



# **BAUCHI STATE GUIDELINES FOR THE FACILITATION OF SCHOOL RE-ENTRY OF MARRIED AND PREGNANT ADOLESCENT GIRLS**

An extract from the Bauchi State Gender in Education Policy

Published with the support of:



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

*With*

**Implementation Framework**  
*(An extract from the Bauchi state Gender in Education Policy)*

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

**2025**

## TABLE OF CONTENTS

|                                                                                                                    |                                     |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| TABLE OF CONTENTS .....                                                                                            | i                                   |
| FOREWORD.....                                                                                                      | <b>Error! Bookmark not defined.</b> |
| PREFACE.....                                                                                                       | ii                                  |
| ACKNOWLEDGEMENT.....                                                                                               | iv                                  |
| ACRONYMS.....                                                                                                      | v                                   |
| GLOSSARY OF TERMS.....                                                                                             | vi                                  |
| BAUCHI STATE GUIDELINES FOR THE FACILITATION OF RE-ENTRY OF MARRIED & PREGNANT ADOLESCENT GIRLS INTO SCHOOLS ..... | 1                                   |
| 1.0 Background.....                                                                                                | 2                                   |
| 1.5 Strategies and Approaches for Adolescent Pregnancy Prevention.....                                             | 3                                   |
| 1.6 Guide to facilitating the re-entry of Married and Pregnant Adolescent Mothers .....                            | 4                                   |
| 1.6.2 Re-entry Pathways .....                                                                                      | 4                                   |
| 1.6.3 Eligibility for Re-entry or Mainstreaming.....                                                               | 4                                   |
| 1.6.4 Mainstreaming from Non-Formal and Second-Chance Education into Formal Schools ..                             | 5                                   |
| 1.6.5 School Responsibilities in Facilitating Re-entry .....                                                       | 5                                   |
| 1.6.6 Minimum Support Package for Re-entering Learners.....                                                        | 6                                   |
| 1.6.7 Placement and Progression Rules .....                                                                        | 6                                   |
| 1.6.8 Coordination and Referral .....                                                                              | 6                                   |
| 1.6.9 Non-Discrimination and Protection Guarantees.....                                                            | 7                                   |
| 1.7 Re-entry guidelines for schools .....                                                                          | 7                                   |
| 1.8 Steps to be taken when a fellow student is responsible for a pregnancy .....                                   | 8                                   |
| 1.9 Steps to be taken if a teacher is responsible .....                                                            | 9                                   |
| 1.10 Steps to be taken if a Principal is responsible .....                                                         | 10                                  |
| 1.10 Steps to be taken if a married adolescent girl gets pregnant .....                                            | 10                                  |
| 1.11 Length of time for re-entry after delivery.....                                                               | 10                                  |
| 1.12 Steps to be followed in cases of school transfer.....                                                         | 10                                  |
| 1.13 Number of times that a girl should be allowed to re-enter school.....                                         | 11                                  |
| 1.14 Steps to track pregnant and married adolescent school girls.....                                              | 11                                  |
| 1.15 Steps to improve the school environment and prevent adolescent pregnancies.....                               | 11                                  |
| 1.16 Steps to re-enter girls that drop out for reasons other than pregnancy/marriage.....                          | 12                                  |
| 1.17. Guidelines for Tackling Stigmatization of Married or Pregnant Adolescent Girls .....                         | 13                                  |
| Strategies and Actions .....                                                                                       | 13                                  |
| 1.18 Roles of different stakeholders in the implementation of the guidelines .....                                 | 14                                  |
| IMPLEMENTATION GUIDELINES (2026 – 2030).....                                                                       | 18                                  |
| Implementation Guidelines for Facilitating of School Re-entry .....                                                | 19                                  |

## FOREWORD

Education remains the most powerful instrument for building a prosperous, just, and inclusive society. In Bauchi State, we recognize that every child has the right to learn, grow, and contribute meaningfully to the development of our communities. However, the reality in many parts of our State is that a number of adolescent girls experience interruptions in their education due to early marriage, pregnancy, poverty, and other social challenges.

The Guidelines for Facilitating the Re-entry of Married and Pregnant Adolescent Girls into Schools were developed to address this challenge and to ensure that no girl is permanently excluded from education because of life circumstances. These guidelines provide a practical framework for supporting adolescent girls whose education has been interrupted to return to school, continue learning, and complete their education with dignity and support.

This document complements the Bauchi State Gender in Education Policy (2026–2030) and reflects the commitment of the Bauchi State Government to promote inclusive, equitable, and gender-responsive education across all levels of the education system. It reinforces the principle that education must remain accessible to all learners, particularly those who are vulnerable or marginalized.

The development of these guidelines was made possible through the collaboration of several stakeholders including the Bauchi State Ministry of Education, SUBEB, BASAME, BASANE, civil society organizations, development partners, community leaders, and education practitioners who contributed their knowledge and experience throughout the consultation and validation process.

I commend the efforts of all institutions and partners that contributed to this work, particularly the Young Leaders Network (YLN) for providing technical coordination and support through the Malala Fund's Support for Adolescent Girls' Education (SAGE) Project, as well as the World Bank-supported AGILE Project for strengthening the broader education reform agenda in Bauchi State.

As we move forward, I call on school administrators, teachers, community leaders, parents, and all stakeholders to support the implementation of these guidelines and to work collectively toward ensuring that every girl in Bauchi State has the opportunity to complete her education.

Together, we can build a future where every girl learns, thrives, and contributes to the progress of our State.



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

## PREFACE

The Guidelines for Facilitating the Re-entry of Married and Pregnant Adolescent Girls into Schools represent an important step in strengthening inclusive education in Bauchi State. While progress has been made in expanding access to education, many adolescent girls still face barriers that interrupt their schooling, particularly due to early marriage, pregnancy, and social stigma.

These guidelines were developed to provide a clear, structured, and humane framework for supporting the return of married and pregnant adolescent girls to school. They outline the roles of schools, education authorities, communities, and families in ensuring that affected learners receive the guidance, protection, and support necessary to continue their education.

The document is closely aligned with the Bauchi State Gender in Education Policy (2026–2030) and draws from national and international commitments on gender equality, child protection, and inclusive education. By translating policy commitments into practical implementation steps, these guidelines provide education stakeholders with a tool for promoting fairness, safeguarding learners, and strengthening accountability within the education system.

The process leading to the development of this document was highly collaborative. Government institutions, civil society organizations, development partners, community leaders, teachers, and young people contributed valuable insights that shaped the final outcome.

I particularly appreciate the leadership of the Honourable Commissioner for Education and the technical contributions of the Young Leaders Network (YLN) under the Malala Fund's Support for Adolescent Girls' Education (SAGE) Project, as well as the collaboration of the AGILE Project and other partners who supported consultations, drafting, and validation processes.

These guidelines now serve as an important operational tool for schools and education authorities across Bauchi State. I encourage all stakeholders to integrate their provisions into school management practices and education sector planning to ensure that every learner has the opportunity to continue and complete their education.



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

## ACKNOWLEDGEMENT

The Guidelines for Facilitating the Re-entry of Married and Pregnant Adolescent Girls into Schools were developed through the collective efforts and contributions of numerous institutions and individuals committed to advancing inclusive education in Bauchi State.

The Bauchi State Ministry of Education expresses sincere appreciation to the Honourable Commissioner for Education for his leadership and commitment to strengthening gender-responsive education policies within the State. We also acknowledge the guidance and support of the Permanent Secretary and the management of the Ministry for providing oversight throughout the development process.

We extend special recognition to the Young Leaders Network (YLN) for coordinating the technical process of drafting and stakeholder engagement under the Malala Fund's Support for Adolescent Girls' Education (SAGE) Project. Their contribution played a critical role in ensuring that the guidelines reflect both global standards and the realities of communities across Bauchi State.

We also appreciate the collaboration of the World Bank-supported Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project, whose ongoing support to girls' education reforms in Bauchi State contributed significantly to the development of this document.

Our gratitude also goes to the State Universal Basic Education Board (SUBEB), BASAME, BASANE, the Ministries of Women Affairs, Justice, Health, Budget and Economic Planning, and the State Agency for Persons with Disabilities, as well as civil society organizations and education stakeholders who provided valuable technical inputs during consultations and validation sessions.

We further acknowledge the contributions of school administrators, teachers, community and religious leaders, traditional institutions, adolescent girls, and youth representatives whose perspectives helped shape these guidelines to ensure that they are practical, culturally responsive, and implementable.

The successful development of this document demonstrates the power of partnership and shared commitment toward building an education system that leaves no child behind.



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

## ACRONYMS

| Acronym | Meaning                                                  |
|---------|----------------------------------------------------------|
| AGILE   | Adolescent Girls Initiative for Learning and Empowerment |
| BASAME  | Bauchi State Agency for Mass Education                   |
| BASANE  | Bauchi State Agency for Nomadic Education                |
| CBMC    | Community-Based Management Committee                     |
| CBO     | Community-Based Organization                             |
| CRA     | Child Rights Act                                         |
| CRC     | Convention on the Rights of the Child                    |
| ECCDE   | Early Childhood Care, Development and Education          |
| FLHE    | Family Life and HIV Education                            |
| GBV     | Gender-Based Violence                                    |
| ICT     | Information and Communication Technology                 |
| JSS     | Junior Secondary School                                  |
| LGA     | Local Government Area                                    |
| LGEA    | Local Government Education Authority                     |
| NFE     | Non-Formal Education                                     |
| PTA     | Parent–Teacher Association                               |
| SBMC    | School-Based Management Committee                        |
| SGBV    | School-Related Gender-Based Violence                     |
| SOP     | Standard Operating Procedure                             |
| SSS     | Senior Secondary School                                  |
| STEAM   | Science, Technology, Engineering, Arts and Mathematics   |
| SUBEB   | State Universal Basic Education Board                    |
| TVET    | Technical and Vocational Education and Training          |
| UBE     | Universal Basic Education                                |
| UBEC    | Universal Basic Education Commission                     |
| WASH    | Water, Sanitation and Hygiene                            |

## 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 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 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 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 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.                                                                                                                                                                          |
| Adolescent Girl          | A female learner between the ages of 10 and 19 years who is enrolled in or seeking access to education.                                                                                                                                                                                                                                                     |
| Adolescent Mother        | A girl below the age of 20 who has given birth.                                                                                                                                                                                                                                                                                                             |
| Re-Entry                 | The process through which a learner who previously left school due to pregnancy, marriage, or related circumstances returns to continue formal                                                                                                                                                                                                              |

|                                   |                                                                                                                                                  |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | education.                                                                                                                                       |
| Second-Chance Education           | Alternative learning programmes designed to provide education opportunities for learners who previously dropped out of the formal school system. |
| Non-Formal Education              | Organized learning programmes conducted outside the formal school system, often designed for out-of-school youth and adults.                     |
| Married Adolescent Learner        | A learner below the age of 18 who is married but wishes to continue schooling.                                                                   |
| School Re-Entry Support           | Administrative, counselling, and institutional support provided to facilitate the return and successful reintegration of learners.               |
| Guidance and Counselling Services | Professional support provided within schools to help learners address academic, social, and personal challenges.                                 |
| Safe School Environment           | A school setting where learners are protected from violence, discrimination, harassment, and exploitation.                                       |
| Gender-Responsive Education       | An approach to education that addresses the different needs of girls and boys to ensure equitable participation and outcomes.                    |

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

Extracted from The Bauchi State Gender in Education Policy

## 1.0 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.

### 1.1 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.

### 1.2 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.

### 1.3 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.

#### **1.4.1 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.

### **1.5 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

## **1.6 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.

### **1.6.2 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.

### **1.6.3 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.

#### **1.6.4 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.

#### **1.6.5 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.

### **1.6.6 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.

### **1.6.7 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.

### **1.6.8 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.

### **1.6.9 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

### **1.7 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.

#### **1.7.1 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.

#### **1.7.2 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.

### 1.7.3 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.

### 1.7.4 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.

### 1.7.5 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

## 1.8 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.

### **1.9 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.

### **1.10 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

### **1.10 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.

### **1.11 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.

### **1.12 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.

### **1.13 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.

### **1.14 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.

### **1.15 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.

### **1.16 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 of biographical data 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.

### 1.17. 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| School Level            | <ol style="list-style-type: none"> <li>i. Headteachers and principals must sensitize staff and students on inclusion, respect, and non-discrimination.</li> <li>ii. Display anti-stigma posters and school codes promoting equal treatment.</li> <li>iii. Integrate stigma-awareness and empathy lessons into civic, guidance, and life skills subjects.</li> <li>iv. School-based counsellors should provide safe spaces and continuous psychosocial support for re-entered learners.</li> <li>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.</li> </ol> |
| Teacher & Staff Conduct | <ol style="list-style-type: none"> <li>i. Teachers must model non-discriminatory, non-complimentary attitudes and language.</li> <li>ii. Mandatory safeguarding and gender-sensitivity training every academic year.</li> <li>iii. Disciplinary measures for any teacher found guilty of stigmatizing or verbally abusing learners.</li> </ol>                                                                                                                                                                                                                                                                                                                           |
| Peer to Peer            | <ol style="list-style-type: none"> <li>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.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                            | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>iv. Organize termly short plays and debates led by students showing the emotional harm of stigmatization and the power of acceptance.</li> <li>v. All students should take a short “I Respect All” pledge at the beginning of each term, committing to respect, confidentiality, and zero bullying.</li> <li>vi. Any student proven to bully or shame a returning girl faces corrective counselling, apology sessions, and, if repeated, disciplinary referral.</li> <li>vii.</li> </ul> |
| Parent–Teacher Associations (PTAs) & SBMCs | <ul style="list-style-type: none"> <li>i. Conduct termly sensitization meetings on re-entry rights and anti-stigmatization principles.</li> <li>ii. Include anti-stigma clauses in school charters and improvement plans.</li> <li>iii. Mobilize Mothers’ Associations to provide mentorship and community counselling.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Community & Religious Leaders              | <ul style="list-style-type: none"> <li>i. Advocate publicly for acceptance and compassion toward adolescent mothers.</li> <li>ii. Use religious gatherings and local radio to promote positive messages on forgiveness, dignity, and education continuation.</li> <li>iii. Collaborate with CSOs and traditional institutions for joint campaigns against stigmatization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

### 1.18 Roles of different stakeholders in the implementation of the guidelines

| Stakeholder | Roles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| BSMoE       | <ul style="list-style-type: none"> <li>i. Take ownership of the document and disseminate it to various state stakeholders.</li> <li>ii. Production and distribution of the re-entry guideline to schools (public and private).</li> <li>iii. Translation of guidelines into different local languages</li> <li>iv. Development and distribution of IEC (information education communication) explaining the re-entry guideline</li> <li>v. Capacity building on utilization of the guidelines</li> <li>vi. Conduct regular and routine monitoring of the implementation of the Guidelines</li> <li>vii. Collect data at all levels on the following: <ul style="list-style-type: none"> <li>✓ No. of pregnant adolescents recorded per term</li> <li>✓ No. of re-entries per term</li> <li>✓ No. of follow-up of pregnancy cases per term</li> <li>✓ No. of transfers of re-entry cases per term</li> </ul> </li> <li>i. Ensure that creche is established in schools for nursing mothers.</li> </ul> |

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|                  | <ul style="list-style-type: none"> <li>ii. Review of guidelines every 5 years, and a midterm (3rd year) evaluation</li> <li>iii. Revision of curriculum to include emerging relevant skills.</li> <li>iv. Provision of sick bays in schools (especially to pregnant girls, special care should be given).</li> <li>v. Ensure provisions/maintenance of in schools.</li> <li>vi. Collaborate with Department of Social Workers (Social Welfare)</li> <li>vii. Collaborate with State Ministry of Health</li> </ul>                                                                                                                                                                                                                     |
| Parents/Spouses: | <ul style="list-style-type: none"> <li>i. Provide financial support</li> <li>ii. Provide moral and emotional support</li> <li>iii. Sign a documented commitment stating clearly that the pregnant/married girl will be allowed to continue schooling.</li> <li>iv. Co-operate and encourage the pregnant/married girl to go back to school in any case.</li> <li>v. Parents are aware of the re-entry guideline to support sensitizing other parents.</li> <li>vi. Close monitoring of the type of peer group the girls keep.</li> <li>vii. Visit and ask questions about the girls in the boarding school.</li> <li>viii. Encourage parent-child communication</li> <li>ix. Attend P.T.A meetings and make contributions.</li> </ul> |
| Media:           | <ul style="list-style-type: none"> <li>i. Create awareness on the existence and content of the re-entry guidelines</li> <li>ii. Advocate against Child/Early marriage and harmful cultural practices that affect girls' education.</li> <li>iii. Report GBV cases involving girls and boys with a great deal of sensitivity in line with media ethical standards relating to child protection.</li> <li>iv. Advocate for the promotion of girl child education and pregnant girls to return to school</li> <li>v. Create awareness on ending behavior and practices that contribute to dropout of girls from school</li> </ul>                                                                                                        |
| NGOS/CSOs:       | <ul style="list-style-type: none"> <li>i. Advocacy and sensitization</li> <li>ii. Provide support to the girls (support can be financial, Legal, psychosocial, or moral)</li> <li>iii. Provide counselling support to pregnant teenagers</li> <li>iv. Support monitoring of the implementation of the re-entry guideline.</li> <li>v. Support tracking of the dropout girls.</li> <li>vi. Conduct enrolment, retention, and completion Campaign</li> <li>vii. Monitor government projects in schools</li> <li>viii. Collaboration with other organizations that offer second chance education.</li> </ul>                                                                                                                             |
| Communities:     | <ul style="list-style-type: none"> <li>i. Sensitization on the need for re-entry of girls into school</li> <li>ii. Advocacy and cooperation with school authorities to ensure implementation and enforcement.</li> <li>iii. Organize community outreach programs against stigmatization</li> <li>iv. Support the SBMC in the community.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                           | <ul style="list-style-type: none"> <li>v. Engage in protecting (providing security) to the school infrastructure/school environment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Schools:                                  | <ul style="list-style-type: none"> <li>i. Ensure the Implementation of re-entry guidelines</li> <li>ii. Maintain a good working relationship with the community</li> <li>iii. Maintain a strong support system for pregnant/married girls through effective guidance and counselling</li> <li>iv. Ensure good cooperation between the schools and other bodies towards proper implementation of the guidelines.</li> <li>v. Ensure provisions/maintenance of in schools.</li> <li>vi. Incorporate life skills in school extra-curricular activities</li> <li>vii. Ensure that creche is established in schools for nursing mothers.</li> </ul>                                                                                                                                                                                                                                                                                                                                             |
| UBEB/BASANE/BA<br>SAME, Social<br>Welfare | <ul style="list-style-type: none"> <li>i. Monitor the implementation of the re-entry guidelines</li> <li>ii. Liaise with State Ministry of Education (SMoE) to ensure implementation</li> <li>iii. Capacity building on utilization of the guidelines</li> <li>iv. Capture all relevant data relating to dropping out and re-entry of adolescent girls</li> <li>v. Revision of curriculum to include emerging relevant skills.</li> </ul> <p><b>Social Welfare Officers</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>vii. Collaborate with schools, SBMCs, and community leaders to monitor re-entry cases, mediate family or community resistance, and</li> <li>viii. Ensure the welfare and safety of adolescent mothers during and after their return to school.</li> </ul> |
| LGEA                                      | <ul style="list-style-type: none"> <li>i. Advocate and supervise the implementation of the re-entry guideline at the basic Education Level</li> <li>ii. Advocate and sensitize communities on the need for re-entry, retention, and completion of school by married, pregnant, and adolescent mothers</li> <li>iii. Distribution of State Specific Guidelines to schools both public and private schools</li> <li>iv. Monitoring and evaluation of school activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| UBEC/NMEC                                 | <ul style="list-style-type: none"> <li>i. Advocate for the Infusion of the re-entry guidelines into the teaching curriculum</li> <li>ii. Capacity building on utilization of the guidelines</li> <li>iii. Provide funding to support the implementation of the re-entry guidelines</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <p>Bauchi State Agency<br/>for Persons with<br/>Disability:</p> | <ul style="list-style-type: none"> <li>i. Buy-in and ensure effective implementation of the re-entry guidelines</li> <li>ii. Translate into braille to be utilized by students with special needs, teachers and school administrators.</li> <li>iii. Provision of sign language interpreters and hearing aids for students with hearing impairment.</li> <li>iv. Ensure the availability of ramps in schools to aid the easy movement of people in wheelchairs.</li> </ul> |
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## **IMPLEMENTATION GUIDELINES (2026 – 2030)**

### Implementation Guidelines for Facilitating of School Re-entry

| 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<br>The Creation of a supportive environment for girls and boys in school. This may involve: | <ul style="list-style-type: none"> <li>- Produce and distribute guidelines in both English and local languages to all schools in the state (public/private).</li> <li>- Conduct media campaigns, town halls, and IEC dissemination to create awareness on the guidelines.</li> <li>- Conduct advocacy to Executive Governor, LGA Chairmen</li> </ul> | <ul style="list-style-type: none"> <li>- Number of schools with re-entry guidelines.</li> <li>- Number of dissemination campaigns.</li> <li>- Percentage of adolescent mothers re-admitted.</li> <li>- Number of IEC materials produced</li> <li>- Number of Advocacies conducted</li> </ul> | 2026–2027 (adoption & dissemination); ongoing to 2030. | SMoE, SUBEB, BASAME, BASANE, LGAs, 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                                                                                                            | <ul style="list-style-type: none"> <li>- Train principals, headteachers, guidance &amp; counselling officers, students and SBMCs on the use of guideline.</li> <li>- Develop and distribute IEC explaining step-by-step procedures.</li> <li>- Integrate re-entry into School Improvement Plans.</li> </ul>                                          | <ul style="list-style-type: none"> <li>- Number of trained school managers.</li> <li>- Number of schools applying guidelines.</li> <li>- Integrate re-entry into School Improvement plans.</li> </ul>                                                                                        | 2026–2030                                              | SMoE, SUBEB, CSOs, AGILE, UNICEF and other partners.                                                |
|                                                               | Provide clear guidelines for accountability                                                                               | By 2027, all public JSS/SSS schools shall adopt and publicize the                                                                                                                              | The Creation of a supportive environment for                                                                                            | Meetings and workshop                                                                                                                                                                                                                                                                                                                                | Guidelines and referral pathways developed                                                                                                                                                                                                                                                   | 2028                                                   | SMoE, SUBEB, CSOs, AGILE,                                                                           |

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|  | mechanisms for perpetrators and referral pathways for GBV.                                           | Bauchi State Re-entry SOP, including referral pathways and anti-stigmatization standards.                                                                   | girls and boys in school. This may involve: |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                    |                                                 | 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.<br>- By 2030, 50% of schools report re-entry cases.                                                        | Conditional and unconditional cash transfer | <ul style="list-style-type: none"><li>- Integrate re-entry indicators into EMIS.</li><li>- Collect school-level re-entry data.</li><li>- Conduct midterm review (2028) and endline evaluation (2030).</li><li>- Publish annual re-entry progress reports.</li></ul>                                                               | <ul style="list-style-type: none"><li>- Number of re-entry cases tracked per term.</li><li>- Number of evaluation reports published.</li><li>- Number reviews conducted</li><li>- Number of published reports</li></ul>                                                                                            | 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                | <ul style="list-style-type: none"><li>- Strengthen SBMCs, Mothers' Associations &amp; Girls' safe spaces.</li><li>- Provide* bursaries, uniforms, pad banks, conditional cash transfers.</li><li>- Establish functional counselling units in schools.</li><li>- Provide WASH facilities and safe-school infrastructure.</li></ul> | <ul style="list-style-type: none"><li>- Number of girls supported with bursaries/conditional cash transfers.</li><li>- Number of schools with counselling services.</li><li>- Number of functional SBMC/Mothers' Associations.</li><li>- Number of community and religious leaders engaged on prevention</li></ul> | 2026–2030                                       | SMoE, SUBEB, LGEAs, SBMCs, AGILE, CSOs, UNICEF, Mothers' Associations, Ministry for Humanitarian Affairs, Traditional and Religious Leaders. |

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|  |  |  |  | - Strengthen community and religious leader engagement on prevention. |  |  |  |
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