institutions by 2026.	& married adolescent girls into schools	- Train focal officers on case management and M&E - Launch annual Gender in Education Reports	Number of trained focal persons Number of reports published		
Promote women's participation in leadership and decision-making.	Increase women's representation in senior leadership and management positions to 35% by 2030.	Promote women's leadership, mentorship, and career progression through capacity development and transparent processes.	- Leadership training for female staff-mentorship for female postgraduate students - Affirmative action in leadership recruitment	Number of teachers trained as mentors Number of postgraduate students mentored Number of female teachers in leadership positions	2026–2030	SMoHE, Civil Service Commission, Governing Councils, ministry of women affairs, ministry of youth and sport
Provide safe, inclusive, and gender-sensitive campus environments.	Enforce zero tolerance for sexual harassment and gender-based violence in all tertiary institutions by 2026.	Institutionalize and enforce sexual harassment policies, reporting mechanisms, and survivor support systems.	- Develop institutional sexual harassment policies - Train staff and students on safeguarding-Establish survivor support services (legal, health, psychosocial)	Number of reported GBV/harassment cases addressed	2026–2030 (launch), ongoing	SMoHE, MoJ, MoWACD, CSOs, Security Agencies,
Support gender-focused research, innovation, and scholarship.	Provide childcare or family-supportive facilities in at least 50% of public tertiary institutions by 2030, subject to resources.	Establish and strengthen Gender Desks or Units to coordinate gender mainstreaming, safeguarding, and compliance.	- Establish on-campus childcare centers - Provide lactation rooms for nursing mothers - Integrate childcare services into HR policies	Number of tertiary campuses with childcare facilities	2026–2030	SMoE, University/Polytechnic Senates, Governing Councils TETFUND, Private Investors

	Support gender-focused research, innovation, and scholarship.	Increase women's representation in senior leadership and management positions to 35% by 2030.	Build staff and student capacity in gender analysis, inclusive pedagogy, and rights-based campus governance.	- Provide small research grants on gender issues - Establish annual Gender Research & Innovation Fair - Publish annual Gender Research Compendium	Number of gender-related research publications Number of Institutions received gender related research grants	2026–2030	SMoHE, TETFUND, ERC, Universities
			Institutionalize and enforce sexual harassment policies, reporting mechanisms, and survivor support systems.	- Train finance officers/technical staff on gender budgeting - Introduce annual gender audits in tertiary institutions - Publish budget utilization reports	Number of institutions publishing annual gender audits reports	2026–2030	SMoHE, MoF, Budget & Planning Ministry, Governing Councils
	Support gender-focused research, innovation, and scholarship.	Provide disability friendly services in at least 40% of tertiary institution by 2031	Invest in child care, and disability friendly facilities	- Provision of ramps in school, - Provision of sign language interpreters - Provisions of sensor walking aid to student with visual impairment - Provision of wheel chairs - Provisions of toilet friendly facilities for student with special aid	Number of institution with disability friendly services has increased by 30%	2026-2028	Ministry of education, Mof, Budget and planning, CSO, international donor ,ministry of youth and sport

School Re-entry Guidelines							
Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Re-entry Guidelines for married and pregnant Adolescent Girls	Promote adolescent girls' re-entry, retention, and completion of education	By 2030, re-entry, retention and completion support services (counselling, mentorship, learning catch-up) shall be available in all participating schools, with priority for high-burden LGAs.	Conditional and unconditional cash transfer The Creation of a supportive environment for girls and boys in school. This may involve:	- Produce and distribute guidelines in both English and local languages to all schools in the state (public/private). - Conduct media campaigns, town halls, and IEC dissemination to create awareness on the guidelines. - Conduct advocacy to Executive Governor, LGA Chairmen	- Number of schools with re-entry guidelines. - Number of dissemination campaigns. - Percentage of adolescent mothers re-admitted. - Number of IEC materials produced - Number of Advocacies conducted	2026–2027 (adoption & dissemination); ongoing to 2030.	SMoE, SUBEB, BASAME, BASANE, LGEAs, SBMCs, Mothers' Assoc., Media, CSOs, AGILE, UNICEF, YLN, HiLWA-p
	Strengthen the capacity of school management to handle cases of schoolgirl pregnancy and their re-entry after childbirth.	By 2027, all public JSS/SSS schools shall adopt and publicize the Bauchi State Re-entry SOP, including referral pathways and anti-stigmatization standards.	Functional student committee	- Train principals, headteachers, guidance & counselling officers, students and SBMCs on the use of guideline. - Develop and distribute IEC explaining step-by-step procedures. - Integrate re-entry into School Improvement Plans.	- Number of trained school managers. - Number of schools applying guidelines. - Integrate re-entry into School Improvement plans.	2026–2030	SMoE, SUBEB, CSOs, AGILE, UNICEF and other partners.
	Provide clear guidelines for	By 2027, all public JSS/SSS schools shall	The Creation of a supportive	Meetings and workshop	Guidelines and	2028	SMoE, SUBEB, CSOs, AGILE

	accountability mechanisms for perpetrators and referral pathways for GBV.	adopt and publicize the Bauchi State Re-entry SOP, including referral pathways and anti-stigmatization standards.	environment for girls and boys in school. This may involve:		referral pathways developed		AGILE, MoJ, UNICEF and other partners
	Improve data collection and have readily available data on re-entry of married/pregnant schoolgirls.	-By 2027, EMIS updated to capture re-entry data. - By 2030, 50% of schools report re-entry cases.	Conditional and unconditional cash transfer	- Integrate re-entry indicators into EMIS. - Collect school-level re-entry data. - Conduct midterm review (2028) and endline evaluation (2030). - Publish annual re-entry progress reports.	- Number of re-entry cases tracked per term. - Number of evaluation reports published. - Number of reviews conducted - Number of published reports	Termly, Annual, 2028 (midline), 2030 (endline).	SMoE, SUBEB, LGEAs, BASAME, BASANE, CSOs.
	Provide supportive environments and services to prevent adolescent pregnancy and support re-entry.	By 2027, all public JSS/SSS schools shall adopt and publicize the Bauchi State Re-entry SOP, including referral pathways and anti-stigmatization standards.	Functional student committee	- Strengthen SBMCs, Mothers' Associations & Girls' safe spaces. - Provide* bursaries, uniforms, pad banks, conditional cash transfers. - Establish functional counselling units in schools. - Provide WASH facilities and safe-school infrastructure.	-Number of girls supported with bursaries/conditional cash transfers. -Number of schools with counselling services. -Number of functional SBMC/Mothers' Associations. - Number of community and religious leaders engaged on prevention	2026–2030	SMoE, SUBEB, LGEAs, SBMCs, AGILE, CSOs, UNICEF, Mothers' Associations, Ministry for Humanitarian Affairs, Traditional and Religious Leaders.

				- Strengthen community and religious leader engagement on prevention.			
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Emerging Issues and School Safety

Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Emerging Issues and School Safety.	Raise awareness of emerging gender-related risks in education.	By 2028, statewide sensitization campaigns on emerging issues will be conducted in all 20 LGAs	Strengthen school safety structures, including referral pathways to legal, health, and psychosocial services.	- Develop IEC materials on child labor, adolescent pregnancy, and climate risks. - Conduct quarterly sensitization with PTAs, SBMCs, and traditional/ religious leaders.	- Number of schools conducting awareness sessions; - Number of sensitization campaigns per year.	2026–2030	SMoE, SUBEB, LGEAs, CSOs, Media, NOA, BASAME and BASANE.
	Prevent and mitigate insecurity, child labor, adolescent pregnancy, climate shocks, and pandemics.	Operationalize a state-wide framework for managing insecurity and emergencies by 2028.	Train teachers and managers on psychosocial support, early warning signs, and crisis response.	- Train teachers and headteachers in functional emergency response and early warning systems. - Establish crisis response committees in all LGAs. - Provide emergency kits and first aid boxes and pad banks to 50% of schools by 2029.	- Number of schools with functional emergency response plans; - Number of schools equipped with safety kits. - Number of schools with pad banks - Number of schools with first aid kits	2026–2029	SMoE, Security Agencies, Health Ministry, CSOs.
	Ensure emerging issues do not widen gender gaps in access,	Establish safeguarding desk in schools by 2027	Mainstream climate adaptation and emergency preparedness in school planning.	- Conduct female teacher recruitment drive in underserved LGAs.	- Number of student ratio (male/female); - Number of girls retained in insecure LGAs.	2027–2030	TSC, SMoE, LGEAs, CSOs. HiLWA

	retention, or completion.			- Introduce incentives (housing, rural allowances) to attract female & male teachers.	- Number of female teachers identified as role models - Number of male teachers identified as champions		
	Generate and use gender-disaggregated data for planning and response.	Recruit more female teachers as role models in LGAs with shortage	Establish a state budget line for school safety and emerging issues.	- Upgrade EMIS to capture gender-disaggregated data on emerging issues. - Train EMIS officers at state and LGA levels. - Publish annual “State of School Safety Report.”	- Number of EMIS reports disaggregated by sex; - Number of reports published annually. - Number of EMIS officers trained	2026–2027 (setup); 2028–2030 (sustained)	SMoE & SUBEB Planning Dept, EMIS Units, Budget & Planning Ministry, Development Partners.

Guidance, Counselling and Psychosocial Support

Mandate / Policy Component	Policy Objectives	Policy Targets	Policy Strategies	Key Activities	Key Indicators	Timeline	Responsible persons/agencies
Guidance, Counselling and Psychosocial Support	Establish gender-sensitive guidance and safeguarding units.	Every school has at least one trained counsellor or safeguarding officer by 2030.	Recruit more qualified counsellors.	Conduct a needs assessment on counsellor/safeguarding officer gaps by school and LGA. Develop recruitment, posting and retention plan for counsellors (including rural posting incentives).	# schools with a trained counsellor or safeguarding officer (disaggregated by LGA/subsector). % of schools meeting the minimum standard of 1	2026-2030 (phased annually)	SMoE (Policy/M&E) SUBEB & LGEAs (deployment and supervision) TESCO / Civil Service Commission

				Deploy at least one trained counsellor/safeguarding officer per school in phased waves (high-burden LGAs first). Issue role descriptions and reporting lines for counsellors/safeguarding officers within schools and LGEAs.	counsellor/safeguarding officer. # counsellors recruited/deployed and retained annually. Rural posting vacancy rate for counsellors.		(recruitment, postings) School Heads (school-level management)
	Establish gender-sensitive guidance and safeguarding units.	Equal opportunities for male and female counsellors by 2030.	Recruit more qualified counsellors.	Adopt gender-balanced recruitment and posting guidelines for counsellors and safeguarding officers. Track male/female counsellor deployment and address imbalances through targeted recruitment and postings. Ensure safe working conditions and anti-harassment protections for counsellors (codes of conduct and reporting channels).	Male:female ratio of counsellors/safeguarding officers by LGA and school type. # LGAs meeting gender-balance benchmarks for counsellors. # reported workplace harassment cases involving counsellors resolved through due process.	2026-2030	SMoE, TESCOM / Civil Service Commission SUBEB & LGEAs (deployment and monitoring) School Heads (workplace safeguards)
	Establish gender-sensitive guidance and safeguarding units.	Functional psychosocial support units across institutions by 2030.	Produce gender-sensitive materials on life skills, Entrepreneurial skills, career choices, and violence prevention.	Develop/adapt age-appropriate life skills and career guidance materials (including violence prevention and safe help-seeking). Integrate materials into clubs, assemblies,	# schools using approved guidance/life skills materials. # learners reached through life skills/career guidance sessions (sex-disaggregated).	2026 (development) + 2027-2030 (scale/refresh)	SMoE (curriculum/service s), SUBEB Schools (Guidance focal persons) LGEAs (supportive supervision)

				FLHE/SHEP and guidance sessions. Produce local-language job/career information sheets for girls and boys (with disability-inclusive formats where feasible). Establish termly career guidance sessions involving role models (including female professionals in non-traditional fields).	# career guidance sessions held per term per school. Learner knowledge/attitude improvement from pre/post session checklists.		CSOs/FBOs/Professional bodies (role models and materials support)
	Call centers should be established in schools to administer basic first psychosocial support services.	Functional psychosocial support units across institutions by 2030.	Establish counselling clinics and resource centers in schools.	Define minimum standards for school guidance and psychosocial support units (space, privacy, confidentiality, referral directory). Establish school-based counselling corners/clinics in priority schools; expand annually. Create clear referral pathways to health, social welfare and protection services (directory by LGA). Operationalize school-based call-in or help-desk mechanisms (phone line, scheduled office hours, or community referral desk) as appropriate by context.	# schools with functional counselling clinic/resource corner meeting minimum standards. # LGAs with updated referral directory and SOP shared with schools. # learners supported through counselling/psychosocial services (sex-disaggregated). Average response time from report to first support action.	2026 (standards) + 2026-2030 (rollout)	SMoE, SUBEB (standards and rollout) LGEAs (monitoring and support) School Heads (facility allocation and management) Ministry of Health / PHCDA (health referrals) Ministry of Women Affairs & Social Welfare (case management/referrals)

Call centers should be established in schools to administer basic first psychosocial support services.	Functional psychosocial support units across institutions by 2030.	Allocate dedicated budget lines for psychosocial services.	Create a dedicated budget line for guidance, counselling and psychosocial services in annual education budgets. Cost priority activities (recruitment, training, minimum unit setup, materials) and integrate into AOPs. Track releases and expenditure with quarterly reporting and corrective actions. Mobilize partner support where needed, aligned to state priorities.	Budget line created and funded annually (Yes/No + amount). % of planned funds released and utilized as budgeted. # quarterly financial and implementation reports produced. Partner contributions aligned to the budget line (value and coverage).	Annually (2026-2030)	SMoE (Planning/Budget/M&E) Ministry of Budget & Economic Planning / Finance SUBEB (UBEC counterparting where applicable) Education stakeholders/partners (support)
Build staff capacity, especially in rural LGAs, to provide basic first aid psychosocial support.	Functional psychosocial support units across institutions by 2030.	Train teachers and non-teaching staff in trauma care and safeguarding.	Develop a standardized short course on basic psychosocial first aid, trauma-informed classroom practice and safeguarding. Train school-based focal persons (teacher, matron, nurse/health teacher) and LGEA supervisors on the package. Set up mentorship and supportive supervision (termly check-ins, coaching, case debriefing with confidentiality).	# teachers/non-teaching staff trained (sex-disaggregated). % schools with at least 2 staff capable of basic PSS first aid and referral. # supportive supervision visits conducted per term. Proportion of schools meeting minimum PSS readiness checklist.	2026-2028 (scale) + 2029-2030 (refreshers)	SMoE, SUBEB (training design and QA) LGEAs (training rollout and supervision) Ministry of Women Affairs & Social Welfare / Social Welfare Officers (technical support/referrals) School Heads, SBMC/PTA (support and oversight)

				Include psychosocial support competencies in headteacher/principal performance expectations.			
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Sexual and Gender-Based Violence (GBV)

Mandate	Policy Objectives	Policy Targets	Policy Strategies	Key Activities	Key Indicators	Timeline	Responsible persons/agencies
Sexual and Gender-Based Violence (GBV)	Integrate safeguarding into all education institutions.	All schools adopt safeguarding policies against GBV by 2028.	Strengthen prevention, protection, and response frameworks for GBV.	Develop and disseminate state-approved safeguarding package (policy template, SOPs, minimum standards, code of conduct). Support schools to adopt and display safeguarding policies (including SEA/harassment prohibitions and child-friendly versions). Integrate safeguarding compliance checks into routine school supervision and quality assurance tools. Establish/strengthen school safeguarding committees (school head, counsellor/focal person, SBMC/PTA rep, student rep where appropriate).	% schools with approved safeguarding policy adopted and displayed. # schools with functional safeguarding committee and meeting minutes. # supervision visits that include safeguarding compliance checklist. Compliance score trends by LGA over time.	2026 (package) + by 2028 (all schools) + 2026-2030 (QA)	SMoE, SUBEB (standards and rollout) LGEAs (supervision) School Heads (adoption and enforcement) SBMC/PTA (community oversight)
	Integrate safeguarding into	Full implementation of the Bauchi State Child Protection	Enforce school codes of conduct and disciplinary	Update and enforce school codes of conduct for staff	% schools with updated code of conduct and	2026 (update) + 2026-2030 (enforcement)	SMoE, SUBEB (policy and oversight)

	all education institutions.	Law 2023 and VAPP Law 2021.	measures for offenders.	and students (clear sanctions, due process). Implement disciplinary committees and procedures consistent with CPL/VAPP and civil service rules. Protect complainants/witnesses from retaliation and ensure safe learning environment measures. Track outcomes of disciplinary actions and integrate into supervision reports.	sanctions communicated. # disciplinary cases processed with documented due process. # retaliation complaints addressed through protocol. Reduction in repeated incidents in flagged schools (trend).		LGEAs (monitoring) School Heads/Boards (discipline) TESCOM / Civil Service Commission (staff discipline) SBMC/PTA (community accountability)
	Provide safe, survivor-centered reporting and response systems.	Accessible reporting and referral mechanisms are operational in every LGA by 2027.	Strengthen prevention, protection, and response frameworks for GBV.	Define and circulate a survivor-centered reporting and response protocol (confidentiality, consent, non-retaliation). Designate trained GBV focal persons in every school and LGA-level referral coordinators. Establish multiple reporting channels (complaint boxes, hotline numbers, trusted focal persons, referral through SBMC). Maintain confidential case logs and ensure timely referral to appropriate services.	# LGAs with operational reporting and referral mechanisms. % schools with trained GBV focal person and functional reporting channels. Average time from report to first response/referral. # cases managed according to protocol (anonymized, sex-disaggregated).	By 2027 (all LGAs) + 2026-2030 (continuous)	SMoE, SUBEB (protocol and training) LGEAs (referral coordination) Ministry of Women Affairs & Social Welfare (case management) School Heads (school-level compliance)

	Prevent and eliminate GBV, SEA, and harassment in schools.	Full implementation of the Bauchi State Child Protection Law 2023 and VAPP Law 2021.	Establish care centers and referral pathways for survivors.	Map service providers per LGA (health, psychosocial, legal, protection) and develop a referral directory. Establish/strengthen survivor care points (school-linked safe spaces or designated service points) where feasible. Agree on coordination arrangements with Police/NSCDC and Justice sector for cases requiring investigation/prosecution. Provide re-entry, learning support and protection planning for affected learners.	# LGAs with updated referral directory shared with schools. # survivors receiving at least one service (health/psychosocial/legal) through referral. # cases escalated to law enforcement/justice when required, following due process. Re-entry/retention outcomes for affected learners (where applicable).	2026 (mapping) + 2026-2030 (service delivery)	Ministry of Women Affairs & Social Welfare (lead referrals) Ministry of Health / PHCDA (clinical care) Ministry of Justice (legal guidance) Nigeria Police Force / NSCDC (protection and investigation) SMoE/SUBEB/LGEAs (school linkages)
	Prevent and eliminate GBV, SEA, and harassment in schools.	All schools adopt safeguarding policies against GBV by 2028.	Train staff and students with safeguarding manuals and awareness sessions.	Produce/adapt safeguarding manuals for teachers, non-teaching staff and students (age-appropriate). Conduct termly awareness sessions (SEA/harassment, consent, reporting, bystander action, online safety linkages where relevant). Integrate safeguarding messages into assemblies, clubs, FLHE/SHEP and community dialogues.	# schools with at least one safeguarding awareness session per term. # students/staff reached (sex-disaggregated). # SBMC/PTA/community sessions conducted per LGA. Improved awareness scores from simple pre/post checks.	2026 (materials) + 2026-2030 (termly sessions)	SMoE/SUBEB (materials and guidance) Schools (delivery) LGEAs (supervision) CSOs/FBOs/Youth groups (support implementation) Ministry of Women Affairs & Social Welfare (technical support)

				Train SBMC/PTA and community leaders on prevention and safe referral.			
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Digital & Innovative Learning (ICT, STEAM, ODL)							
Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Digital & Innovative Learning (ICT, STEAM, ODL)	Expand access to ICT, STEAM and ODL facilities for all learners.	Equal participation of boys and girls in ICT, STEAM and ODL education.	Provide ICT, STEAM and ODL infrastructure and gender-sensitive curriculum.	- Equip schools with ICT labs, STEAM kits, and e-learning resources. - Revise curriculum to remove stereotypes and integrate digital literacy. - Provide solar-powered ICT labs for rural schools.	Number of schools with ICT/STEAM labs; Number of schools using revised gender-sensitive and inclusive curriculum.	2026–2030	SMoE, SUBEB, BASAME, BASANE, Private Sector ICT Firms, Development Partners.
	Promote blended and distance learning for rural and marginalized groups.	Rural ODL platforms will be operational in at least 15% of LGAs by 2029.	Train teachers in digital literacy and online safety.	- Establish community ODL centers with radio/TV/online lessons. - Produce audio-visual lessons aligned with Bauchi curriculum. - Train teachers to	Number of LGAs with ODL centers; Number of learners accessing ODL platforms.	2027–2029	SMoE, BASAME, Local Media, CSOs, Development Partners.

				deliver blended learning.			
	Protect learners from technology-facilitated violence and abuse.	Online safety and digital literacy will be integrated into school curriculum by 2027.	Develop state-produced audio-visual lessons aligned with curriculum.	- Develop child online safety guidelines for schools. - Train teachers, counsellors, and SBMCs on TFVA risks and responses. - Identify digital safe spaces in secondary schools.	- Number of schools teaching digital safety; - Number of staff trained on TFVA; - Number of digital safety clubs established.	2026–2027	SMoE, MoST, SUBEB, Security Agencies (Cybercrime Units), CSOs.
	Ensure Training of Teachers on the use of ICT, STEAM and ODL facilities for effective teaching and learning.	Public private partnership should be established to expand digital access by 202	Partner with private sector and development partners for digital access.	- Engage telcos and ICT firms to subsidize data for learners. - Partner with NGOs/CSOs for device distribution (e.g. tablets). - Mobilize donor funding for ICT infrastructure.	- Number of partnerships signed; - Number of learners benefiting from subsidized access.	2026–2028	SMoE, Development Partners, Private Sector, CSOs.

Health & Wellness in Education

Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Health & Wellness in Education	Integrate health and Reproductive Health Education (RHE) into curriculum.	All schools should be equipped with gender-friendly health services and facilities by 2030.	Disseminate health and RHE information in schools.	- Integrate RHE into basic and post-basic curriculum. - Train teachers to deliver RHE content with sensitivity.	- Number of schools teaching RHE - Number of teachers trained	2026–2028	SMoE, SMoH, SUBEB, BASAME, BASANE, CSOs, Development Partners.

				- - Distribute IEC materials in Hausa and English.	- Number of IEC materials distributed.		
	Strengthen preparedness for epidemics and pandemics.	At least 60% of schools mainstream RHE education by 2030.	Upgrade school health centers and services and school health clubs.	- Establish or upgrade school sick bays/clinics. - Conduct annual school health drills (COVID-19, cholera, etc.). - - Link schools with nearest PHCs for emergency response.	-Number of schools with functional sick bays -Number of schools linked to PHCs -Number of drills conducted.	2026–2030	SMoE, SMoH, SUBEB, BASAME, BASANE, LGEAs, SBMCs.
	Eliminate stigma against survivors of GBV and health-related challenges.	Improved participation in Physical and Health Education for both genders.	Disseminate health and RHE information in schools.	- Train Guidance and counseling officers and teachers in stigma reduction. - Establish anti-stigma campaigns in schools and communities. - Provide psychosocial support units in schools.	-Number of anti-stigma campaigns conducted -Number of schools with support units -Number of schools which reported reductions in stigma cases.	2026–2030	SMoE, SMoWA &CD, NOA, SMoH, CSOs, Media.
	Eliminate stigma against survivors of GBV and health-related challenges.		Disseminate health and RHE information in schools.	- Construct/rehabilitate separate toilets for boys and girls. - Provide handwashing stations and menstrual hygiene facilities (pad banks). - Train SBMCs to manage and monitor .	-Number of schools with gender-friendly WASH facilities -Number of pad banks established -Number of schools reporting improved hygiene.	2026–2030	SMoE, SUBEB, SMoH, AGILE, CSOs, LGA WASH Units, Development Partners.

	Eliminate stigma against survivors of GBV and health-related challenges.		Promote gender-balanced participation in sports and co-curricular activities	- Equip schools with sports and recreation facilities. - Organize inter-school inclusive sports events. - Train teachers in gender-sensitive Physical & Health Education.	Number of schools with sports facilities -Number of inclusive events held -Number of boys vs girls participating in PHE.	2026–2029	SMoE, SUBEB, BASAME, BASANE, Sports Commission, CSOs.
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Inclusive Education & Special Needs

Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Inclusive Education & Special Needs	Provide equal opportunities for learners with disabilities.	Schools adopt inclusive practices by 2030.	Train teachers in inclusive, gender-sensitive pedagogy.	- Recruit specialized teachers. - Integrate inclusive education principles into Bauchi State curriculum. - Train teachers on inclusive and gender-sensitive pedagogy. - Raise awareness among parents/communities on inclusion. - Create ramps in schools.	Percentage of schools applying inclusive practices -Number of teachers trained -Number of community sensitizations conducted.	2026–2030	SMoE, SUBEB, Bauchi State Agency for People with Disability (BSAPWDs) BASAME, BASANE, MoH, CSOs, Development Partners.
	Integrate special needs education into mainstream schools while retaining	By 2029, at least 60% of mainstream schools integrate learners with disabilities, with special schools	Establish special schools where inclusive education is not feasible.	- Adopt classrooms, teaching materials, and facilities for inclusivity. - Upgrade special schools for children with complex needs.	Percentage of schools with adapted facilities; -Number of special schools upgraded	2026–2029	SMoE, SUBEB, Bauchi State Agency for People with Disability (BSAPWDs), BASAME, CSOs, Bauchi

	specialized institutions.	retained where necessary.		- Provide teaching assistants for inclusive classrooms.	-Number of teaching assistants deployed.		
	Promote the use of assistive technologies.	By 2028, assistive devices will be available in at least 70% of special and inclusive schools.	Mobilize resources for assistive technologies.	- Procure and distribute devices (braille kits, hearing aids, ramps). - Partner with ICT firms and NGOs for digital assistive tools. - Train teachers and learners in the use of assistive technology.	-Number of assistive devices distributed -Percentage of schools equipped with assistive technology -Number of staff/learners trained.	2026–2028	SMoE, Bauchi State Agency for People with Disability (BSAPWDs), BASAME, MoH, Private Sector ICT Firms, CSOs.
	Promote the use of assistive technologies.	Expanded opportunities for gifted/talented learners.	Train teachers in inclusive, gender-sensitive pedagogy.	- Establish talent development safe spaces (STEAM, sports). - Provide scholarships and mentorship for gifted learners. - Link learners with specialized external programs. - Provide Conditional Cash Transfer programs	-Number of talent safe space established -Number of scholarships awarded -Number of learners participating in external programs.	2027–2030	SMoE, SUBEB, Bauchi State Agency for People with Disability (BSAPWDs), BASAME, Sports Commission, Arts Council, CSOs.

Institutional Strengthening & Human Resource Management

Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Institutional Strengthening & HRM	Ensure gender parity in recruitment and leadership.	Gender gaps in staffing across all education levels reduced by 20%.	Adopt gender-responsive HR guidelines in recruitment and promotions.	- Revise recruitment and promotion policies to include gender equity quotas.	- Number of reductions in gender staffing gaps; -Number of	2026–2030	SMoE, SUBEB, BASAME, BASANE, Civil Service Commission, CSOs.

				- Enforce equitable posting of male and female staff, especially in LGAs. - Establish state-level gender audits in staffing.	- gender audits conducted - Number of female staff in leadership positions.		
	Enforce workplace sexual harassment and GBV policies.	Sexual harassment guidelines institutionalized in all MDAs and schools by 2027.	Establish mentorship programs for teachers and administrators.	- Draft and circulate workplace sexual harassment guidelines. - Establish confidential reporting mechanisms in schools and MDAs. - Train HR units and staff in enforcement.	- Number of institutions adopting guidelines - Number of reports handled; Percentage of staff trained.	2026–2027	SMoE, BASANE, MoWA, Civil Service Commission, CSOs.
	Promote mentorship and work-life balance.	Gender units functional in all institutions by 2028.	Establish mentorship programs for teachers and administrators.	- Develop state-wide mentorship program for young teachers and administrators - Pair senior female and male leaders with junior staff for mentorship. - Introduce flexible work arrangements (maternity/paternity leave, study leave).	- Number of mentorship programs established - Number of staff accessing flexible policies - Number of mentees reporting improved career development.	2026–2028	SMoE, SUBEB, BASAME, BASANE, CSOs, Teacher Unions.
	Promote mentorship and work-life balance.	Sexual harassment guidelines institutionalized in	Strengthen monitoring of workplace equity and GBV cases.	- Organize annual gender-responsive leadership training.	- Number of staff trained - Number of scholarships/	2026–2030	SMoE, BASAME, BASANE, Development Partners, CSO.

		all MDAs and schools by 2027.		- Establish scholarships/fellowships for women in education leadership. - Partner with development partners for exchange and leadership programs.	- fellowships awarded - Number of leadership exchange programs completed.		
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Resource Mobilization, Allocation & Sustainability

Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Resource Mobilization, Allocation & Sustainability	Mobilize substantial financial, human, and material resources for policy implementation of the Bauchi State Gender in Education Policy (GiEP).	Produce an annual Gender in Education Expenditure Report starting from 2026.	Capacity Building: Train MDAs and LGEAs in gender-responsive budgeting (GRB), participatory budgeting, and financial reporting.	- Engage State Executive Council and Bauchi House of Assembly to earmark funds. - Sensitize SMOE and LGEAs on including gender funds in budgets. - Engage Education Steering Committee. - Advocate with MDAs to mainstream gender allocations.	- Percentage of education budget allocated to gender programs - Number of LGAs with gender budget line.	2026–2027	SMoE, Ministry of Finance, Budget & Planning, SUBEB, LGEAs, CSOs.
	Ensure accountability, transparency, and equity in	Produce an annual Gender in Education Expenditure Report starting from 2026.	Capacity Building: Train MDAs and LGEAs in gender-responsive	- Train MDAs on gender-responsive expenditure frameworks. - Develop and adopt gender budget tracking tools.	- Number of MDAs using gender expenditure frameworks	2026–2028	SMoE, Ministry of Finance, AGILE, SUBEB, CSOs, Development Partners.

	the allocation and distribution of funds.		budgeting (GRB), participatory budgeting, and financial reporting. - Fiscal Compliance: Enforce adherence to the Fiscal Responsibility Act (2007) and State Public Finance Laws in allocation and management of gender-targeted funds. - Monitoring and Reporting: Develop expenditure tracking systems and publish annual financing reports to ensure transparency and accountability.	- Publish annual gender expenditure reports.	- Number of annual reports published.		
	Strengthen partnerships across government, CSOs, and communities	Produce an annual Gender in Education Expenditure Report starting from 2026.	- Participatory Planning: Institutionalize annual stakeholder budget dialogues	- Organize annual donor/partner roundtable on gender in education.	- Number of partnership MOUs signed - Number of programs co-	2026–2030	SMoE, CSOs, Development Partners, Private Sector, SMoWA CD.

	s, and development partners for co-financing gender programs.		(government, CSOs, communities, partners) to review gender resource allocations and re-strategize for sustainability.	- Facilitate PPPs for WASH, ICT, and STEAM interventions. - Support CSOs to include BSGEP in funding proposals.	funded by partners.		
	Sustain funding through innovative mechanisms.	Establish at least three multi-stakeholder financing partnerships annually (e.g., government–CSO–donor or community–private sector collaborations).	- School-Level Mobilization: Sensitize school managers and SBMCs/CBMCs to leverage community contributions and donor linkages for gender-responsive programs.	- Explore education levies and CSR contributions. - Mobilize diaspora/community support for girls' education. - Establish an Education Gender Fund in Bauchi.	- Number of innovative financing models operational amount raised through alternative funding.	2026–2028	SMoE, SMoF, CSOs, Private Sector, Development Partners.

Planning, Monitoring & Evaluation (M&E)

Mandate	Policy Objectives	Targets (2026–2030)	Strategies	Key Activities	Indicators	Timeline	Responsible Persons/Agencies
Planning, Monitoring & Evaluation (M&E)	Provide accurate and timely feedback on BSGEP implementation.	By 2026, a Gender in Education M&E Results Framework (with SMART indicators) shall be finalized and adopted by SMoE/SUBEB	Develop a logical results framework with SMART gender indicators.	- Design and approve M&E framework with key indicators. - Establish State M&E Committee on Gender in Education. - Train M&E officers at SMoE, BASANE,	- M&E framework document produced - Number of officers trained. - Number of M&E	2026 –2027	SMoE, Ministry of Budget & Planning, CSOs, Development Partners.

		and relevant MDAs.		BASAME, SUBEB, LGEAs.	committees established		
	Integrate gender indicators into state education M&E systems.	By 2028, EMIS reporting shall include routine sex- and disability-disaggregated reporting for agreed indicators across all LGAs.	Publish annual Gender in Education Progress Reports.	- Review and update EMIS tools to include gender-disaggregated indicators. - Train data officers in schools and LGAs. - Publish annual State Gender in Education Statistical Bulletin.	- Percentage of EMIS forms with gender indicators - Number of annual reports published. - Number of data officers trained in schools and LGAs	2026–2028	SMoE, SUBEB, BASAME, BASANE, CSOs.
	Document gender mainstreaming practices and impact.	From 2026 to 2030, annual Gender in Education Progress Reports shall be produced and publicly disseminated.	Institutionalize feedback mechanisms for schools, LGAs, and communities.	- Conduct baseline (2026), midline (2028), and endline (2030) surveys. - Publish progress reports annually. - Organize state-level dissemination/learning forums.	- Number of surveys conducted - Number of progress reports disseminated - Number of dissemination forums held.	2026–2030	SMoE, State Ministry of Budget & Planning, CSOs, Media, Dev. Partners.
	Reduce bottlenecks in project cycles and improve interventions.	By 2026, a Gender in Education M&E Results Framework (with SMART indicators) shall be finalized and adopted by SMoE/SUBEB	Institutionalize feedback mechanisms for schools, LGAs, and communities. Conduct baseline, midterm, and endline evaluations.	- Establish feedback platforms at schools, LGAs, and state levels. - Integrate CSO and media into independent monitoring. - Hold bi-annual stakeholder review meetings.	- Number of feedback platforms operational - Number of review meetings held; Percentage of	2026–2030	SMoE, Steering Committee, CSOs, Media, development partners, House Committee on Education

		and relevant MDAs.		- Hold annual State Council on Education	bottlenecks resolved. - Number of State Council on education events held		
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REPORT: POLICY DEVELOPMENT JOURNEY FOR THE BAUCHI STATE GENDER IN EDUCATION POLICY (BSGiEP) 2026–2030

1. Background and Rationale

The Bauchi State Gender in Education Policy (BSGiEP) 2026–2030 was developed to address persistent gender and inclusion gaps affecting access, retention, completion, transition, and learning outcomes, particularly for girls, pregnant and married adolescents, children with disabilities, learners in rural communities, and other vulnerable groups. The policy provides a coherent state-level framework for building safe, inclusive, and gender-responsive education systems and strengthens accountability for results across institutions and duty-bearers.

The policy development approach was designed to ensure that BSGiEP is not only technically sound, but also socially owned and practically implementable within Bauchi State’s governance and resource context. The policy process was led by the Young Leaders Network with funding from the Malala Funds in partnership with the Bauchi State Ministry of Education and the AGILE Unit.

2. Key Phases and Milestones

Phase 1: Advocacy, State Leadership Buy-In, and Stakeholder Mobilization

The process began with advocacy and consultation aimed at securing commitment from the Bauchi State education leadership and mobilizing strategic stakeholders. This phase built early alignment around the need for a gender-responsive education policy, clarified roles, and linked the policy agenda to ongoing education reforms and sector planning efforts in the state, including partner-supported initiatives.

Phase 2: Co-Creation Workshop and Content Development

On the 19th – 21st August 2025, a 3-days co-creation workshop convened 77 stake holders (36 males and 41 females) including students (boys and girls), government agencies, civil society organizations (CSOs), school administrators and caregivers, members of the private sector, etc, jointly shape the policy’s direction and structure. Participants contributed to defining the policy



vision and statements, identifying priority gender and inclusion gaps, developing policy objectives, targets (2026–2030), and strategies, and identifying cross-cutting mandates such as school safety, psychosocial support, GBV prevention/response, digital learning, health and wellness, inclusive education, and institutional strengthening.

Phase 3: Drafting and Internal Consolidation

The workshop outputs were translated into draft policy text and implementation components. This phase focused on consolidating stakeholder inputs into a coherent policy document, ensuring appropriate policy tone, clarity of obligations (e.g., “Bauchi State shall...”), and consistency of terminology across the document.

Phase 4: Gender Expert Technical Review and Quality Assurance



The draft policy underwent expert review on the 2nd to 4th September 2025, involving 12 sector specialists and safeguarding/child protection professionals drawn from government institutions and technical partners. The expert review strengthened the safeguarding safeguards and referral pathways, clarity on prevention and response mechanisms for GBV, SEA, and harassment, operational soundness of guidance, counselling, and psychosocial support commitments, alignment with relevant legal and policy frameworks and language precision, coherence, and enforceability.

Phase 5: Alignment Review and Implementation Realism (2026–2030 Standardization)

Following technical review, the policy advanced into a detailed alignment phase from 10th September to 20th October focused on implementation practicality and internal coherence. This step emphasized:

- ✓ ensuring every mandate and section maps clearly from **policy statements** → **objectives** → **targets** → **strategies** → **implementation guidelines**;
- ✓ eliminating “orphan” strategies or activities without corresponding objectives/targets;
- ✓ removing overlaps and tightening the policy for clarity;
- ✓ standardizing the policy horizon to 2026–2030;

Phase 6: Stakeholder Consultation on the School Re-entry Guidelines for Pregnant and Married Adolescent Girls

To ensure practicality at both school and community levels and to strengthen the feasibility of reporting, reintegration, anti-stigmatization, and case management pathways, a Stakeholders’ Consultative Forum was held on 29 October 2025. The forum engaged 67 (24 male and 43 female) school principals, proprietors, and education managers, all from both the public and private schools, with government MDAs and CSOs present.

Phase 7: 2 Days Policy Validation Meeting for the full BSGiEP 2026–2030

To confirm stakeholder consensus, implementation ownership, and institutional responsibilities for delivering results, a policy validation exercise was conducted from 30th to 31st October 2025. This was to obtain final input and review from education frontline practitioners across government, civil society organizations (CSOs), and the private sector. Their experience and insights were critical in ensuring

that the policy is realistic, actionable, and reflective of school-level realities in Bauchi State. The validation exercise had 80 participants (36 male and 44 female).

3. Conclusion

The BSGiEP 2026–2030 was developed through a deliberate, inclusive, and technically guided process that reflects Bauchi State’s commitment to gender-responsive education reform. By combining political commitment, stakeholder co-creation, expert review, and rigorous alignment for implementation realism, the policy is positioned to serve as a credible framework for safer, more inclusive, and higher-performing education systems across the state.



