



National Guidelines

**for the Facilitation of Re-entry
of pregnant & married adolescent
girls into schools**



Table of Content

Foreword	2
Preface	3
Acknowledgments	4
Acronyms	5
Section One	6
1.0 Background	6
1.1 Primary Beneficiaries of the Guidelines	7
1.2 Goal	7
1.3 Objectives	7
Section Two	8
2.0 Existing Laws, Policies, and Interventions that Support Adolescent Girls' Education	8
2.1 Existing Agencies and Boards	9
Section Three	10
3.0 Strategies and Approaches for Adolescent Pregnancy Prevention	10
3.1 Suggestions for the provision of preventive strategies, supportive environment, and linkages	11
Section Four	12
4.0 Guide to facilitating the re-entry of adolescent mothers	12
4.0.1 <i>Re-entry guidelines for schools</i>	12
4.0.2 <i>When pregnancy is suspected</i>	12
4.0.3 <i>Steps to be taken after pregnancy is detected</i>	12
4.0.4 <i>Steps to be taken if a married adolescent girl gets pregnant</i>	13
4.0.5 <i>Documents to be given to the girl/parents/guardian/spouse</i>	13
4.1 Steps to be taken when a fellow student is responsible for a pregnancy	13
4.2 Steps to be taken if a teacher is responsible	13
4.3 Steps to be taken if a married adolescent girl gets pregnant	14
4.4 Length of time for re-entry after delivery	14
4.5 Steps to be followed in cases of school transfer	14
4.6 Number of times that a girl should be allowed to re-enter school	15
Section Five	16
5.0 Steps to track pregnant school girls	16
5.1 Steps to improve the school environment and prevent adolescent pregnancies	16
5.2 Steps to re-enter girls that drop out for reasons other than pregnancy/marriage	17
Section Six	18
6.0 Roles of different stakeholders in the implementation of the guidelines	18
6.1 Time Frame for Review of the Guidelines	19
Section Seven	20
7.0 Action/implementation plan	20
Section Eight	23
8.0 Appendices	23

Foreword

I am delighted to introduce the National Guidelines for the Facilitation of Re-entry of Pregnant & Married Adolescent Girls into Schools. The Guidelines reflect the unwavering commitment and dedication of His Excellency, President Bola Ahmed Tinubu, GCFR, to changing the narrative in our educational landscape by ensuring that every Nigerian Child of school age, irrespective of gender, disabilities, social or economic status, has access to quality and equitable education that leaves no learner behind, in conformity with the Global Education 2030 Agenda.

This guideline is a big step towards an educational system that is sensitive and responsive to eradicating every barrier to accessing quality education by the Nigerian Child, most especially, the girl-child. Our goal is to eliminate obstacles and impediments towards ensuring that the girl-child is galvanized to go back to school, no matter the discouraging situations or circumstances.

The Federal Ministry of Education in collaboration with UNICEF and other critical stakeholders took a comprehensive consultation that ensured that this Guideline reflects and aligns with our educational framework as well as international best practices.

It is therefore, a call to action for educators, policymakers, parents, and the community at large to work collaboratively to ensure that education is a transformative force that leaves no girl marginalized and most importantly, ensuring re-entry of girls who have lost hope of going back to school.

As we embark on the implementation of this guideline, I urge all stakeholders to embrace the principles of equity, recognizing that our collective effort, today will shape the destiny of our girls tomorrow. My expectation is that this policy will be put to use to bring about a new lease of life for our girls and adolescents who would otherwise have lost the opportunity of self-fulfillment.

Together, we are set to build a more resilient and compassionate society through education, where every girl-child, regardless of background or circumstance, can thrive and contribute meaningfully to the socioeconomic development of Nigeria.



Prof. Tahir Mamman, OON, SAN
Honourable Minister of Education

Preface

In 2009, the National Population Commission (NPC) observed that women with educational qualifications are more likely to be in formal wage employment than those who are not educated and since an educated girl-child of today becomes the educated woman of tomorrow, hence, the education of the girl-child becomes paramount in the development of any nation. Investment in girl's education therefore becomes one of the most transformative development strategies that can make the girl-child to thrive and contribute meaningfully to the socio-economic development of the Nation. This therefore underscores the need to encourage girls who dropped out of school as a result of early marriage and unwanted pregnancy or other socio-economic circumstance to re-enroll in school and continue their education.

To achieve this, the Federal Ministry of Education, in collaboration with various stakeholders, has undertaken a comprehensive consultation to develop the National Guidelines for the Facilitation of Adolescent girls into school. This is pertinent in ensuring the re-entry of girls who had lost hope of going back to school, to continue their education. The document outlines strategies for accommodating multifaceted reasons responsible for the high attrition rate among adolescent girls and provides a roadmap for the implementation of the guideline.

The guideline has Eight (8) sections beginning with the background and frame work on which the document derives its strength. Other sections include strategy and approaches for adolescent pregnancy prevention through provision of supportive environment support services and linking the girls to support services provided by civil society organizations and non-government organization. Section Four (4) provides guides to facilitating the re-entry into school of adolescent mothers, documents to be kept in school. Section Five (5) describes how pregnant girls can be tracked, improving the school environment to prevent subsequent pregnancy and the steps to follow to re- enter the school.

Section Six (6), Seven (7) and Eight (8) deals with roles of stakeholders in the implementation of the guidelines, the action plan for the implementation of the guidelines and the various documents to be provided by the school, the hospitals and the consent form.

It is our expectation that this document will serve as a guide that points to what actions should be taken in cases where adolescent girls are seen out of school for no good reason by inspiring all stakeholders towards an educational system that encourage enrollment, retention and completion of girls' education.



Dr. Nasir Sani-Gwarzo, mni, NPOM, FWACP
Permanent Secretary

Acknowledgements

The development of the National Guidelines for the Facilitation of Adolescent Girls Re-entry into school has been a collaboration and collective effort that would not have been possible without the dedication and contributions of numerous individuals and organizations.

First and foremost, I express my appreciation to the Hounourable Minister of Education, Prof. Tahir Mamman, OON, SAN, and the Hounourable Minister of State for Education, Dr. Hon. Yusuf Tanko, Sununu and the Permanent Secretary, Dr. Nasir Sani-Gwarzo for providing the enabling environment. I acknowledge the roles played by our key partners in the Education Sector, particularly the United Nations Children's Fund (UNICEF) and UNESCO, for providing the technical assistance and support required to see the process of development, completion and production of this document through.

Our sincere gratitude goes to the consultants and the team from the academia who worked tirelessly to bring this document to life. Dr. Chinedu Osuji, Dr. Jiddere, Musa, Dr Rosemary Umana, Prof Mabel E., Prof Patricia Ojiah and Mrs Ndodeye Bassey, we cannot thank you enough. My appreciation also goes to Mrs. Azuka Menkiti of UNICEF, Nigeria, whose passion for the Nigerian girl is unparalleled and without her doggedness, this document may not have seen the light of the day. She painstakingly joined the Ministry and followed this document to completion and ensured it was given approval by the National Council on Education (NCE).

I wish to extend sincere thanks to our stakeholders, participants, administrators and education experts, non- government organizations, civil society organizations at Local, State and Federal levels which participated at various levels of workshops and technical sessions held throughout the development process. Your invaluable contributions, inputs and critiques provided the requirement to achieve the development of a very responsive, standard and quality document. Your support and collaboration models partnership we hope to see more of within the Education sector in the Country.

Finally, I would like to acknowledge the commitment, support and contributions from Mr. Omotomi, A. K, Mr Abatti O., Dr. (Mrs) Efi E. Anam, Dr. (Mrs) Bridget Ikegwuru and the entire staff of Gender Branch of the Language and Special Needs Division in the Basic Education Department but too numerous to mention, in the process of developing this document and for bringing it to fruition.

It is our sincere wish that this document will chart a new course of life for those girls whose chances of quality education were truncated by early marriage and unwanted pregnancy, or other unforeseen issues of life. It will also serve as veritable manual for education practitioners and other stakeholders engaged in providing qualitative an inclusive education, to ensure no one is left behind.



Dr. (Mrs.) Folake Olatunji-David
Director, Basic Education

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
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
CSO	Civil Society Organizations
CRA	Child Right Act
CRC	Convention on the Rights of the Child.
EFA	Education for All
FLHE	Family Life and Health Education
FME	Federal Ministry of Education
FBOs	Faith Based Organization
GEP	Girls' Education Project
HILWA	High Level Women Advocates
HIV	Human Immune Virus
KSSSMB	Kano State Senior Secondary Schools Management Board
KSPVSB	Kano State Private and Voluntary Schools Board
KSQISMB	Kano State Qur'anic and Islamiyya Schools Management Board
LGA	Local Government Authority
LGEA	Local Government Education Authority
MA	Mothers Association
MDAs	Ministries, Departments, and Agencies
MDG	Millennium Development Goal
NGO	Non-Governmental Organization
NMEC	Non-Formal and Mass Education Commission
NOA	National Orientation Agency
NPE	National Policy on Education
NPGE	National Policy on Gender in Education and Its Implementation Guide
NUT	National Union of Teachers
PTA	Parents Teachers Association
SBMC	School Base Management Committee
SDG	Sustainable Development Goals
SEB	Secondary Education Board
SHEP	School health education Programme
SOME	State Ministry of Education
STSB	Science and Technical Schools Board
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNICEF	United Nations International Education Fund

SECTION ONE

1.0 Background

All citizens of a country have a right to education. Article 26 of the United Nations Universal Declaration of Human Rights states that Education is a human right. Equally, Nigeria is committed to the universal education of children and has demonstrated this by committing itself through signing some international legal instruments, conventions, and protocols as well as the development of the country's own legal and policy frameworks, all aimed at achieving the universal education for children in Nigeria. Some of the international frameworks include;

- Convention against Discrimination in Education (1960)
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW 1979);
- Convention on the Rights of the Child (CRC), 1989.
- Education for All, Jomtien (1990)
- Dakar Framework for Action on Education for All (2000)
- UN Millennium Development Goals (MDG) (2000).
- Sustainable Development Goals (SDGs), (2015)
- Education 2030: Incheon Declaration and Framework for Action for the Implementation of SDG4.
- Continental Education Strategy for Africa 2016-2025 (CESA 16-25), and
- Africa Union (AU) Agenda 2063, (2015)

In line with these international frameworks and declarations, the Federal Ministry of Education has put in place a strategy to increase children's and especially girls' access to education through the Re-entry guidelines which mandates schools to allow girls who had dropped out of school due to pregnancy, marriage or any other reason back into the school system. Therefore, the purpose of the re-entry guidelines is to find more innovative measures to help prevent the exclusion of young girls from education since reports have shown that among other issues, teenage pregnancy and early marriage are major factors contributing to the high dropout of girls from school.

The Federal Ministry of Education made this move because education is a right regardless of a girl's situation and besides, gender disparities persist in favour of boys in literacy rates and educational attainment. Therefore, the Ministry aims to develop measures that will stop early pregnancies and thus fulfill girls' rights to education which will lead to reducing the incidences of their dropping out of school for any reason. However, in the event, that a girl is forced out of school, the implementation of the Re-entry guidelines comes in very quickly as a support system.



To achieve this, the Federal Ministry of Education in partnership with UNICEF commissioned a team of Resource persons to conduct a situation analysis through Focus Group Discussions (FGDs) and Key Informant Interviews (KII) with relevant stakeholders; parents, community leaders, religious leaders, Teachers, etc. The voices and experiences of married adolescents including those with children or pregnant adolescents were heard across the six geopolitical zones of the country between 10th-13th May 2022. Feedback from these sessions guided the drafting of these re-entry guidelines.

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 learning 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:

- Promote adolescent girls' re-entry, retention, and completion of education
- Strengthen the capacity of school management to handle cases of school girl pregnancy and their re-entry after childbirth.
- Improve data collection and have readily available data on re-entry of married/pregnant school girls

SECTION TWO

2.0 Existing laws, policies, and interventions that support adolescent girls' education

It is not in doubt that laws, policies, and interventions that support education for girls abound in Nigeria. However, there is a complete absence of a standardized procedure for the re-entry of pregnant or married adolescents into school. In Nigeria for example, programs that support the education of adolescent girls include:

- Adolescent girls' initiative for learning and empowerment (AGILE)
- Better Education Service Delivery for All (BESDA) (Safeguard)
- Provision of Bursary
- FLHE (Family Life and HIV/Education) Program
- Safe Space programs
- Girls' Education Project (GEP)
- Safe School Initiative
- Community development Groups
- Old Students Associations

On the other hand, some existing national and state laws, and policies that relate to adolescent girls' education include:

- The Constitution of Nigeria, 1999 as Amended
- National policy on Special Needs education in Nigeria
- Compulsory Free Universal Basic Education (UBE) Act 2004
- Child right Act 2003 (CRA)
- Education for All Policy (EFA)
- National Policy on Gender in Education and Its Implementation Guide (NPGE)
- National Policy on Education (NPE)
- Free and compulsory education law in Kano, Bauchi, Zamfara, Niger, and Sokoto states.
- Girl child education operation policy – Zamfara state
- Rights to girl child education – Sokoto state
- State policy on gender education- Kano /Sokoto
- Child rights Laws (at the state level)
- NSSEC Act 2023

2.1 Existing Agencies and Boards

In addition to programs, laws, and policies fashioned to address the education of girls in Nigeria, there are also agencies and boards established for and working to ensure the right of every girl to an education, especially at state levels. Examples of such agencies are:

- Female Education Board in Sokoto and Zamfara states
- National Commission for Mass Literacy, Adult & Non Formal Education
- State Agencies for Mass Education
- Agency for Nomadic education
- Establishment of Women centres
- State Universal Basic Education Board (SUBEB)
- Universal Basic Education Commission (UBEC)
- National Senior Secondary Education Commission (NSSEC)
- State Senior Secondary Education Boards (SSEB)
- Bauchi Agency for Youth and women Rehabilitation and development (BACYWORD)
- National Almajiri & OOSC Commission

SECTION THREE

3.0 Strategies and Approaches for Adolescent Pregnancy Prevention

The prevention of child 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 early marriage, and regular sensitization of adolescent girls on the dangers and consequences of engaging in sexual activities. To accomplish this task, the guideline recommends strengthening partnerships with Civil Society Organizations (CSOs), Faith Based Organizations (FBOs), Unions in the education sector, and other interest groups for the advocacy and sensitization required to prevent adolescent pregnancy and early marriage.
2. The creation of a supportive environment for girls in school. This may involve,
 - Provision of school bus services for girls
 - Adaptation of Family Life and HIV/AIDS Education (FLHE)/School health education Programme (SHEP) in schools.
 - Standard and functional guidance and counselling units in schools regularly guide and sensitize girls on the need to avoid sexual activities.
 - Functional School Based Management Committees (SBMC) in schools to ensure that the school environment supports the education of girls, particularly in the provision of certain basic facilities needed by girls, especially adolescent-friendly toilets.
 - Functional Mother's association or 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. The 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
 - Free uniforms and access to girls' support services in school.

4. The provision of linkages to support services for girls by Non-Governmental Organisation (NGOs) and Civil Society Organisation (CSOs) that provide psychosocial counselling, safe space, and educational support, whenever such services are needed.

3.1 Suggestions for the provision of preventive strategies, supportive environment, and linkages

The following are some suggestions for the provision of preventive measures, a supportive environment, and linkages being proposed by this re-entry guideline:

- Training and retraining of guidance counsellors on how to manage cases of pregnancies and gender-related issues in schools, and build the capacity to provide psycho-social support to girls whenever such is needed.
- Establishment of more Upper Basic schools in rural communities.
- Recruitment of more female teachers who will also serve as mentors
- Partnership with government-approved health facilities, NGOs, FBOs

SECTION FOUR

4.0 Guide to facilitating the re-entry of adolescent mothers

The Nigerian educational system desires to provide unhindered access to quality education for all. However, this desire is sometimes hindered when adolescent girls in school get pregnant or married. So, the Nigerian education system, through the instrument of this guideline offers married girls, pregnant girls, or adolescent mothers the opportunity to re-enter the school system to complete their education.

This section provides approaches to ensuring that:

- Married or pregnant adolescent girls stay in school to continue their studies
- They return to school after childbirth

4.0.1 Re-entry guidelines for schools

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

4.0.2 When pregnancy is suspected

As soon as an unmarried adolescent school girl 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
- If suspicion is confirmed, visit or invite the parent/spouse/guardian to discuss the matter
- 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

4.0.3 Steps to be taken after pregnancy is detected

If a pregnancy test returns positive;

- 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 invites 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 agreed upon during the counselling session and further officially communicated to the girl's parent/guardian or spouse.
- 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.

4.0.4 Documents to be kept in the school

The school should keep the following documents during this process;

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

4.0.5 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.

4.1 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:

- Ensure proper documentation and investigation of the incident
- If the incident is confirmed after investigation, invite the parents and girl to discuss the incident, provide counselling and agree on what needs to be done
- Appropriate sanctions as contained in the school rules and regulations or as prescribed by the disciplinary committee should apply as long as they also support re-entry, retention, and completion
- Further decisions or actions regarding the maintenance of the pregnant girl should be left to the parents/guardians of both the girl and the boy to take

4.2 Steps to be taken if a teacher is responsible

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

- Properly document the incident, with records filed appropriately
- Thoroughly investigate the incident using a disciplinary committee.
- 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
- Forward the findings and recommendations of the committee to the school board
- 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 girl's family.
- 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.

4.3 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 counselling 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.

4.4 Length of time for re-entry after delivery

- Depending on the age of the pregnancy, if a girl cannot continue to attend school during the pregnancy, she should be released and re-entered school 6 months after
- 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 write a promotional exam.
- Upon return, the school authorities must encourage teachers and peers not to show any level of discrimination or judgemental attitude to the girl

4.5 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 record purposes.

4.6 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/spouse upon re-entry

SECTION FIVE

5.0 Steps to track pregnant school girls

The tracking of pregnant girls is very important to monitor progress in the implementation of the re-entry guidelines. As a result;

- All records about a pregnant 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 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

5.1 Steps to improve the school environment and prevent adolescent pregnancies

The school environment can encourage or discourage behaviours 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 behaviour
- Provision of separate restrooms 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 a notification on notice boards
- Staff rooms/teachers' offices should be out of bounds to students except when necessary
- Exit /Exeat cards should be issued upon going out of school and documented
- Every school should have a School Safe Desk Officer as stipulated by the Ministry of Education
- Heads of schools should sign school safe guards annually and be held accountable.

5.2 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;

- Efforts should be made through home visits/phone calls to establish the reason(s) why the girl dropped out of school
- A report of 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 girl's 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, Mother's Association, PTA & SBMC 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

SECTION SIX



6.0 Roles of different stakeholders in the implementation of the guidelines

FME	• Production and dissemination of the guidelines to states • Ensure implementation of the guidelines through routine monitoring and evaluation • Capacity building on utilization of the guidelines • Review of guidelines every 5 years, and a midterm (3rd year) evaluation • Revision of curriculum to include emerging relevant skills
SMOE	• Ensure adaptation and implementation of guidelines at the state level • Production and distribution of the re-entry guideline to schools (public and private) • Translation of guidelines into different local languages • Development and distribution of IEC (information education communication) explaining the re-entry guideline • Capacity building on utilization of the guidelines • Conduct regular and routine monitoring of the implementation of the Guidelines • Collect data at all levels on the following: 1. No of pregnant adolescents recorded per term 2. No of re-entries per term 3. No of follow-up of pregnancy cases per term 4. No of transfers of re entry cases per term
Parents/Spouses	• Provide financial support • Provide moral and emotional support • Sign a documented commitment stating clearly that the pregnant/married girl will be allowed to continue schooling. • Co-operate and encourage the pregnant/married girl to go back to school in any case. • Parents are aware of the re-entry guideline to support sensitizing other parents. • Close monitoring of the type of peer group the girls keep. • Visit and ask questions about the girls in the boarding school. • Encourage parent-child communication
Media	• Create awareness on the existence and content of the re-entry guidelines • Advocate against child/early marriage and harmful cultural practices that affect girls' education.
	• Report sexual abuse cases involving girls and boys with a great deal of sensitivity in line with media ethical standards relating to child protection. • Advocate for the promotion of girl child education and pregnant girls to return to school • Create awareness on ending behavior and practices that contribute to dropout of girls from school

NGOs/CSOs	• Advocacy and sensitization • Provide support to the girls (support can be financial, psychosocial, or moral) • Provide counselling support to pregnant teenagers • Support monitoring of the implementation of the re-entry guideline . • Support tracking the dropout girls. • Conduct enrolment, retention , and completion campaign
Communities	• Sensitization on the need for re-entry of girls into school • Advocacy and cooperation with school authorities to ensure implementation and enforcement. • Organize community outreach programmes against stigmatization
Schools	• Ensure the Implementation of re-entry guidelines • Maintain a good working relationship with the community • Maintain a strong support system for pregnant/married girls through effective guidance and counselling • Ensure good cooperation between the schools and other bodies towards proper implementation of the guidelines. • Ensure provisions of WASH Facilities in schools. • Incorporate life skills in school extra curricular activities
SUBEB/SSEB/SAME	• Monitor the implementation of the re-entry guidelines • Liaise with State Ministries of Education (SMoE) to ensure implementation • Capacity building on utilization of the guidelines • Capture all relevant data relating to dropping out and re-entry of adolescent girls
LGEA	• Monitor and supervise the implementation of the re-entry guideline at the basic Education Level • Advocate and sensitize communities on the need for re-entry , retention, and completion of school by married, pregnant, and adolescent mothers • Distribution of State Specific Guidelines to schools both public and private schools
NMEC	• Ensure the mainstreaming of Adolescent girls from non-formal learning centers into formal schools • Capacity building for Center Based Management Committee (CBMC) on the re-entry guidelines of the adolescent girls into school. • Conduct sensitization on the need for re-entry of adolescent girls into schools • Support MoE in translation and distribution of the re-entry guideline into the local language
UBEC/NSSEC	• Take ownership of the document and disseminate it to various state stakeholders. • Advocate for the Infusion of the re-entry guidelines into the teaching curriculum • Capacity building on utilization of the guidelines • Provide funding to support the implementation of the re-entry guidelines
National Commission for Persons with Disability	• Buy-in and ensure effective implementation of the re-entry guidelines • Translate into braille to be utilized by teachers, school administrators & PWDs.

6.1 Time Frame for Review of the Guidelines

The re-entry guidelines shall be reviewed every 4 years, however, a midterm (3rd year) evaluation will be conducted

SECTION SEVEN

7.0 ACTION/IMPLEMENTATION PLAN

Objective	Activity	Target	Level of implementation	Time Frame	Key Partners	Indicators	Means of Verification (MOV)
Promote adolescent girls' re-entry, retention, and completion of education	Stakeholder Meeting and Adaptation of guidelines	SMoE SUBEB FEB SSEB SAME	State	Quarterly	SME FME,UBEC, NSSEC UNICEF UNESCO Other IDPs,INGOs	Guidelines adapted at the state level	- Report of the stakeholder meeting - Photos - Attendance - Minutes of Meeting
	Establishment of Task Teams at State , LGA and School Levels	LGEA SMOE SUBEB SBMC/PTAs/CBMC Traditional/Religious Leaders HILWA Mothers Association	State LGA Communities	Quarterly	All key Stakeholders at national and state, LGA and community levels	State-specific task teams in place	- Reports of the inauguration of teams - Photos
	Media engagement, Community Town hall meetings, Town Criers		State				Bill boards,IEC materials, Jingles, Social media content etc

	Dissemination of Re-entry Guideline	State(s) Ministry of education, SUBEB	State level	Quarterly	SMOE UNICEF SUBEB	No of states that received the National draft guidelines.	Report of Dissemination Activities, Pictures, etc
	Conduct high-level Advocacy to stakeholders on the adoption and implementation of the re-entry guidelines	State Assemblies & State MDAs, Traditional and Religious leaders	States & Communities	Quarterly	SMOE SUBEB UNICEF NGOs,CSOs & CBOs, FBOs	-No of High-Level advocacy visits conducted - Commitments documented from advocacy visits	• Reports of advocacy visits • Signed commitment • Photos and videos of visits
	Translation of guidelines into different local languages	SMoE Schools Communities	State LGA Community		SUBEB	-Number of translated versions of the guidelines	• -Available versions of guidelines translated into different languages
	Production and distribution of the state-specific guidelines to schools (public and private)	LGEA SMOE SUBEB	State LGA		SUBEB SSEBs SMOE LGEA SBMCs CSO NGOs CBMCs	-Number of schools that have re-entry guidelines.	-Available copies of the state re-entry guidelines -Report of Dissemination activities -Photos of dissemination activities
	Implementation of guidelines in schools	Schools	State LGA		SMOE SUBEB LGEA	-Number of schools utilizing the guidelines -Number of cases of re-entry handled	• Annual reports of school • Monitoring reports • Evaluation reports

Strengthen the capacity of school management to handle cases of schoolgirl pregnancy and their re-entry after childbirth.	Capacity building on utilisation of the guidelines for school management	Principals, Headteachers, Teachers, Guidance Counsellors, school gender desk officer, Mothers Association, Mentors, SBMCs, CBMCs	LGA Level School Level	Bi-annually	SMoE SUBEB UNICEF	-Number of personnel trained - Number of schools with skilled personnel implementing the re-entry guidelines	- Reports of capacity-building training conducted -Photos and videos of training
	Development and distribution of IEC (information education communication) explaining the re-entry guideline	Schools Communities	State LGA Community		SMoE SUBEB UNICEF	Number of IEC developed and distributed	-Available IEC on re-entry guidelines
Improve data collection and generate readily available data on re-entry of married/pregnant school girls	Routine monitoring and evaluation	Schools	State LGA	2023-2027	SUBEB(Lead) FME SMOE	-No. of Monitoring and Evaluation visits conducted (segregated by states)	• Reports of monitoring visits • Annual reports of Evaluation
	Collection of Data on cases of Re-entry	Schools, LGEA	State LGA	2023-2027	SMOE SUBEB LGEA	-No re-entry cases captured annually -Available data on cases of re-entry -Available data on cases of transfers	Readily available data on cases of re-entry
	Midterm Evaluation of Implementation of the guidelines	Schools	SMoE SUBEB LGEA	2025	SMOE	• Midterm Evaluation of re-entry guidelines conducted	• Reports of midterm evaluation available

SECTION EIGHT

8.0 APPENDICES

1. Sample follow-up letter after the first discussion

(Must be on the school's official letterhead)

Ref. No:

Date:

Address of Recipient:

Dear Parent(s)/Guardian(s),

This is a follow-up to our earlier discussion regarding your pregnant daughter
(insert name of daughter).

This letter is to inform you about the existence of guidelines supporting the re-entry of pregnant girls, which have been in place since 2023. Consequently, the Ministry prohibits the suspension/expulsion of pregnant girls from school, in line with the provisions of the guidelines. The Guidelines require girls who are pregnant to remain in school if they are medically fit, then proceed on a leave of absence for 6 months to enable them to have their baby and then return to school.

Yours faithfully,

Signature

Name of Headteacher/principal

School Stamp

2. Sample letter of Leave of Absence and re-admittance of a pregnant girl

Must be on school letterhead

Date

LEAVE OF ABSENCE AND RE-ENTRY

Ref. No:

Address of Recipient:

SECTION A: LEAVE OF ABSENCE: (state name of the girl)

This letter is to inform you that the school authority has granted you a leave of absence for 6 months with effect from.....to...

SECTION B: RE-ENTRY TO SCHOOL

You will be required to resume schooling onin (insert class) unless you decide on a change of school. The school will support you in the best way possible to enable you to continue your education. If for any reason you are unable to report to school on the said date, please inform the school authorities in good time to enable appropriate follow-up to ensure your re-entry.

Yours sincerely,

Signature

Name of Headteacher/principal

School Stamp

3. Sample Consent Form/Letter

Parent's/Guardian's/Spouse Consent Form to Conduct Pregnancy Test on Daughter/Ward/Wife

I/Wethe parents/spouse of(Insert name) a student of hereby grant consent for a pregnancy test/routine health checks to be conducted on our daughter/ward/wife. This is to ascertain her pregnancy status to provide necessary follow-ups, especially regarding her continuous education. We/I are/am aware that the school will need to have documents on this test in their custody, to support a re-entry process if pregnancy is detected.

Parent/Guardian/Spouse Name: _____

Signature:..... Date:.....

4. Sample Letter of commitment by Spouse/parent/guardian of pregnant girl to ensure re-entry to school

LETTER OF COMMITMENT BY PARENT(S)/GUARDIAN(S)/SPOUSE OF THE PREGNANT GIRL TO ENSURE RE-ENTRY TO SCHOOL

We, the parent(s)/guardian(s)/Spouse of (Insert name) do hereby promise to ensure that she returns to school after delivery on the date stated in the Re-Entry Letter.

Name of Parent(s)/Guardian(s)/Spouse:

Residential Address:

Occupation:

Place of Work:

Phone Contact:.....



E-mail Address:
Signature: Date:
Name of Witness:
Signature: Date:

5. Sample pregnancy data collection Sheet

SAMPLE SCHOOL-LEVEL DATA SHEET

Name of School:
Public/Private:
State.....LGA.....
Date:
No. Name of Pupils/Students
Name of Contact Person
Contact Number
Age of pupil/Students
Class Term/Year
Returned After Delivery - Yes/No
Not returned - Yes/No
Total Cases =

