ADAMAWA STATE GUIDELINES ON THE RE-ENTRY TO EDUCATION FOR MARRIED ADOLESCENTS AND ADOLESCENT MOTHERS

MAY 2026



ADAMAWA STATE GUIDELINES ON THE RE-ENTRY TO EDUCATION FOR MARRIED ADOLESCENT GIRLS AND ADOLESCENT MOTHERS

By

ADAMAWA STATE MINISTRY OF EDUCATION AND HUMAN CAPITAL DEVELOPMENT

with technical and financial support
from
ACE Charity and Malala Fund

2026

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ACRONYMS

ABEC	Accelerated Basic Education Curriculum
ABEP	Accelerated Basic Education Programme
ADSMEB	Adamawa State Mass Education Board
ADSMoE&HCD	Adamawa State Ministry of Education and Human Capital Development
ADSERC	Adamawa State Education Research Centre
AGILE	Adolescent Girls Initiative for Learning and Empowerment
AIDS	Acquired Immune Deficiency Syndrome
AU	Africa Union
BL	Basic Literacy
BESDA	Better Education Service Delivery for All
CAN	Christian Association of Nigeria
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
CESCR	Committee on Economic, Social and Cultural Right
CHW	Community Health Workers
CHEW	Community Health Extension Workers
CSO	Civil Society Organizations
CRA	Child Right Act
CRC	Convention on the Rights of the Child
EFA	Education for All
ERC	Education Resource Centre
FLHE	Family Life and Health Education
FMoE	Federal Ministry of Education
FBOs	Faith Based Organization
GEP	Girls' Education Project

ACRONYMS

HIV	Human Immunodeficiency Virus
IEC	Information Education Communication
ICT	Information Communication Technology
ICESCR	International Covenant on Economic, Social and Cultural Rights
JAMB	Joint Admission Matriculation Board
LGA	Local Government Authority
LGEA	Local Government Education Authority
MA	Mothers Association
MDAs	Ministries, Departments, and Agencies
NABTEB	National Business and Technical Examinations Board
NBAIS	National Board for Arabic and Islamic Studies
NECO	National Examination Council of Nigeria
NERDC	Nigerian Education Research and Development Council
NFLC	Non-Formal Learning Centres
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
NSSEC	National Senior Secondary Education Commission
NUT	National Union of Teachers
PTA	Parents Teachers Association
PWD	People With Disability
PPSMB	Post Primary School Management Board
PAWECA	Poverty Alleviation and Wealth Creation Agency
RUWASA	Rural Water Supply and Sanitation Agency
SBMC	School Base Management Committee

ACRONYMS

SDG	Sustainable Development Goals
SEB	Secondary Education Board
SHEP	School Health Education Programme
SMoE	State Ministry of Education
SSCE	Senior Secondary school Examination
STSB	Science and Technical Schools Board
STWC	State Technical Working Committee
SUBEB	State Universal Basic Education Board
TWG	Technical working Group
UN	United Nations
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNICEF	United Nations International Education Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
VAPP	Violence against Persons Prohibition
WASH	Water, Sanitation and Hygiene

FOREWORD

MINISTRY OF EDUCATION AND HUMAN CAPITAL DEVELOPMENT

Education is a fundamental right and a powerful driver of social and economic development. Yet, for many married and pregnant girls in Adamawa State, this right has remained out of reach due to a combination of structural, cultural, and economic barriers. Early marriage and teenage pregnancy disrupt educational pathways for adolescent girls, limiting their potential and contribution to their communities.

This Guidelines is a critical step toward addressing these challenges. It reflects an important recognition that education must be inclusive and responsive to the lived realities of all learners, particularly those who have been excluded. The Guidelines affirm that marriage or pregnancy should not mark the end of a girl's education, but rather systems must adapt to ensure continuity. Its domestication is informed by evidence and grounded in the voices of married girls and adolescent mothers.

Importantly, this policy recognises that successful re-entry requires a collective effort. Government institutions, school systems, families, and communities all have a role to play in creating an enabling environment where married and pregnant girls are supported and not stigmatised or excluded.
By institutionalising clear guidelines and support mechanisms, this document aims to bridge the gap between high demand for education and limited access. It is an investment in stronger families, healthier communities, and a more prosperous future.

This document was developed through a participatory process involving relevant Ministries, Departments and Agencies, community leaders, non-governmental organisations, educators, and married adolescents and adolescent mothers. I commend the Technical Working Group and our sister Ministries for their contributions. I also acknowledge ACE Charity, with support from Malala Fund, for leading this effort.

The successful implementation of these guidelines will depend on sustained collaboration and commitment, adequate resourcing, and continuous engagement with stakeholders.
Let us work together to ensure that no girl is left behind.



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ACKNOWLEDGEMENT

The Adamawa State Ministry of Education and Human Capital Development is grateful to organizations and individuals who helped to develop this Guidelines, especially ACE Charity and Malala Fund for the financial and technical assistance that made the development of this Guidelines possible. The Ministry of Education and Human Capital Development commends the following officials from the Technical Working Group and other stakeholders for contributing to the drafting of the Guidelines:

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- Hyelnasiyi P Marcus, Adamawa State Project Coordinator, The Inclusion Project
- Zulfat Aliu Oyetunji, State Programmes Coordinator, Unique Care and Support Foundation (CASFOD)
- Hauwa Bukar Kumshe, Project Corodinator, Center for Advocacy, Transparency and Accountability Initiative
- Yahaya Ahmed Iya, State Coordinator, AUDA NEPAD
- Hon Adiel Kurdah, Permanent Member 1, Adamawa State Universal Basic Education Board
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- Amina Auwal, Teacher, Post Primary School Management Board
- Hannah Bello, Student
- Azaleah Kwatandiya Yakuba, Student
- Nusrat Nuhu Bobbo, Student
- Kamila Bobbo, Student
- Aisha Ahmad Abba, Student

Further appreciation goes to Nkiru Patience Aguma, for the tremendous technical assistance provided during all the stages of the development of the Guidelines.

We also acknowledge the community leaders, women leaders, and headteachers who made valuable inputs to the document. Finally, we acknowledge the married adolescents and adolescent mothers who expressed their challenges and needs and whose voices guided the development of this document.



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SECTION ONE: BACKGROUND, GOAL AND BENEFICIARIES

1.1 INTRODUCTION

Adamawa State, located in the North-East geopolitical zone, remains one of the states affected by the education crisis. The region continues to experience the compounded effects of insecurity, displacement, and poverty, contributing to persistently high numbers of out-of-school children. Across the North-East (Adamawa, Borno, and Yobe States), an estimated 2 million children are out of school, with girls disproportionately affected (UNICEF, 2022). Although precise state-level statistics vary, available evidence consistently indicates low enrolment, retention, and completion rates, particularly at the secondary level.

Teenage pregnancy and early marriage are one of the major drivers of girls' drop out from schooling. These factors significantly constrain access to safe, inclusive, and supportive learning environments, resulting in limited participation and progression of girls in formal education systems (UNICEF, 2023).

In response, the Adamawa State Re-entry Guidlines to Education for Married Adolescents and Adolescent Mothers represents a critical policy intervention. This initiative provides structured opportunities for pregnant adolescent girls, adolescent mothers, and married girls to return to formal schooling. In addition, alternative education pathways such as non-formal education offer flexible options for those who may not want to reintegrate into conventional school systems, or those who have never been to school. These pathways are designed to equip beneficiaries with foundational competencies, including literacy and numeracy, life skills, financial literacy, health and reproductive education, ICT skills, entrepreneurial and vocational skills, thereby enhancing their socio-economic prospects and resilience.

Accordingly, this policy document seeks to expand access to inclusive and equitable quality secondary education through both formal and non-formal pathways for adolescent girls, young women, and mothers in Adamawa State. The overarching goal is to address systemic barriers, improve educational outcomes, and contribute to broader human capital development and gender equality objectives.

1.2 PRIMARY BENEFICIARIES OF THE GUIDELINES

The re-entry guidelines is designed to benefit out-of-school and in-school adolescent girls in Adamawa State who are married, pregnant, divorced, widowed, or teenage mothers.

1.3 DRIVERS AND EFFECTS OF ADOLESCENT PREGNANCY AND CHILD MARRIAGE

Drivers of Adolescent Pregnancy and Child Marriage

Evidence from national and regional studies indicates that adolescent pregnancy and child marriage remain key drivers of school dropout among girls. These are influenced by a combination of structural, socio-cultural, and individual factors:

- Early sexual debut and limited access to accurate information: Data shows that a significant proportion of young women initiate sexual activity early, often without adequate knowledge of reproductive health, increasing the risk of unintended pregnancy.
- Inadequate comprehensive sexuality education (CSE): Misconceptions about sexuality and limited life skills constrain informed decision-making among adolescents.
- Child marriage: Early marriage continues to interrupt girls' education. A notable proportion of young women enter marriage or unions before the age of 18, effectively ending their schooling.
- Sexual abuse and exploitation: Evidence indicates that a proportion of school-aged girls experience sexual abuse, increasing vulnerability to pregnancy and school dropout.
- Parental neglect and weak supervision: Some adolescents lack the guidance and protection needed during critical developmental years, contributing to risky behaviours and early marriage.
- Poverty and economic pressures: Financial hardship can push families toward coping strategies such as early marriage or limit girls' ability to remain in school.

Effects and Risks Associated with Adolescent Pregnancy and Child Marriage

Adolescent pregnancy and early marriage have significant health, educational, social, and economic consequences for girls, their families, and society:

- Educational disruption and delayed progression: Girls who become pregnant often drop out of school. Even when they return, they may have lost years of schooling and face challenges balancing childcare and education, affecting academic performance.
- Increased risk of poverty and social exclusion: Adolescent mothers are more likely to raise children with limited financial support and may experience stigma, isolation, or rejection from family and community.
- Health risks for mother and child: Adolescent pregnancies are associated with higher risks of complications, including premature labour and low birth weight. Younger adolescents are particularly vulnerable.
- Limited access to maternal health services: Stigma and lack of adolescent-friendly services may delay or prevent access to antenatal care, increasing health risks.
- Psychosocial challenges: Many adolescents are not emotionally prepared for parenthood, which can lead to stress, anxiety, or depression.

- Intergenerational effects: Children of adolescent mothers are more likely to experience poor outcomes, including a higher likelihood of early parenthood, perpetuating cycles of disadvantage.
- Broader societal costs: Adolescent pregnancy places additional strain on education systems, healthcare services, and social support structures.

1.4 CURRENT PRACTICES AND SYSTEM GAPS IN MANAGING ADOLESCENT MARRIAGE, SCHOOL PREGNANCY AND RE-ENTRY

Despite the scale of the issue, responses to adolescent pregnancy and school re-entry remain inconsistent:

- Lack of standardized procedures: There is no uniform approach to managing marriage or pregnancy cases in schools, leading to varied practices across institutions.
- Discretionary decision-making: Outcomes for pregnant and married girls often depend on school leadership and may be influenced by community, religious, or political pressures.
- School exclusion practices: Some girls withdraw voluntarily due to stigma or health concerns, while others are asked to leave by school authorities.
- Inconsistent re-entry pathways: While some girls return to school after childbirth, many do not. Those who return may be required to change schools or face reintegration challenges.
- Stigma and discrimination: Negative attitudes within schools and communities continue to discourage re-entry and retention.

1.5 FACTORS THAT FACILITATE OR INHIBIT RE-ENTRY AND RETENTION

Evidence from the research conducted by ACE Charity and existing literature indicates that the same factors that contribute to girls' dropout during pregnancy also shape their likelihood of returning to and remaining in school. These factors operate at individual, household, community, and institutional levels, and can either enable or constrain re-entry and retention.

Key factors include:

- Girls' motivation and prior learning level: Strong personal motivation and higher levels of prior academic attainment increase the likelihood of re-entry and successful retention, while low foundational skills can discourage return and affect learning outcomes.
- Duration of absence from school: Extended periods out of school reduce the likelihood of re-entry, as girls become more engaged in domestic roles and lose academic confidence.
- Household and spousal support: Support from parents and husbands is critical in enabling re-entry, while lack of approval or competing domestic expectations can prevent girls from returning or continuing.
- Childcare responsibilities and support systems: Availability of reliable childcare significantly influences both attendance and retention; lack of childcare remains a major barrier to effective participation.

- Economic conditions: Financial constraints, including the cost of fees, materials, and transport, continue to limit access and sustained engagement in schooling.
- School environment and attitudes: The attitudes and practices of school leadership, teachers, and peers shape girls' experiences. Supportive, non-stigmatising environments facilitate retention, while stigma, discrimination, and rigid enforcement of rules discourage participation.
- School accessibility and structure: Proximity of schools, availability of flexible schedules, and, where necessary, adapted learning arrangements (such as separate classes) influence both willingness and ability to return.
- Social norms and community perceptions: Community attitudes towards married and pregnant girls' education can either reinforce exclusion or support re-entry, with emerging shifts presenting opportunities for increased acceptance.

1.6 RATIONALE FOR THESE GUIDELINES

Married and pregnant girls in Adamawa State continue to face significant barriers to accessing and completing formal education, despite clear evidence of strong willingness to learn. Many are excluded due to financial hardship, pregnancy-related disruptions, childcare responsibilities, and restrictive social norms. Even where re-entry is possible, the absence of structured support systems limits their ability to participate effectively and remain in school.

Existing education systems are largely designed around the needs of traditional learners and do not adequately accommodate the realities of married adolescents and young mothers. This creates a gap between policy intentions and actual practice, resulting in inconsistent approaches across schools and, in some cases, continued exclusion.

These guidelines are therefore developed to provide a clear, standardised framework for supporting the re-entry and retention of married and pregnant girls within formal schools. They are grounded in evidence from Adamawa State and informed by the lived experiences of girls, families, educators, and community leaders. The guidelines recognise that successful re-entry requires more than access, it requires supportive school environments, flexible learning arrangements, and coordinated engagement with families and communities.

By addressing both the immediate and underlying barriers to education, these guidelines aim to ensure that marriage or pregnancy does not permanently disrupt a girl's educational pathway. They seek to promote inclusive, equitable, and responsive education systems that enable all girls to return to school, remain engaged, and achieve meaningful learning outcomes.

1.7 GOAL

The main goal of the re-entry guideline is to promote access to quality learning for every adolescent girl in Adamawa state who dropped out of school due to pregnancy or early marriage or both, through formal or non-formal education pathways.

1.8 OBJECTIVES

The objectives of the re-entry guidelines are to:

- Promote married and pregnant 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 adolescent girls;
- Prevent school dropout among adolescent girls due to pregnancy or early marriage;
- Establish clear procedures for re-entry into formal and non-formal education pathways;
- Promote a supportive and stigma-free learning environment;
- Facilitate transitions between education pathways, and to strengthen coordination among relevant stakeholders.

SECTION TWO: EXISTING LAWS, POLICIES AND INTERVENTIONS SUPPORTING ADOLESCENT GIRLS' EDUCATION

2.1 EXISTING INTERNATIONAL LAWS AND POLICIES

Laws, policies, and interventions that support education for girls abound internationally of which Nigeria is a signatory. Some of the international laws and frameworks include:

Convention against Discrimination in Education (1960)

The right to education is a fundamental human right. It is essential and indispensable for the exercise of all other human rights and for development. None of the civil, political, economic and social rights can be exercised by individuals unless they have received a certain minimum education. Essential features of the right to education are delineated by the General Comment on the Right to Education (Article 13 of the ICESCR), which was elaborated by the United Nations Committee on Economic, Social and Cultural Rights (CESCR) in cooperation with UNESCO in 1999. This General Comment encourages four essential elements of the right to education: availability, accessibility, acceptability and adaptability.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW1979)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. The Convention defines discrimination against women as "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

Convention on the Rights of the Child (CRC), 1989

The United Nations Convention on the Rights of the Child contained in this treaty states that children are not just objects who belong to their parents and for whom decisions are made, or adults in training. Rather, they are human beings and individuals with their own rights. The Convention says childhood is separate from adulthood, and lasts until 18; it is a special, protected time, in which children must be allowed to grow, learn, play, develop and flourish with dignity. The Convention is the most widely ratified human rights treaty in history and has helped transform children's lives.

Dakar Framework for Action on Education for All (2000)

The Dakar Framework is a collective commitment to action. Governments have an obligation to ensure that EFA goals and targets are reached and sustained. This is a responsibility that will be met most effectively through broad-based partnerships within countries, supported by cooperation with regional and international agencies and institutions. The Dakar framework re-affirmed the vision of the World Declaration on Education for All (Jomtien 1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be.

Sustainable Development Goals (SDGs) (2015)

Goal 5: Achieve Gender Equality and Empower Women and Girls

SDG - Goal 5 targets are to:

1. End all forms of discrimination against all women and girls everywhere;
2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation;
3. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation;
4. Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate;
5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life;
6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences;

7. Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws;
8. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women;
9. Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

Continental Education Strategy for Africa 2016-2025 (CESA 16-25)

In a move to create a new Africa citizen who will be effective change agents for the continent's sustainable development as envisioned by African Union and its 2063 agenda, the African Union Commission developed a comprehensive ten-year Continental Education Strategy for Africa (CESA 16-25).

2.2 EXISTING NATIONAL LAWS

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

- **The Constitution of Nigeria, 1999 as Amended:** Section 18 states that the Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.

- **National Policy on Education (NPE) 2013:** The goals of the National Policy on Education are inculcating national unity, appropriate values and skills, and training the mind through expanding lifelong education opportunities, relating education to community needs, and emphasizing subjects like language.

- **National Policy on Special Needs Education in Nigeria (Established in 2015 and updated in 2022):** The policy aims to provide inclusive, barrier-free education, ensuring equal access for individuals with disabilities, including gifted children, across schools, homes and hospitals. The Policy focuses on "Zero reject," early identification, specialized training for educators, and comprehensive support to promote self-reliance and inclusion.

Compulsory Free Universal Basic Education (UBE) Act 2004: The Universal Basic Education Act of 2004 highlights the Federal Government intervention, rights of children to free basic education, the establishment of the Universal Basic Education Commission, the State's Basic Education Board, and the Local Government Education Authority. This Act provides for compulsory, free Universal Basic Education for all children of Primary and Junior Secondary School age in the Federal Republic of Nigeria.

National Senior Secondary Education Commission NSSEC Act 2023: The NSSEC Act 2023 aims at providing senior secondary school graduates with life skills and relevant academic qualifications for further studies.

Child Right Act 2003 (CRA): The Child Rights Act 2003 is an act that expands the rights bestowed to citizens according to the 1999 constitution to children. Under the act, children are regarded as any persons under the age of 18 years.

National Policy on Gender in Education (NPGE): The policy was established in Nigeria in 2021 and focuses on mainstreaming gender into all educational levels to eliminate disparities, especially regarding girls' access to education. It addresses systematic barriers, promotes security, improves infrastructure and targets increased recruitment of female teachers. The purpose is to strengthen the governments capacity to integrate gender concerns and ensure equal education access for all children, boys and girls. It focuses on strengthening safe schools, providing WASH facilities especially for girls and creating pathways for girls' re-entry into school.

2.3 EXISTING ADAMAWA STATE LAWS AND POLICIES

Adamawa State level instruments that support the education of the girl child include:

Adamawa State Child Protection Law: The Adamawa State Child Protection Law is the adapted version of the Child's Right Act (CRA) 2003 and focuses on the protection of the best interests of the child, non-discrimination, the right to survival and development, and the right to be heard. It also targets child marriage prohibition, abuse, neglect, and exploitation.

Adamawa State Policy on Gender in Education 2025

The policy aims to increase girls' access to quality learning opportunities, to build a just society free from discrimination, where women, men, girls and boys are equitably integrated into all sectors of national development. It also aims to empower women and girls with necessary skills and knowledge to participate fully in society and achieve their potential.

Adamawa State Violence against Persons Prohibition Act

Adamawa State domesticated the Violence Against Persons Prohibition (VAPP) Act in 2021, with the law mirroring most provisions of the federal VAPP Act of 2015. The Act prohibits all forms of violence against persons in private and public life", and "provides maximum protection and effective remedies for victims and punishment of offenders".

Adamawa Safe School Declaration 2024

The state domesticated the National Safe School Declaration policy by strengthening security, setting up a monitoring committee and ensuring safe learning environments, in collaboration with security agencies to prevent school attacks, by strengthening security surveillance.

Adamawa State Education Policy 2024

Adamawa State's education policy aims to provide inclusive, equitable, and high-quality education while addressing infrastructure, enrollment, and dropout challenges. The policy serves as a strategic roadmap to guide the state in delivering quality education, ensuring that no child is left behind regardless of background.

2.4 EXISTING ADAMAWA STATE AGENCIES AND BOARDS

In addition to polices, laws, and programs that support and address the education of girls in Nigeria, there are also agencies and boards established with the mandate to ensure the right of every girl to an education, particularly at the state level. Some of such agencies are:

- Adamawa State Ministry of Education and Human Capital Development
- Adamawa State Universal Basic Education Board (ADSUBEB)
- Adamawa State Mass Education Board (ADSMEB)
- Adamawa State Education Resource Center (ERC)
- Adamawa State Post Primary School Board
- Adamawa State Education Research Centre
- Adamawa State Library Board

SECTION THREE: STRATEGIES TO ENSURE QUALITY LEARNING FOR MARRIED AND PREGNANT ADOLESCENTS

3.1 STRATEGIES AND APPROACHES FOR ENSURING QUALITY LEARNING IN THE FORMAL AND NON-FORMAL SECTOR

To promote equitable access, retention, and meaningful learning outcomes for married adolescents and adolescent mothers, the following strategies should be implemented across formal and non-formal education systems:

Childcare Support Services

- Provision of safe, accessible, and adequately equipped childcare facilities within or near learning centres and schools.
- Recruitment and deployment of trained matrons and/or caregivers (nannies), or volunteers to supervise childcare services during learning hours.

Safe and Conducive Learning Environment

- Provision of adequate classroom infrastructure, including appropriate seating, desks, and well-ventilated, furnished learning spaces.
- Ensuring a safe, inclusive, and supportive environment that enables adolescent mothers to participate fully in learning without stigma or discrimination.

Water, Sanitation and Hygiene (WASH) Facilities

- Provision of clean, functional, and gender-sensitive sanitation facilities with access to tap or solar powered boreholes.
- Availability of essential hygiene materials such as soap and sanitary pads to support dignity, health, and menstrual hygiene management.

Community Engagement and Governance Structures

- Establishment of School-Based/Community-Based Management Committees (SBMCs/CBMCs) in both formal and non-formal learning centres to strengthen community ownership, accountability, and support for learner mothers.
- Engagement of parents, husbands, community leaders, and stakeholders to promote acceptance and reduce barriers to re-entry and retention.

Expansion and Strengthening of Learning Centres

- Establishment of new formal and non-formal learning centres in underserved or high-need communities to improve access.
- Upgrading of existing non-formal learning centres to meet minimum quality standards, including infrastructure, staffing, and learning resources.

3.2 BASIC FACILITIES AND SERVICES IN NON-FORMAL LEARNING CENTRES FOR QUALITY LEARNING

Learning centres shall be equipped with adequate facilities and services to ensure inclusivity, safety, and effective learning for all learners, particularly adolescent married girls and young mothers. These shall include:

PHYSICAL INFRASTRUCTURE

- **Learning Centres:** Well-ventilated, adequately lit, and safe learning spaces with flexible seating arrangements.
- **Furniture:** Comfortable seating arrangements suitable for adolescents and young mothers, including child-friendly options.
- **Clean Water:** Safe drinking water accessible throughout learning hours.
- **WASH/Sanitation Facilities:** Gender-segregated toilets, handwashing stations, and water supply, ensuring privacy, safety, and menstrual hygiene management.
- **Electricity:** Stable power for teaching aids, ICT tools, and evening classes and solar options where grid power is unreliable.
- **Inclusive and Accessible Features:** Ramps, wide doorways, and inclusive spaces to accommodate learners with functional limitations.
- **Childcare Space (services):** A small, equipped supervised room for young mothers to keep infants while participating in lessons.
- **Feedback Mechanisms:** Create simple learner feedback systems (suggestion boxes, SMS surveys) to improve programme design and responsiveness.

FLEXIBLE TEACHING AND LEARNING SCHEDULES

Learning centres shall adopt flexible and inclusive learning schedules that accommodate married adolescents and adolescent mothers with domestic or livelihood responsibilities.

Centres shall ensure that:

- Learning timetables are developed in consultation with learners and community stakeholders.
- Classes are organized at times that do not conflict with learners' caregiving, household, or work obligations.
- Instructional hours align with national or state guidelines for non-formal education programmes.
- Make-up classes, remedial lessons, and modular or accelerated learning options are provided when necessary.
- Clear routines and structured timetables support consistent attendance, continuity of learning, and progression across programme levels.

TEACHING AND LEARNING MATERIALS

- **Instructional and Vocational Materials:** Textbooks, workbooks, exercise books, writing materials, curriculum-aligned learning tools and vocational materials.
- **Teaching Aids:** Flip charts, projectors, whiteboards/blackboards, markers, maps, and models.
- **Digital Learning Tools:** Digital slates, tablets, computers, radios, or TVs for blended learning approaches where feasible.
- **Library/Resource Corner:** Reading materials, reference books, and age-appropriate learning resources.

HUMAN RESOURCES AND SUPPORT SERVICES

- **Facilitators:** Trained facilitators skilled in andragogical/pedagogical learning methodologies.
- **Counsellors/Social Workers:** Trained guidance and counselling personnel for psychosocial support, referrals, and guidance on personal and academic issues.
- **Trained Nannies:** Trained nannies to help the learners take care of their children during learning session.
- **ICT Experts:** ICT experts to train learners on digital literacy
- **Community Health Extension Workers (CHEWs):** For basic health checks, health education, and linkage to primary health care.

- **Security:** Learning centres should be properly secured with fences and gates as well as security personnel, to ensure a safe and protected learning environment for learners.
- **Mentorship and Career Guidance:** Mentorship and career guidance by trained counsellors, female facilitators and successful females in the society for learners enrollment, retention progression, completion of the programmes and transitioning to tertiary institutions or vocational pathways. Successful women can volunteer as mentors and coaches to encourage married and pregnant adolescents to complete their education and achieve their dreams.
- **Referral Services:** Linkages to social welfare, legal aid, livelihood programmes, and Gender Based Violence support services.

ADMINISTRATIVE AND COMMUNITY ENGAGEMENT STRUCTURES

- **Centre Based Management Committee (CBMC):** Responsible for oversight, mobilisation, and community and centre collaboration.
- **Record-keeping Facilities:** Enrolment registers, attendance logs, assessment tools, and learner portfolios.
- **Feedback Mechanisms:** Suggestion boxes, periodic meetings, and monitoring systems for quality assurance.
- **Partnership Linkages:** Collaboration with NGOs, community leaders, government agencies, and private sector actors.

FUNCTIONAL SMALL DISPENSARY/FIRST AID KIT

The centre should establish a small functional dispensary or first aid unit equipped to provide basic medical care and emergency response. The unit should include:

- **Designated Space:** A clean, well-ventilated room within the centre allocated for basic health services and temporary rest for learners who feel unwell.
- **Health Screening:** Periodic check-ups in collaboration with local health facilities.

- **Essential Supplies:** Stocked first aid kit, over-the-counter medications (as permitted), antiseptics, bandages, gloves, and basic diagnostic tools such as a thermometer and blood pressure monitor.
- **Qualified Personnel:** A trained Community Health Worker (CHW), nurse, or certified first-aider responsible for administering basic treatment and making referrals.
- **Health Records:** Simple documentation of incidents, treatments administered, and referrals made.
- **Referral Linkages:** Clear pathways to nearby primary health facilities for cases requiring further examination or specialized care.
- **Health Education Materials:** Posters and brochures on hygiene, menstrual health, nutrition, and preventive care.

ICT/DIGITAL LITERACY TRAINING

To advance digital inclusion and prepare learners for participation in a technology driven economy, learning centres will provide ICT/digital literacy training to enable the development of foundational and intermediate digital competencies among married adolescent girls and adolescent mothers. ICT/Digital Literacy training shall:

- Equip learners with essential digital skills and computer literacy.
- Strengthen learners' ability to access information, online learning, and digital services.
- Promote gender equity in technology access and use.
- Support pathways into further ICT training, digital entrepreneurship, and employment.

VOCATIONAL TRAINING

To promote livelihood development and economic empowerment for adolescent girls, young mothers, and other learners in Non-Formal Learning Centres (NFLCs), each centre shall provide access to vocational skills training. The aim is to equip learners with practical, market-relevant competencies that support self-reliance and improved employment opportunities. Vocational Training Centres shall:

- Provide competency based vocational skills aligned with local market needs.
- Enhance learners' capacity for entrepreneurship and income generation.
- Foster economic participation and community resilience.
- Improve learners' financial literacy.

GUIDANCE AND COUNSELLING SERVICES

Learning Centres shall provide guidance and counselling services which include psychosocial support, academic guidance, and personal development services for learners. The office shall serve as a safe, confidential space where married adolescent girls, and adolescent mothers can access professional support to enhance their well-being and educational progression. The Guidance and Counselling Office shall:

- Provide psychosocial support to learners experiencing emotional, social, or personal challenges.
- Offer academic and career guidance, including support for progression to vocational, or tertiary education pathways.
- Promote positive behaviour, self-awareness, confidence, and life skills among learners.
- Facilitate referrals to appropriate social, health, and protection services when needed.
- Strengthen learner resilience, motivation, and retention within non-formal education programmes.
- Establish reporting channels for abuse, and confidentiality structures.

3.3 STRUCTURE FOR ASSESSMENT/ CONTINUOUS ASSESSMENT IN NON-FORMAL CENTRES

Non-formal structure	Duration	Formal structure equivalent
Basic literacy (BL1)	9 months	Primary 1-3
Post literacy stage 1	18 months	Primary 4-6
Post literacy stage 2	18 months	JSS 1-3
Continuing education	3 years	SS1-3
Extra mural/Remedial lessons	9 - 12 months	Preparing for SSCE, JAMB and NABTEB
Open University and distance learning programs/tertiary institution	Dependent on course duration	University/Tertiary education

3.4 STRUCTURE AND MODALITIES FOR EFFECTIVE KNOWLEDGE & SKILLS TRANSFER IN NON-FORMAL CENTRES

Type of Assessment	Timing	Aim/Purpose
Pre-Test	To be conducted at entry point before enrollment. Only applies to those previously in formal school	To assess literacy and numeracy level for proper placement
Home Work	Weekly/after every learning contact	To reinforce learning and track learning progress
Class-Test	To be administered monthly/periodically	To evaluate retention ability of key concepts and monitor learning
Mid-Term	To be conducted mid-way of every term using the non-formal calendar. It could be conducted every three months	To ascertain cumulative learning outcomes and identify gaps
Project/Practical Assessment	To be conducted towards the end of completing the learning cycle of a concept	To assess learners' ability to apply knowledge and skills in real-life or simulated contexts
Revision/ Qualifying Examination	To be conducted before the final examination	To prepare learners for the format, content, and expected performance level of the final examination
Final Examination	To be conducted at the end of the term according to the state school calender.	To determine learners' overall mastery of the curriculum and readiness for progression
Post Test	At the end of the programme	To measure learners overall progress in comparing with the Pre-test

3.5 CURRICULUM FRAMEWORK AND EDUCATIONAL MODULES

The curriculum shall draw from the National Mass Literacy Adult and Non-Formal Education Curriculum (NMEC) and the Senior Secondary School Curriculum approved by the Nigerian Educational Research and Development Council (NERDC), which is referred to as the Accelerated Basic Education curriculum (ABEC). The curriculum enables learners cover the formal secondary school curriculum in 3-4 years and prepares them to sit for external secondary school examinations such as WAEC, NECO, NABTEB, NBAIS and JAMB to enable them to transition to tertiary institutions. The curriculum shall be functional and provide:

- Literacy and numeracy skills
- Life skills
- Livelihood skills
- Health /reproductive education
- Vocational skills
- Entrepreneurial skills
- Financial Management skills
- Basic ICT/digital skills

3.6 DELIVERY MODALITIES

Use of Existing Learning Centres:

Existing conventional learning centres voluntary learning centres, women continuing education centers (WCEC) shall serve as the main centres for the programme.

Use of Nearby School/Government Facilities Available:

Nearby formal school facilities will be used to ensure proximity and convenience for the learners.

Flexible Learning Schedules:

Classes shall be conducted during periods convenient for learners (e.g., mornings, evenings, or weekends). Using nearby schools. It is important that classes should be scheduled 2-3 times a week with each session not lasting more than two hours.

Instructors:

The use of facilitators from the Adamawa State Mass Education Board and female school teachers from existing schools

Blended Learning Options:

Incorporation of radio, mobile, and online learning tools where feasible.

Integration with Islamiyya and Tsangaya Schools:
The use of Islamiyya schools can enhance synergy and wider community acceptance.

Upgrading and Approving Learning Centers for External Examination:
Existing learning centres should be upgraded to meet the required criteria for approval as external examination venues, thereby enabling learners to conveniently sit for such examinations and ensuring a smooth transition to tertiary institutions.

3.7 STRATEGIES AND APPROACHES FOR FACILITATING LEARNING SESSIONS

To enhance learning, facilitators in the learning centers will adopt and incorporate the learner-centered approach such as:

Interactive and Practical Methods:
Ranging from group discussions, role plays, and real-life applications of all the skills that will be covered in the programme.

Culturally Responsive Teaching:
Integration of local customs and everyday life examples in order to make learning relatable to the learners.

Mentoring and Coaching:
Successful women in different endeavors will serve as mentors and coaches to guide and encourage the learners to boost confidence and engagement.

Peer grouping:
Learners can be paired in groups and be given a task to accomplish.

3.8 INCLUSIVITY AND DIVERSITY IN LEARNING GROUPS

To ensure that all learners feel welcomed, supported, and accommodated, the program will adopt flexible learning schedules tailored to the needs of married adolescents and young mothers, allowing them to balance education and their responsibilities to their families. Facilitators will be trained in inclusive teaching methods to better support the learners' diverse learning needs. Open discussions on personal issues will be encouraged where learners feel safe and supported to freely express themselves, seeking guidance without fear of judgment.

3.9 SEGMENTATION AND LEARNING GROUPS

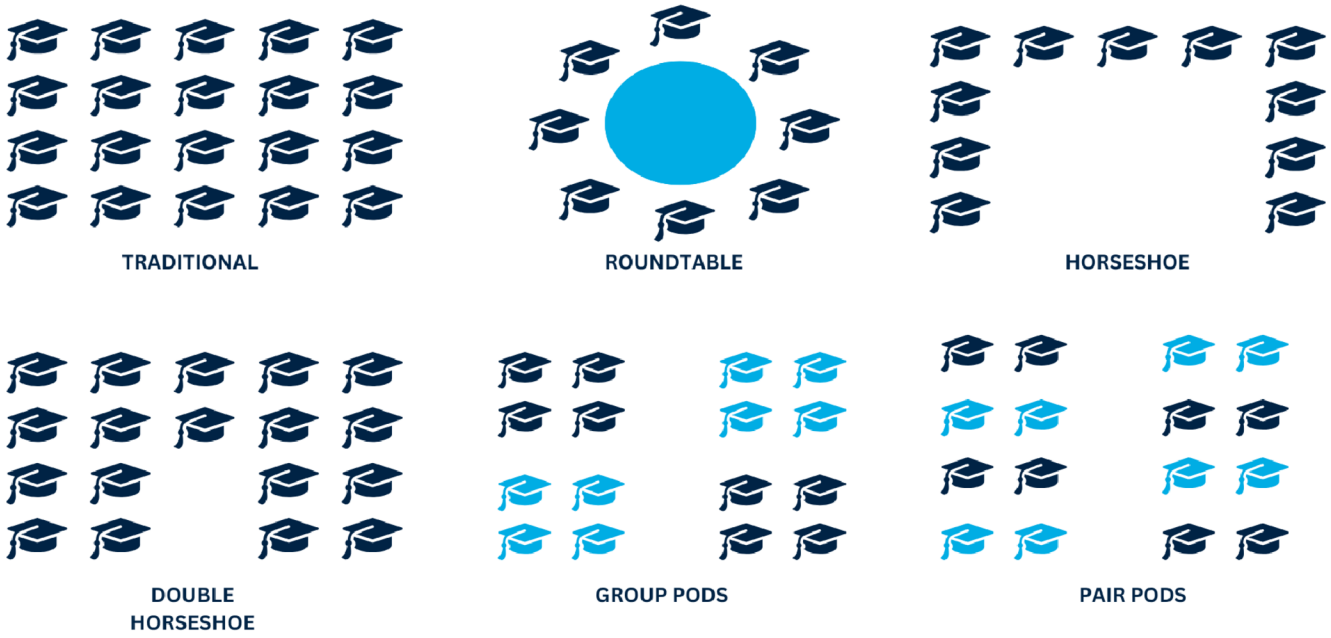
Learners should be categorized into learning groups based on their age, education level, interest, progression, and socio-economic factors as follows:

Group	Focus	Goal
Learners who have never been to school	Foundational literacy and numeracy, life skills	Acquire basic literacy, numeracy skills and life skills
Learners who dropped out of primary school	Catch-up with and complete basic literacy and numeracy, livelihood training and parenting support	Acquire basic literacy and economic empowerment, life skills and academic progression
Learners who dropped out of secondary school	Catch-up with post-literacy stage 2 and continuing education, acquire livelihood, vocational skills etc	Acquire post literacy skills and economic empowerment and completion of secondary education
Learners who have completed secondary education with no interest to transition to tertiary institution	Acquire secondary education and vocational training, digital skills, entrepreneurial skills etc	Obtain secondary education certificate, employment readiness, and self-reliance .
Learners who have completed secondary education and have an interest in transitioning to tertiary institutions	Obtain admission requirements needed to transition to extra mural lessons to proceed to tertiary institutions	Transition to tertiary institution
Adult learners who have never been to school	Foundational literacy, numeracy and vocational skills	Acquire basic literacy and numeracy skills, and vocational skills

3.10 LEARNING GROUP ARRANGEMENT AND ORGANIZATION OF LEARNING

Facilitators should make use of different methods of arrangement and organization of learners, depending on the topic of discussion. The various arrangements obtainable are:

- The traditional arrangement/organization;
- The roundtable arrangement/organization;
- The horseshoe arrangement/organization
- The double horseshoe arrangement/organization
- The group pods arrangement/organization; and
- Pair pods arrangement/organization.



3.11 PROVISION OF FLEXIBLE LEARNING ARRANGEMENTS IN FORMAL SCHOOLS

To support the re-entry, retention, and progression of married adolescents and adolescent mothers in formal schools, school authorities shall provide structured and time-bound flexible learning arrangements where necessary.

These arrangements are intended to reduce barriers related to pregnancy, childbirth, and childcare responsibilities, while ensuring that learners continue to achieve expected learning outcomes.

KEY PROVISIONS

Eligibility

- Flexible learning arrangements may be provided to pregnant school girls, adolescent mothers, married adolescents with significant caregiving responsibilities
- Provision of flexibility shall be based on individual assessment and the learner's willingness to continue schooling.

Types of Flexible Arrangements

Schools may implement one or a combination of the following:

- Provision of remedial classes to support continuity of learning. This should be in partnership with school management, PTAs, school management and SBMCs.
- Temporary reduced timetables during critical periods (e.g. late pregnancy or early childcare)
- Excused absences for health or childcare reasons, with structured catch-up plans

- Facilitate school-linked childcare support arrangements through collaboration with SBMCs, Mothers' Associations, and community groups
- Provide access for adolescent mothers to attend to infants during break periods
- Identify safe and locally appropriate childcare solutions within or near the school community

School Responsibilities

School authorities shall:

- Ensure all flexible arrangements are approved, documented, and monitored
- Provide academic support to ensure learners do not fall behind
- Maintain a safe, inclusive, and non-discriminatory learning environment
- Engage parents, spouses, and community structures to support retention

Monitoring and Review

Flexible arrangements shall be:

- Time-bound and reviewed periodically (e.g. each term)
- Adjusted based on the learner's attendance, participation, and performance
- Gradually phased out as the learner stabilises

SECTION FOUR: GUIDE TO FACILITATING THE RE-ENTRY OF MARRIED ADOLESCENTS AND 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 or alternative education pathways to complete their education.

This section provides approaches to ensuring that:

- Married or pregnant adolescent girls stay in school or continue their studies;
- They return to formal school or non-formal learning centers after childbirth/marriage.

4.1 RE-ENTRY GUIDELINES FOR SCHOOLS

Adamawa State Ministry of Education and Human Capidaral Development is to establish and strengthen guidance and counselling units in all schools for proper handling and documentation of cases of pregnancies, early marriage and other cases of abuse etc. All counsellors should be properly informed of the re-entry guidelines and the importance of written agreements and consent letters where necessary. 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.

4.1.1 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 counsellor/matron/mentor;
- A female professional counsellor/matron/mentor should interact with the girl using guided questions;
- If pregnancy is suspected, visit or invite the parent/spouse/guardian to discuss the matter;
- Parents/spouse/guardians of the girl should be advised to do a pregnancy test in collaboration with the school and make the result available for documentation;
- All cases should be handled with utmost confidentiality.

4.1.2 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 invite them to the school to discuss findings about the girl and counsel accordingly;

- The parents and girl should be counselled on the child protection rights to prevent abuse.
- Decision on when the girl should start her maternity leave and how long should be agreed upon during the counselling session and officially communicated to the girl's parent/guardian/spouse;
- The school authority should inform the girl, parent/guardian/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/spouse on the possibility of de-boarding her to enable the provision of adequate care during pregnancy.

4.1.3 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;
- Comprehensive health result of the child;
- Document granting maternity leave and her letter of re-entry;
- School counsellor's full report on the matter;
- Copy of the medical leave;
- A release letter stating the period to be away and return after delivery.

4.1.4 DOCUMENTS TO BE GIVEN TO THE GIRL/PARENTS/GUARDIAN/SPOUSE

The following documents shall be issued to the girl during this 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.

4.1.5 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 of both parties - the boy and the girl - to discuss the incident and provide counselling.
- 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.
- A written agreement should be signed by both parties on school continuation, re-entry and childcare.
- 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.

4.1.6 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;

- 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 girl's parents 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;
- Irrespective of the actions taken by the girl's family, the school authority should report the case to the Ministry of Education, and the Ministry of Education should forward the case to the Ministry of Justice to take appropriate action.
- 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.

4.1.7 STEPS TO BE TAKEN WHEN AN ADOLESCENT SCHOOL GIRL GETS MARRIED

The following steps should be taken by the school authority when an adolescent school girl gets married:

- Provide a counselling session for the adolescent and her spouse on the need for the girl to continue school irrespective of her new status;
- Assess her willingness to continue education;
- Give guaranty to her spouse regarding the protection of the girl from abuse from other students, harassments etc;
- Seek the official consent of her husband to allow her continue her education;
- Track her education through routine monitoring;
- Encourage the school girl to enroll in the non-formal education pathway in a case where she is not interested to continue formal school;
- Initiate the process of transferring her into the nearest learning centre.

4.1.8 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 and in-laws should be invited for 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.

4.2 STEPS TO BE TAKEN WHEN A LEARNER LACKS SPOUSAL/GUARDIAN CONSENT

In cases where a married adolescent/adolescent mother expresses interest in attending a school or learning centre but indicates that her husband has not granted consent:

- The school or learning center in collaboration with School/Centre-Based Management Committee (CBMC/SBMC), and other relevant CSOs shall carry out advocacy through sensitization, persuasion and other dialogue sessions with the husbands, guardians and other relevant family members to emphasize the importance of education and community support for her learning.
- The girl should be educated on her rights and given information on reporting channels and referral pathways.
- The school or learning center in collaboration with School/Centre-Based Management Committee (CBMC/SBMC), and other relevant CSOs should seek family mediation and the mediation of family and religious leaders.
- The process shall be handled with confidentiality and cultural sensitivity, ensuring the learner's safety and dignity.
- If unresolved, the case shall be handled in accordance with child protection and safeguarding protocols and laws established by the Adamawa State government.

4.3 CASES OF ABUSE OR VIOLENCE

In situations where a learner reports or shows signs of abuse, neglect, or violence:

- The school/centre management shall ensure the learner receives psychosocial support and counselling.
- The learner shall be referred immediately to appropriate protection and welfare services, such as the social welfare department in the Ministry of Women Affairs, health facility, or relevant NGO partners.
- If necessary, alternative learning arrangements shall be made to ensure the learner's continued education in a safe and conducive environment.
- All reports shall be handled in accordance with child protection and safeguarding protocols and laws established by the Adamawa State government.

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-enter school 6 months after delivery. However, the girl can return to school earlier than six months if she deems herself physically, mentally and emotionally fit for learning;
- 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 judgmental attitude to the girl.

4.5 STEPS TO BE FOLLOWED IN CASES OF SCHOOL TRANSFER

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

- The conventional 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 previous school should also keep copies of such documents for record purposes.

4.6 GUIDE TO FACILITATING THE TRANSFER OF A MARRIED ADOLESCENT AND ADOLESCENT MOTHER FROM FORMAL SCHOOL TO A NON-FORMAL LEARNING CENTRE

- Provide counselling sessions.
- Identify the context and barriers of the girl such as stigma, discriminations, pregnancy and childcare responsibilities, economic reasons etc.
- Provide referral documentation and enrollment into the nearest Non-Formal Learning Center
- Ensure placement in suitable equivalent levels in the formal school.
- Identify the vocational skill of interest.
- Provide basic learning materials if available.

4.7 GUIDE TO FACILITATING THE RE-ENTRY OF MARRIED ADOLESCENT AND ADOLESCENT MOTHERS WHO DROPPED OUT OF SCHOOL FOR AN EXTENDED PERIOD TO FORMAL EDUCATION

For learners who have been out of school for an extended period before re-enrolling into formal education:

- Provide counselling sessions and explain the need of a light placement test to determine learner's current level.
- Conduct a light placement assessment to determine the learner's current learning level, designed to guide placement rather than to screen out or exclude learners.
- Place learners in age-appropriate or competency-appropriate classes based on placement outcomes and available school structures.
- Ensure flexibility in placement decisions to accommodate learning gaps and long absence from school.

- Provide structured remedial classes to address learning gaps and strengthen foundational skills.
- Integrate learners into ongoing classroom instruction while offering additional academic support where needed.
- Provide learning materials and targeted academic support to facilitate smooth reintegration.
- Encourage peer support systems and teacher mentoring to enhance adaptation and retention.
- Monitor attendance, participation, and learning progress regularly.
- Provide counselling to address barriers that may affect retention.
- Engage families and community structures to support sustained participation in schooling.

4.8 GUIDE TO FACILITATING THE RE-ENTRY OF MARRIED ADOLESCENT AND ADOLESCENT MOTHERS WHO DROPPED OUT OF SCHOOL FOR AN EXTENDED PERIOD TO NON-FORMAL EDUCATION

For learners who have been out of school for an extended period before enrolling into non-formal education:

- Provide individual/confidential counselling to the adolescent girl and, where appropriate, assess educational background, literacy and numeracy levels, health status, childcare responsibilities, and psychosocial needs.
- Refer her to the nearest Non-Formal Learning Center
- Administer a standardized test to determine appropriate placement or using the ABEP assessment tool;
- Identify her skill of interest and the most appropriate learning pathway (literacy, basic education, skills training, or accelerated programs)
- Enroll her in the non-formal learning center.

4.9 GUIDE TO ENROLLING OUT-OF-SCHOOL MARRIED ADOLESCENTS AND ADOLESCENT MOTHERS WHO HAVE NEVER BEEN TO SCHOOL INTO NON-FORMAL EDUCATION LEARNING CENTRES

- Provide individual counselling sessions for identified learners and their families.
- Assess learners' readiness and willingness to participate in learning programmes.
- Explain the structure, timing, and expectations of non-formal education programmes to ensure informed decision-making.
- The learner shall be placed in the basic literacy group focusing on literacy and numeracy.
- The learner shall progress through learning stages based on continuous assessment results.

4.10 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, she can re-enter the same formal school once, 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: TRACKING AND FOLLOW-UP

5.1 STEPS TO TRACK PREGNANT SCHOOL GIRLS

The tracking of married and 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 should 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.
- Private counselling sessions should organized by the school management and SBMCs/CBMCs to encourage the new mother to return to school as soon as she is strong.

5.2 STEPS TO IMPROVE THE SCHOOL ENVIRONMENT AND PREVENT ADOLESCENT PREGNANCIES

- Schools should have perimeter fencing to enhance school security and regulate movement, accompanied by clear safeguarding measures for all security personnel.
- Security guards and gatekeepers should maintain strictly professional conduct with students, with zero tolerance for inappropriate interaction, harassment, or unsupervised engagement with learners.
- Schools should establish and enforce a code of conduct for security personnel as part of the school safeguarding framework.
- All schools should have trained counselors who provide information/awareness on sexual and gender relations, rights of the girl child, reproductive health education and promote ethical behavior.
- Separate restrooms for boys and girls should be provided in safe and clearly designated locations within the school premises. To strengthen privacy, protection, and safeguarding, the facilities should be reasonably distant from one another, across the span of the school (north and south), and adequately monitored to prevent misuse, harassment, or inappropriate gatherings around the facilities.

- 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.
- Schools should establish school clubs to educate the girls on their rights, benefit of abstinence and reproductive health education;
- 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 safeguards annually and be held accountable.

5.3 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 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;
- If the reason is pregnancy, the steps earlier outlined for when pregnancy is detected in Section 4.1.1 should be followed;
- 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 re-admission.

SECTION SIX: STAKEHOLDER ROLES AND RESPONSIBILITIES

Stakeholders	Roles/Responsibilities
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.
ADSMoE&HCD	• 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 guidelines. • Capacity building on utilization of the guidelines. • Conduct regular and routine monitoring of the implementation of the Guidelines. • Collect data at all levels on re-entry indicators. • Ensure coordination across all departments and agencies.
Adamawa State Ministry of Information	• 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.
ADSMEB	• Ensure the mainstreaming of adolescent girls from non-formal learning centers into formal schools. • Ensure the enrollment of girls from formal to non-formal learning centres. • Ensure the enrollment of out-of-school married adolescent and adolescent mothers. • Capacity building for Center Based Management Committee (CBMC) on the re-entry guidelines of the adolescent girls into school. • Support MoE in translation and distribution of the re-entry guideline into the local language. • Provide an effective monitoring and evaluation mechanism. • Collect appropriate data. • Capacity building of facilitators.
ADSUBEB	• 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.
Adamawa State Post Primary School Management Board	• Ensure access to senior secondary education. • Ensure the implementation of the guideline. • Coordinating of all activities of stakeholders in the implementation of the guideline.

Adamawa state Education Resource Centre (ADSERC)	• Provision of capacity building for teachers and facilitators in the state to ensure compliance in the implementation of the guidelines. • Provision/development of instructional materials for teachers and facilitators. • Development of standardized test and learners assessment instruments for students and learner's proper placement.
Adamawa State Library Board	• Provision of reading materials. • Archive educational records.
Adamawa State Ministry of Women Affairs	• Provision of empowerment programs, start-up grants and start –up kits for married adolescent girls and adolescent mothers, ensuring their social welfare, their protection and rehabilitation. • Provision of counsellors. • Creating of links for reporting and handling abuse. • Supervising female mentor networks.
Adamawa State Ministry of Justice	• Ensure that the re-entry guidelines align with national laws on education, child rights, and gender equality. • Facilitate legal enforcement mechanisms for cases where girls are denied access. • Support policy review and amendments where necessary.
Adamawa State Ministry of Health	• Provide professional health counselling sessions for adolescent mothers and young mothers. • Provide matrons and schools nurses to all schools and learning centres in the states. • Provide reporting line to enable school management and center managers report cases of pregnancy for test examination. • Provide basic first aid kits in all learning centres and schools. • Provide antenatal and post-natal sessions for pregnant adolescent and married adolescent girls in the learning centres and schools. • Provide sexual education session for students in secondary schools and learning centres. • Conduct a fitness examination for married and pregnant adolescent after delivery to ascertain fitness to resume school after leave of absence which will be submitted to the school management/learning center management for proper documentation.
State House of Assembly	• Approve budget line for the implementation of the guidelines. • Adopt the domesticated guidelines. • Interventions for renovation of schools to include early child care facilities, WASH facilities etc. • Interventions in upgrading existing learning centers. • Interventions in establishing and equipping new schools and learning centers. • Approvals for recruiting new teachers and facilitators in the learning centers and schools
FIDA	• Provide legal support and advocacy to protect the rights of adolescent mothers and married girls. • Assist in sensitization and awareness campaigns about the reentry guidelines. • Offer legal counselling in cases of discrimination or school denial. • Advocate for women's right and gender equality. • Providing legal and counselling services to women and children. • Promoting women's empowerment. • Advocating for policies and laws that protect women's rights. • Educating the public on women's rights.

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.
Local Government Education Authorities	• Monitor and supervise the implementation of the re-entry guideline at the basic education level. • Provide training and orientation for school staff on handling pregnant and married adolescents. • Collect and report data on reintegrated girls to inform policy adjustments. • Supervise schools in the LGA. • Deploy and monitor teachers. • Implement education policies at grassroot level. • Collect data on enrollment, attendance and performance. • Advocate and sensitise 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.
School Authorities	• 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 the maintenance of WASH facilities in schools. • Incorporate life skills in school extra-curricular activities.
African Union Development Agency	• Provide technical support and funding for programs supporting reintegration. • Share best practices and frameworks from other African countries. • Monitor and evaluate zonal progress in line with continental education and gender progress.
SBMCs/CBMCs	• Monitor and oversee school compliance with reentry guidelines. • Serve as liaisons between schools, parents, and the community to support adolescent girls' reintegration. • Assist in identifying challenges and solutions at the school level. • School/Centre governance and oversight. • Community mobilization. • Resource mobilization. • Monitoring and Accountability. • Safeguarding and child protection. • Conflict resolution. • Support teaching and learning.
Donor partners/INGOs	• Provide funding and resource mobilisation • Advocate for effective policy implementation • Provide technical support in its implementation and monitoring • Improve technical capacity of stakeholders to implement and monitor the guidelines • Provide toolkits and templates for effective implementation • Support the development of monitoring and evaluation plans to track progress of re-entry and retention

NGOs/CSOs	• 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. • 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.
Community Leaders	• 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
Religious leaders	• Encourage positive messaging around education for adolescent mothers. • Provide moral and psychosocial support to girls and their families. • Act as champions in reducing stigma and discrimination • Use sermons to promote education and child rights • Discourage harmful practices such as child marriage, child labour, etc.
Mothers Association	• Provide peer support and mentoring for adolescent mothers. • Assist in community sensitization to reduce stigma and encourage school reintegration. • Support monitoring of girls' school attendance and wellbeing.
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 school. • Co-operate and encourage the pregnant/married girl to go back to school. • Parents aware of the re-entry guideline to support sensitizing other parents. • Monitor girls' progress

SECTION SEVEN: IMPLEMENTATION STRATEGY

Implementation will be carried out through two pathways:

- **Pathway 1: Formal School Re-entry and Retention (Primary Pathway)**

Strengthening schools to support pregnant, married, and adolescent mothers to remain in or return to formal education.

- **Pathway 2: Non-Formal Education Pathways (Alternative/Complementary)**

Providing flexible learning options for girls interested in the non-formal schooling pathway.

PHASE 1: PREPARATORY AND PLANNING STAGE (0 - 6 MONTHS)

STEPS	OBJECTIVES	KEY ACTIVITIES	RESPONSIBLE STAKEHOLDERS	KPI(s)	EXPECTED OUTCOME
STEP 1: Policy Adoption, institutional set-up, and Stakeholder Mobilization	Secure institutional commitment , formal state adoption, and create awareness	Formal endorsement of the Guidelines. • Obtain state Executive council approval • Constitute the State Steering Committee • Issue implementation directives to education authorities • Integrate into state education policies	Adamawa State Ministry of Education and Human Capital Development (ADSMoE&HCD), State Executive Council (SEC)	• Policy formally approved; • Official Circulars issued; • Policy integrated into state framework. •	• Policy officially adopted. • State Steering Committee constituted • State Technical Committee inaugurated and functional. • Legally backed framework enabling re-entry
		Constitute a State Technical Working Committee (STWC) comprising representatives from: • ADSMOE&HCD Adamawa State Universal Basic Education Board (ADSUBEB) • Adamawa State State Mass Education Board, • Adamawa State Ministry of Women Affairs and Social Development • Adamawa State Ministry of Health • Development partners (UNICEF, UNESCO, UNFPA) • Mothers' Association, Traditional and Religious leaders.	Adamawa State Ministry of Education and Human Capital Development (ADSMoE&HCD), Adamawa State Mass Education Board (ADSMEB).		
		Establish a data dash board Unit for retry of married and pregnant adolescent in the ADSMoE&HCD and ADSMEB	Adamawa State Ministry of Education and Human Capital Development (ADSMoE&HCD), Adamawa State Mass Education Board (ADSMEB		

STEPS	OBJECTIVES	KEY ACTIVITIES	RESPONSIBLE STAKEHOLDERS	KPI(s)	EXPECTED OUTCOME
		Establishment of mentor across the state networks.	MoE&HCD, ADSMEB, SUBEB	• Number of LGA/education authorities adopting the policy • Establish coordination structures (with functions, duties developed)	Broad stakeholder awareness and support secured.
		Set-up local government implementation teams	MoE&HCD, ADSMEB, SUBEB		
		Define roles and reporting lines	MoE&HCD, ADSMEB, SUBEB		
		Conduct high-level advocacy and sensitization meetings with traditional and religious leaders. • Dialogue with traditional and religious leaders • Sensitization of community groups • Advocacy forums	State Steering Committee, local government authorities.		
		Courtesy visits to partners and key stakeholders, and linkages (WAEC, NECO, NABTEB, NBIAS, JAMB etc)	State Steering Committee &Technical Working Group		
		Establish male champions and fathers' support groups.	ADSMEB, Partners		
		Launch statewide media campaigns (radio, print, electronic, social media).	Ministry of Information, ADSUBEB, Partners		
		Continuous awareness through community gatekeepers	MoE&HCD, ADSMEB, ADSUBEB		
		Orientation of SBMCs/CBMCs.	MoE&HCD, ADSMEB, ADSUBEB		

STEPS	OBJECTIVES	KEY ACTIVITIES	RESPONSIBLE STAKEHOLDERS	KPI(s)	EXPECTED OUTCOME
Step 2: Strenthening Formal School Systems for Re-entry	Strengthen formal schools to support re-entry of married adolescents and adolescent girls	Train headteachers, teachers, and school administrators on: • pregnancy management protocols • re-entry procedures	ADSMEB, ADSUBEB	Percentage of headteachers, teachers, and school administrators in target schools trained on pregnancy management protocols and re-entry procedures.	• Formal school systems strengthened to support re-entry
		Deploy or designate school counsellors/matrons	ADSMoE&HCD, ADSUBEB	Number of Schools with functional counsellors	Married and pregnant adolescents, have access to confidential psychosocial support and referral services within schools, enabling safe re-entry and retention
		Print and distribute standardised tools: consent forms, re-entry forms, tracking templates	ADSMoE&HCD, ADSUBEB	Number of standardized tools printed	Standardized tools printed and distributed to all schools and learning centres.
		Integrate re-entry guidelines into: • school policies • safeguarding systems	ADSUBEB, School authoriries	Number of schools with re-entry guidelines formally adopted and documented in the school's policy and safeguarding systems and referral mechanism	Re-entry of married and pregnant adolescents is institutionalized as a protected right within school policies and safeguarding frameworks, ensuring consistency and accountability
		Establish school-level re-entry focal persons	ADSMoE&HCD, ADSUBEB, School Heads	• Number of schools with re-entry procedures explicitly documented to ensure full integration, • Number of reported re-entry cases that are handled following the documented safeguarding referral pathway	Married and pregnant adolescents receive timely, confidential, and non-discriminatory support through school safeguarding systems when seeking re-entry
		Orient SBMCs/PTAs on supporting girls' re-entry and retention	ADSMoE &HCD, and ADSUBEB	Number of schools where SBMC/PTA members have received orientation on girls' re-entry and retention to ensure coverage	Communities actively support and advocate for the re-entry and retention of married and pregnant adolescents in formal schools.

STEPS	OBJECTIVES	KEY ACTIVITIES	RESPONSIBLE STAKEHOLDERS	KPI(s)	EXPECTED OUTCOME
STEP 3: Identification of Target Beneficiaries and Needs Assessment	Identify eligible girls and assess learning needs and resources	Conduct mapping of married adolescent girls and adolescent mothers (15–24 years) • who dropped out of school; • Who are in school; • Who are out-of-school	ADSMEB, ADSUBEB, Muslim Council, CAN, Ministry of Women Affairs, Mothers Association	Developed data dashboards	• Baseline report on needs and facilities available. • Verified beneficiary database.
		Conduct mapping exercise for: • Existing formal schools, • Non-formal learning Centres, • Islamiyya schools • Women Development Centres	ADSMEB.ADSUBEB, Muslim Council, CAN, Women Affairs, Mothers Association		
		Assess infrastructure gaps, teachers, facilitators, materials, accessibility, and safety.	ADSMoE&HCD, ADSUBEB, ADSMEB.		
		Identify areas requiring new learning centres.	ADSMoE&HCD, ADSUBEB, ADSMEB		
		Develop criteria for establishing new centres.	ADSMoE&HCD, ADSUBEB, ADSMEB		
		Identify government facilities where centres do not exist.	ADSMoE&HCD, ADSUBEB, ADSMEB		
		Develop a State Learner Database in collaboration with relevant agencies.	ADSMoE&HCD, ADSUBEB, ADSMEB		
		Establish a re-entry monitoring system with data tools and dashboards.	ADSMoE&HCD, ADSUBEB, ADSMEB		

STEPS	OBJECTIVES	KEY ACTIVITIES	RESPONSIBLE STAKEHOLDERS	KPI(s)	EXPECTED OUTCOME
STEP 4: Curriculum Adaptation and Resource Development	Align curriculum to learners' needs and transition pathways for non-formal education	Adapt formal and non-formal curricula to integrate: (NMEC Curriculum) • Core academic subjects • Life skills and civic education • Reproductive health education • Digital literacy • Entrepreneurship and livelihood, vocational skills and empowerment programmes, financial literacy	ADSMEB, EDUCATION RESOURCE CENTRE, State Ministry of Education, ADSMEB	• Number of learning centers in the state using the revised NMEC and curriculum that incorporates learners' needs and defined transition pathways to formal education or vocational training • Number of NFE learners who transition to formal secondary school or accredited vocational training after completing the NFE program	Contextualized curriculum and learning materials ready for implementation.
		Translate key materials into Hausa and other local languages.	ADSMEB, EDUCATION RESOURCE CENTRE, State Ministry of Education, ADSMEB		
		Develop facilitator manuals and learner workbooks.	ADSMEB, EDUCATION RESOURCE CENTRE, State Ministry of Education, ADSMEB		
		Develop entrance assessment tools/standardized tool for learners' placement	MOE&HCD, ADSMEB, ERC	Manuals, learner workbooks, entrance assessments, standardized tools and operational and learning materials developed	
		Produce operational and learning materials (adopting the (NMEC)	MOE&HCD, ADSMEB, ERC		

STEPS	OBJECTIVES	KEY ACTIVITIES	RESPONSIBLE STAKEHOLDERS	KPI(s)	EXPECTED OUTCOME
STEP 5: Recruitment and Capacity Building of teachers, facilitators, counselors, etc	Prepare personnel for effective programme delivery	Train teachers and facilitators on inclusive teaching, remedial instruction, flexible learning arrangements, reproductive health education and stigma reduction.	MOE &HCD, SUBEB, PPSMB, ADSMEB	• Number of teachers trained, number of facilitators recruited, number of coordinators deployed, and number of trainings on pedagogy and andragogical methodologies. • Presence of a facilitator's network • Availability of essential teaching aids/ICT tools	Teachers, facilitators and coordinators have the competencies required to deliver quality learning and support services.
		Recruit additional facilitators for learning centres (preferably females)	ADSMEB		
		Deploy coordinators to centers	ADSMEB		
		Select teachers and facilitators from formal and non-formal sectors.	ADSMEB		
		Conduct intensive training on: • Gender responsive pedagogy/andragogy • Psycho-social support;' • Classroom management • Adult learning methodologies	ADSMEB		
		Establish facilitator support network	ADSMEB		
		Conduct periodic refresher training	ADSMEB		
		Provide essential teaching aids and ICT tools	Ministry of Science and Technology, interventions.		
Step 6: Awareness, Advocacy Community Engagement	Increase awareness among stakeholders	Statewide media campaigns (radio jingles, television, community media). • Translation into local languages • Engagement with parents, husbands and community leaders • Print and distribute copies of the policy • Upload digital version	MoE&HCD, Ministry of Information, CSOs SBMCs, Mothers Groups,	Number of campaigns conducted, audience reached Materials produced and distributed. Number of guideline printed and distributed	Increased awareness and acceptance

PHASE 2: PILOT STAGE (12 MONTHS)					
STEPS	**OBJECTIVES**	**KEY ACTIVITIES**	**RESPONSIBLE STAKEHOLDERS**	**KPI(s)**	**EXPECTED OUTCOME**
Step 1: Selection of Pilot Schools	To test the policy	Select 1- 2 schools per LGA based on need	ADSMoE&HCD ADSUBEB	Number of schools selected for the pilot	Record level of success and identify challenges
	Strengthen awareness and adoption	Orient headteachers and school staff on programme	ADSMoE&HCD ADSUBEB	Increased level of awareness among teachers	Smooth adoption and readiness for implementation
Step 2: Facilitation of Re-entry into Schools	Ensure smooth processes	• Identify eligible girls in the community • Conduct light placement assessments • Assign appropriate class placement • Provide remedial classes and learning materials	ADSMoE&HCD ADSUBEB	Number of beneficiaries of the policy in the communities and level of smooth facilitation of re-entry into school	Ensure full adoption and implementation of the guidelines
Step 3: Provide School-Based Support Systems	Address barriers to re-entry of married and pregnant adolescent girls into education	• Provide counselling services • Provide child care services through community support • Provide flexible scheduling for at-risk students • Monitor attendance and participation • Establish non-discriminatory environment and peer-teacher support • Implement a tracking system to track progress of learners, attendance and performance	ADSMoE&HCD ADSUBEB, ADMoWA, School heads, class teachers, matrons Mothers Associations, Volunteer Networks, SMBC, PTA etc	• Number of schools with at least 3 functional school-based support services for re-enrolled married and pregnant adolescents • Number of re-enrolled married and pregnant adolescents who access at least 1 school-based support service. • Attendance rate of re-enrolled married and pregnant adolescents in schools with support systems versus schools without support systems	Re-enrolled married and pregnant adolescents receive practical, on-site support that addresses key barriers to school attendance and learning.

STEPS	OBJECTIVES	KEY ACTIVITIES	RESPONSIBLE STAKEHOLDERS	KPI(s)	EXPECTED OUTCOME
Step 4: Monitor for Retention and Progress	Ensure retention and progression of married and pregnant adolescent gilrs	• Continuous monitoring of attendance and performance. • Engagement with families. • SBMC follow-up on at risk girls.	• ADSMoE&HCD, ADSUBEB, SBMCs, PTA, LEA, Mothers Association, Volunteer networks etc	Number or percentage of re-enrolled married and pregnant adolescents who remain in school Number of schools submitting complete termly attendance and performance data for re-enrolled girls to the LGEA/ADSMoE &HCD, ADSubeb monitoring system Number of re-enrolled married and pregnant adolescent girls flagged as at-risk who receive a documented follow-up intervention	Re-enrolled married and pregnant adolescents are retained in school and demonstrate consistent academic progress through regular monitoring and timely support.
		Produce operational and learning materials (adopting the (NMEC)	ADSMEB, EDUCATION RESOURCE CENTRE, State Ministry of Education, ADSMEB		
STEP 5: Selection of Pilot Centres	Test non-formal pathways before scale up in selected locations	Select 1–2 centres per pilot LGA.	Ministry of Education and Human capital Development, ADSMEB	Number of selected pilot locations where both formal re-entry and NFE transition pathways are operational and documented for at least 2 academic terms.	• Functional pilot centres established in selected LGAs. • Significant number of eligible girls enrolled and oriented. • Evidence-based model for re-entry and NFE transition is validated in diverse contexts such as operational challenges, cost implications, and contextual adaptations needed for informed scale-up
		Renovate and equip centres with furniture, materials, and ICT tools.	International development partners/ Philanthropist, donations, NGOs, CBOs, FBOs	Number of equipped pilot locations	
		Establish childcare corners with community support.	International development partners/ Philanthropist, donations, NGOs, CBOs, FBOs	Number of pilot locations with chidcare corners	

STEPS	OBJECTIVES	KEY ACTIVITIES	RESPONSIBLE STAKEHOLDERS	KPI(s)	EXPECTED OUTCOME
STEP 6: Enrolment and Orientation of Learners	Recruit and prepare learners for participation	Conduct enrolment drives through Ward Education Committees.	ADSMoE&HCD, ADSMEB, ADSUBEB,	Number of re-enrolled married and pregnant adolescent girls in the learning centres	Significant number of eligible girls enrolled and oriented.
		Verify eligibility (married adolescents and adolescent mothers aged 15–24).	ADSMoE&HCD, ADSMEB, ADSUBEB,		
		Conduct orientation covering programme goals, schedules, health, safety, rights, and responsibilities.	ADSMoE&HCD, ADSMEB, ADSUBEB,		
STEP 7: Commencement of Learning Sessions	Deliver structured learning	Conduct placement assessments.	ADSMEB, ADSMoE&HCD	Number of NFE learners who took a placement assessment	Re-enrolled learners receive consistent, flexible and responsive instruction that meets their academic and personal needs resulting in Measurable learning progress and attendance.
		Run flexible classes 3–4 times weekly	ADSMEB, ADSMoE&HCD	Numbers of Schools/NFE centres running scheduled flexible classes	
		Use blended learning approaches (radio, digital platforms, print).	International development partners/ Philanthropist, donations, NGOs, CBOs, FBOs	Number or percentage of learners who access at least 2 blended learning modalities.	
		. Track attendance and performance.	ADSMEB, ADSMoE&HCD	Number and percentage of schools/learning centres maintaining updated monthly attendance and performance tracking foe all learners	
		Provide regular counselling and mentorship	Ministry of Education and Human capital Development, ADSMEB, Ministry of Women Affairs	Number or percentage of learners who receive counselling or mentorship session per term	

STEPS	OBJECTIVES	KEY ACTIVITIES	RESPONSIBLE STAKEHOLDERS	KPI(s)	EXPECTED OUTCOME
STEP 8: Support Services Integration	Remove barriers to participation	Provide learning materials and incentives.	Ministry of Education and Human capital Development, ADSMEB, ADSERC, ADSUBEB and Partners	Number or percentage of re-enrolled and NFE learners who receive complete learning kits.	Re-enrolled learners receive consistent, flexible and responsive instruction that meets their academic and personal needs resulting in measurable learning progress and attendance.
		Offer reproductive health and maternal services	Ministry of Health	Number or percentage of pregnant and postnatal re-enrolled learners who are linked to and access antenatal, postnatal, or family planning services.	
		Link beneficiaries to economic empowerment programmes.	PAWECA, Ministry of Women Affairs	Number or percentage of re-enrolled learners who are enrolled in at least one economic empowerment or cash transfer programme.	
		Provide childcare facilities and trained caregivers	Ministry of Women Affairs, Ministry of Health	Number or learning centres with functional childcare and trained caregiver on-site during learning hours	
		Ensure WASH facilities and first aid services	RUWASA and Partners	Number and percentage of schools/NFE centers with functional gender-sensitive WASH facilities and a stocked first aid kit accessible to learners	
		Establish counselling units and peer support groups.	PPSMB, Ministry of Women Affairs, ADSMEB, ADSUBEB	% of learners who participate in a counselling unit or peer support group at least once per term.	
		Engage community mentors and security personnel.	Traditional leaders, Community vigilante group, and hunters' association	Number and percentage of schools with an active community mentor and designated security focal person	

PHASE 3: EVALUATION AND SCALE-UP STAGE					
STEPS	**OBJECTIVES**	**KEY ACTIVITIES**	**RESPONSIBLE STAKEHOLDERS**	**KPI(s)**	**EXPECTED OUTCOME**
STEP 1: Assessment, Transition and Certification	Validate learning outcomes and readiness for transition	Conduct internal examinations to assess progression.	ADSERC, ADSUBEB, ADSMEB, ERC ADSUBEB	% of NFE learners who sit for internal termly assessments and achieve ⩾50% pass rate in core subjects.	Significant number of eligible girls transition to tertiary education
		Facilitate transition to formal pathways	ADSMEB, SUBEB, ADMoE&HCD	% of learners that transit smoothly from the non-formal to the formal schools	
		Organize mock Internal examinations-	ADSERC, ADSUBEB, ADSMEB	% of learners eligible for national examinations who participate in at least one mock examination before registration	
		Facilitate registration for national examinations	NECO, NABTEB, NBAIS, JAMB where applicable). –ADSMoE&HCD,	% of eligible NFE learners who are successfully registered for recognized national examinations (e.g., BECE, WAEC, NECO)	
		Issue State-recognized completion certificates.	ADSMoE&HCD, ADSMEB, ADSERC	% of learners who complete the NFE program and receive a State-recognized completion certificate	
STEP 2: Programme Evaluation and Scale-Up	Review performance and expand coverage	Conduct baseline, mid-term, and end-line evaluations.	PPSMB, Ministry of Women Affairs, ADSMEB, ADSUBEB	% of learners who participate in a counselling unit or peer support group at least once per term.	• Comprehensive evaluation report. • Approved plan for statewide expansion.
		Document best practices and lessons learned.	Traditional leaders, Community vigilante group, and hunters' association	Number and percentage of schools with an active community mentor and designated security focal person	
		Develop a scale-up plan for additional LGAs.	ADSMoE&HCD, ADSMEB, ADSERC, ADSUBEB.	Evaluations conducted Identified challenges	
		Review curriculum and implementation strategies	ADSMoE&HCD, ADSMEB, ADSERC, ADSUBEB.		
		Update monitoring frameworks.	ADSMoE&HCD, ADSMEB, ADSERC, ADSUBEB.		

MONITORING AND EVALUATION FRAMEWORK

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
PHASE 1: PREPARATORY AND PLANNING STAGE									
Secure institutional commitment and create awareness	Formal endorsement of the policy guideline by Adamawa State MoE&HCD	Finalized policy document, Technical Working Group Sessions, Stakeholder validation reports, Political/institutional champion, Legal/Statutory clearance, Funding for event and logistics, Venue for formal launch.	Policy endorsed and signed by Honourable Commissioner Number of targeted stakeholders, institutions, departments and LGAs informed/aware of the policy guideline post-launch.	Policy guidelines formally integrated into official plans and operations Statewide interest in married girls' re-entry among girls, husbands and community members	Number of relevant State MDAs integrating the policy guideline into official plans and operations % of communities expressing support for re-entry % of married adolescents expressing interest in re-entry % of men demonstrating positive attitudes toward married adolescent mothers' re-entry	Not endorsed Low awareness and interest in re-entry among husbands High interest in re-entry among married adolescents	Endorsement obtained 80% of institutions reached 75% of surveyed community members, girls, leaders and men express support for re-entry	Reports, attendance sheets, pictures, surveys	MoE
	Constitute a State Steering Committee (SSC) involving high level officials	Finalized policy document, SSC Sessions, reports, Political/institutional champions, Legal/Statutory clearance, Funding for event and logistics, Venue for formal launch.	• Percentage of required stakeholder groups (out of the total expected) represented in the SSC membership. • Terms of Reference (ToR) developed, signed, and adopted by the SSC members						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
			• Number of SSC meetings held with a quorum of diverse stakeholder representatives present.						
	Constitute a State Technical Working Group comprising representatives from relevant stakeholders	Defined Terms of Reference (ToR) for the STWC, Identified stakeholder institutions and nominees	• Terms of Reference (ToR) developed, signed, and adopted by the STWG members • Number of STWG meetings held with a quorum of diverse stakeholder representatives present.						
	Conduct high-level advocacy and sensitization meetings to the traditional and religious leaders, to gain their buy-in.	List of targeted traditional and religious leaders (Imams, Ulamas, Religious scholars), Advocacy and sensitization materials, advocacy team, Funding, Media and Documentation	Number of leaders reached % publicly endorsing re-entry policy						
	Conduct community-level sensitization sessions on re-entry for married	Trained facilitators/resource persons, Sensitization Materials (IEC), Support from Community and Religious leaders, Funding	- No of sensitizations conducted - No. of community						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
	adolescent mothers to education	(Transport, Logistics, Refreshment etc.)	members reached - % of sensitized married adolescent mothers expressing willingness to re-enrol in education						
	Engagement and setting up male champion groups and fathers' groups in every community	Trained facilitators/community mobilizers, technical support, Funding for meetings, logistics, and group formation activities, Advocacy and training materials (guides on positive masculinity, girls' education, parenting)	- No of Male champion groups established - % of Men demonstrating improved attitude on Adolescent girls' education						
	Launch a State-wide media campaign through media, print, electronic and social media channels.	Communication and media specialists, Approved campaign strategy and key messages, Funding for media production and airtime, Print materials (posters, flyers, banners, billboards), Partnerships with media houses (radio jingles, TV, newspapers, online platforms)	- No of media produced aired - Estimated audience reached						
	Continuous awareness and sensitization (daily and weekly) using gatekeepers such as community heads,	Community mobilizers and facilitators, gatekeepers, Sensitization guides and key messages, Logistics support (transport, stipends,),	No of gatekeepers delivering						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
	religious leaders, mothers' association etc	Sensitization schedule (daily/weekly), Monitoring and reporting tools	messages frequently						
	Orientation and sensitization of SBMC/CBMC.	Trained facilitators, Orientation/sensitization guide, Training and IEC materials, SBMC/CBMC member lists, Meeting venue (school/community), Logistics support (transport, refreshments, stationery), Orientation agenda and session plan, Monitoring and reporting tools	Number of SBMC/CBMC members oriented % of SBMC/CBMC members actively participating in school/community activities						
Strengthen formal schools to support re-entry of married adolescents and adolescent girls	Train school heads, teachers, and school administrators on: • pregnancy management protocols • re-entry procedures	•	Percentage of school heads, teachers, and school administrators in target schools trained on pregnancy management protocols and re-entry procedures.	Improved integration of re-entry protocols	Percentage of schools integrating re-entry policies	0%	70%	Reports	MoE&HCD, SUBEB
	Deploy or designate school counsellors/matrons	Trained school counsellors, matrons, allowances	Number of Schools with functional counsellors	Married and pregnant adolescents, have access to confidential psychosocial support and referral services within schools, enabling safe					

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
				re-entry and retention					
	Print and distribute standardised tools: • consent forms • re-entry forms • tracking templates	Printed materials, logistics	Number of standardized tools printed	Schools and learning centres apply standardised tools					
	Integrate re-entry guidelines into: • school policies • safeguarding systems	Printed materials, logistics	Number of schools with re-entry guidelines formally adopted and documented in the school's policy and safeguarding systems and referral mechanism	Re-entry of married and pregnant adolescents is institutionalized as a protected right within school policies and safeguarding frameworks, ensuring consistency and accountability					
	Establish school-level re-entry focal persons	•	Number of schools with re-entry procedures explicitly documented to ensure full integration,	Married and pregnant adolescents receive timely, confidential, and non-discriminatory support through school safeguarding systems when seeking re-entry					

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
	Orient SBMCs/PTAs on supporting girls' re-entry and retention	•	Number of schools where SBMC/PTA members have received orientation on girls' re-entry and retention to ensure coverage	Communities actively support and advocate for the re-entry and retention of married and pregnant adolescents in formal schools.					
Identify target beneficiaries and assess learning needs and available resources	Conduct a mapping exercise of married adolescent girls (15–24 years) • who dropped out of school; • who are in school; • who are out-of-school	Mapping tools and data collection forms, Trained field enumerators/data collectors, Transport and logistics for field visits, Community entry protocols and gatekeeper engagement, Data management and analysis tools	• Number of married adolescent girls (15–24 years) identified and mapped per LGA • Number of communities covered in the mapping exercise	Planning and service delivery are informed by identified learner needs and available community resources.	% of programme design decisions based on assessment findings.	Not available	100% of design decisions informed by assessment findings	Mapping reports, databases, dashboards	MoE&HCD, ADSMEB
	Conduct mapping exercise for: • Existing formal schools, • Non-formal learning Centres, • Islamiyya schools • Women Development Centres	Facility mapping tools and structured data collection forms, Trained field validation teams, MDA facility records, Transport and logistics for field visits	• Facility database created • Number/percentage of existing facilities verified and documented per LGA • Percentage of mapped facilities meeting minimum operational standards						
	Develop a State Learner Database in collaboration with relevant agencies.	Learners' registration forms, Attendance tracking, Assessment/evaluation surveys and focus groups, Database or information	• Number of learners registered and entered into the database;						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
		management (ICT) system, Personnel, data collection and reporting tools	• Functional database system in place across collaborating MDAs.						
	Establish a re-entry monitoring system with data tools and dashboards.	Learner exiting form, Follow up form, verification form, Data collection tools and templates, Dashboard design software, M&E and ICT specialists, ICT infrastructure (computers, internet)	• Number of data collection tools and forms developed; • Number of functional digital dashboards developed deployed to target MDAs. • % of relevant MDAs actively using the monitoring system						
	Convey a synergy meeting with relevant stakeholders for buy-in.	Stakeholder mapping list, invitation letters, meeting venue, logistics, refreshments, and advocacy materials.	• Number and percentage of invited stakeholders in attendance. • % of invited stakeholders who formally sign commitment resolutions, action plans or are assigned roles post-meeting						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
	Develop criteria for the establishment of new centres	Criteria checklist, Community support, Space, registration protocol, qualified facilitators, technical working group, Policy and programme guidelines, Stakeholder consultation inputs, Validation workshop budget	• Criteria document developed and validated						
Align curriculum content w to learners' needs and transition pathways for non-formal education	Adapt formal and non-formal curricula to integrate NMEC Curriculum, Core academic subjects, Life skills and civic education, Reproductive health education, Digital literacy, Entrepreneurship and Livelihood, vocational skills and empowerment programmes, financial literacy	Consultants, Relevant Stakeholders, Technical working group (Education, Gender, Livelihood), Reference Materials (NFE ABEP Curriculum), Logistics, Venue, Funding for Review and validation Workshop	• Curriculum reviewed and adapted	Learning materials and curriculum are relevant, accessible, and responsive to the needs of married adolescent mothers.	% of centres and facilitators effectively using adapted curriculum and learning materials during instruction	Not available	100% of all centres and facilitators	Learning materials, curriculums, operational guides	MoE&HCD, ADSMEB
	Translate key learning materials into Hausa for accessibility.	Translation Consultant/Expert, Existing Learning Materials, Quality Assurance (Editing and Validation) Team, Dissemination Tools, Funds for Printing and design	• % of key learning materials translated into Hausa • Number of centres provided with Hausa-translated materials						
	Develop facilitator manuals and learners' workbooks.	Content development experts, Curriculum documents, Design tools, Development and production budget Validation/review workshops,	• Facilitator handbooks developed • Learner						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
		Technical Working Group, Funding for printing	workbooks developed						
	Develop entrance assessment tools/standardized tool for learners' placement	Consultants/key stakeholders, Content development experts, Technical Working Group, Validation workshop, Design and Printing Resources, Funds, Logistics and Distribution Plan	• Updated learning manual developed and approved • % of learning centres that received the updated manual						
	Produce operational and learning materials (adopting the (NMEC)	Funds, Curriculum, Assessment Development consultants, Tool design, Funds, Pilot testing and review tools, validation budget, and technical working group	• Comprehensive entrance instruments developed and validated • % of centres administering the assessment at enrolment						
Prepare personnel for effective programme delivery	Train teachers and facilitators on inclusive teaching, remedial instruction, flexible learning arrangements, reproductive health education and stigma reduction	Recruitment guidelines, shortlist of applicants, assessments	• Number qualified female facilitators recruited and onboarded • % of recruited facilitators meeting minimum competency standards	Teachers, facilitators and coordinators have the competencies required to deliver quality learning and support services.	% of teachers and facilitators meeting minimum competency standards following training % of observed lessons meeting established	Not available	80% of all teachers and facilitators have adequate competencies 80% of lessons delivered meet standards	Attendance sheets, assessments, reports	MoE&HCD, ADSMEB
	Recruit additional facilitators for learning centres (preferably females)	Deployment letters, Funds	% of new centres with a coordinator						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
	Deploy coordinators to centres	Advert call, Fund for advert placement, Volunteer recruitment guidelines, Application and screening tools	Number of volunteers recruited		quality standards				
	Select teachers and facilitators from formal and non-formal sectors								
	Conduct intensive training on Gender responsive pedagogy/andragogy, Psycho-social support, Classroom management, adult learning methodologies	Training curriculum, Training budget, Venue, stationeries, Qualified facilitators, Logistics, audio visual equipment, Participant logistic support.	• Number of facilitators completing the full 5-day training • Percentage demonstrating key competencies in post-training assessment • Number of training sessions conducted						
	Establish the network for all literacy centres coordinators and facilitators	Area Coordinator Officers, Communication platform (e.g., WhatsApp), Tablets and data allowance, Database of coordinators Network guidelines/terms of reference	• Number of centre coordinators connected to the network						
	Periodic training and re-training of facilitators, coordinators, centre-deployed counsellors and all resource persons who will be deployed for the programme	Funds, training curriculum, Venue, training materials and stationeries, facilitators, Logistics, audio visual equipment	• Percentage of programme staff completing bi-annual refresher training • Number of training sessions						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
			conducted per year						
Increase awareness among stakeholders	Statewide media campaigns (radio jingles, television, community media). • Translation into local languages • Engagement with parents, husbands and community leaders • Print and distribute copies of the policy • Upload digital version	Sensitization Materials (IEC), Support from Community and Religious leaders, Funding (Transport, Logistics, Refreshment etc.)	Number of campaigns conducted, audience reached Materials produced and distributed. Number of guidelines printed and distributed	Increased awareness and acceptance among stakeholders	Number of stakeholders aware of re-entry guidelines	0	300000	Reports	MoE&HCD, ADSMEB
PHASE 2 – PILOT STAGE									
Objectives	**Activities**	**Inputs**	**Output Indicator(s)**	**Outcome(s)**	**Outcome Indicator**	**Baseline**	**Outcome Target**	**MoV**	**Reporting Agency**
To formal re-entry systems before scaling up in selected locations	Select 1- 2 schools per LGA based on need		Number of schools selected for the pilot	Re-enrolled married and pregnant adolescents receive practical, on-site support that addresses key barriers to school attendance and learning.	Percentage of re-enrolled married and pregnant adolescents who receive support to ensure school attendance and learning	TBD	80%	Reports, ASC	SUBEB, MoE&HCD
	Orient headteachers and school staff on programme	Hall, Training materials, Printed documents	Number of teachers and school staff oriented on the programme						
Ensure smooth facilitation of re-entry into schools	• Identify eligible girls in the community • Conduct light placement assessments	Logistics, teachers, assessment papers	Number of eligible girls re-enrolled into formal schools						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
	• Assign appropriate class placement • Provide remedial classes and learning materials								
Address barriers to re-entry of married and pregnant adolescent girls into education	• Provide counselling services • Provide childcare services through community support • Provide flexible scheduling for at-risk students • Monitor attendance and participation • Establish non-discriminatory rules	Counsellors, nannies, monitoring tool	Number of schools with at least 3 functional school-based support services for re-enrolled married and pregnant adolescents Number of re-enrolled married and pregnant adolescents who access at least 1 school-based support service.						
Ensure retention and progression of married and pregnant adolescent girls	• Continuous monitoring of attendance and performance. • Engagement with families. • SBMC follow-up on at risk girls.	Monitoring tools, data, logistics	Number or percentage of re-enrolled married and pregnant adolescents who remain in school	Re-enrolled married and pregnant adolescents are retained in school and demonstrate consistent academic progress through regular monitoring and timely support					
Test non-formal pathways before	1. Select 1–2 Community Learning Centres per pilot LGA.	1.Selection Criteria and Guideline. 2. Community consultation and stakeholders meeting. 3.	• Number of Community Learning Centres	Learning centres provide a safe,	% of centres meeting	Not available	90% of centres 90% satisfaction	Baseline and endline pilot	MoE&HCD, ADSMEB

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
scaling **up in selected locations**		Transport and logistics for field visit	selected per pilot LGA	accessible, and conducive learning environment.	minimum operational and quality standards % of learners reporting satisfaction with the learning environment		rate among learners	assessment reports	
	2. Renovate and equip centres with basic furniture, instructional materials, and ICT tools.	1. Renovation Plan 2. Funding, Furniture, Stationeries	• Number of centres renovated • Number of centres furnished with desks, chairs, tables						
	3. Establish Childcare Corners in each centre with support from community women's groups.	1. Designated space within each community learning centre 2. Caregivers 3. children's materials (toys)	Number of centres with functional childcare corners						
Recruit and orient learners for participation.	1. Conduct community sensitization and enrolment drives via Ward Education Committees.	Trained community mobilizers, IEC materials, advocacy briefs, Ward Education Committee contact lists, transport and logistics support.	Number of target beneficiaries enrolled	Eligible married adolescents and mothers are successfully enrolled in learning opportunities.	% of identified eligible learners enrolled in programme centres	Not available	300 learners	Enrolment report, learner database	MoE&HCD , ADSMEB
	2. Verify eligibility (married girls aged 15–24 years).	Eligibility criteria checklist, enrolment forms, trained enrolment officers, community gatekeepers for identification, transport and logistics.	Number of learners verified as eligible against set criteria.						
	4. Organize induction and orientation sessions covering timetable, goals, rights and responsibilities	Orientation guide, programme brochures, stationery, refreshments, trained facilitators, venue.	- Number of orientation sessions held - Number of learners oriented.						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
Deliver structured learning aligned to the relevant adapted curriculum.	1. Administer entrance test for placement of learners into appropriate segment	Examiners/Facilitators, identify centres, Set date, Transport Instruments, Provide security and logistics.	Percentage of learners assessed and appropriately placed	Learners acquire formal education-equivalent knowledge and skills through effective instruction.	- % of learners demonstrating improvement in assessments - Average learner attendance rate	Not available	300 learners	Enrolment report, learner database	ADSMEB
	2. Conduct classes 3–4 times weekly using flexible schedules.	Centre Facilitators and Logistics	- No of scheduled classed conducted - Attendance rate						
	3. Integrate blended learning (radio lessons, WhatsApp groups, or print assignments).	Centre Facilitators and Logistics, Book radio sessions and fund assignment sheet printing	- Number of learners accessing blended learning platforms						
	4. Implement periodic assessments and attendance tracking.	M&E Expert at relevant MDAs and Identify centres	- Number of assessments conducted annually - Percentage learners with complete attendance records						
	5. Provide counselling and mentorship sessions monthly (set-up) counselling units.	Train and recruit mentors/counsellors and create monthly mentorship/counselling sessions	- Number of centres providing counselling - Number of learners receiving counselling support.						
	Provide vocational training	Vocational trainers, equipment, materials	- Number of centres providing vocational						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
			training - Number of learners receiving vocational training						
Address social and economic barriers to participation	1. Provide stipends or in-kind incentives (learning kits, baby care support).	Incentive/stipend budget, procurement, learning kits, baby care items, Beneficiary lists, Logistics, Monitoring tools	• Number of learners receiving stipends or in-kind support	Learners receive adequate support to participate in and complete the programme.	- % of learners accessing at least one support service (counselling, childcare, health, livelihood support, etc.) - Retention rate among enrolled learners	Not available	- 80% of learners access at least one support service - 80% learner retention rate	Attendance sheets, assessment records, reports, pictures	ADSMEB
	2. Conduct monthly reproductive health and maternal well-being sessions in partnership with the Ministry of Health.	MoH facilitators, reproductive health materials, venue, refreshments, attendance registers.	• Number of reproductive health and maternal well-being sessions conducted • Number of beneficiaries attending sessions (disaggregated by age, location, marital and pregnancy status)						
	3. Link learners to MSMEs or vocational training grants through Ministry Women Affairs, Children and Persons with Special Needs.	Grant application forms, MoWA partnership agreement, beneficiary screening checklist, referral protocols.	• Number of learners referred to grant programmes • % of referred learners successfully accessing grant						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
	4. Provision of child care facilities	Designated space within centre, child care equipment (mats, toys), funding, community women's groups support.	• Number of learning centres with functional childcare facilities						
	5. Recruitment of nannies in all learning centres and conduct a training session for them.	Job advertisement, selection panel, training curriculum, training venue, facilitators.	Number of nannies recruited and trained						
	6. Provision of WASH facilities in the learning centres.	Water supply infrastructure, latrines, handwashing stations, hygiene supplies, contractor/technical support.	• Number of learning centres with functional WASH facilities						
	7. Provide access to counselling services in all learning centres	Designated counselling space, trained counsellors, referral protocols, basic furniture, stationery.	• One counselling unit per learning CENTRE						
	8. Establish/provide of first aid box and dispensary in learning centres.	First aid boxes, basic medical supplies, trained first aiders, referral linkages to nearby health facilities.	• Number of learning centres with functional dispensaries						
	9. Provision of ICT training	Computers/laptops, projectors, internet connectivity, solar power backup, furniture, asset management system.	• Number of centres providing ICT training						
	10. Set up peer group clubs	Club formation guide, trained facilitators, meeting space, activity materials, supervision support.	• Number of peer group clubs established and active						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
	11. Identify community mothers' association members and appoint them as mentors to the learners	Community mothers' association membership lists, mentor selection criteria, appointment letters, orientation session.	• Number of mentors recruited • Number of learners assigned to mentors						
	12. Conduct health screening for the adolescent mothers	MoH partnership, health screening equipment, trained health personnel, referral forms, transport.	• % of enrolled learners screened						
	13. Conduct quarterly community dialogues/ town hall meetings	Community dialogue guide, venue, refreshments, invitation letters, facilitators, documentation tools.	• Number of dialogues/town hall meetings conducted (quarterly) • Number of participants attending the town hall meetings						
	14. Engage and set up male champion groups and fathers' groups in every community	Male engagement guide, community mobilizers, meeting venue, refreshments, IEC materials.	• Number of male champion/fathers groups established • Number of male participants engaged						
	15. Recruit community members as security for existing learning centres and newly established learning centres	Selection criteria, community recommendation process, appointment letters, orientation on roles and responsibilities.	• % of centres with assigned security personnel						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
PHASE 3: EVALUATION AND SCALE UP									
Validate learning outcomes and readiness for transition	1. Conduct examinations in the centres for learners to assess and evaluate progression.	Funds, facilitators, Security, Exam schedule, Logistics, Assessment guidelines, Examination materials (scripts, stationery), Logistics	• Number of centres that administered examinations • % of learners taking scheduled examinations	Learners successfully complete the programme and transition to further education, skills training, or livelihoods.	- Completion rate among enrolled learners - % of graduates transitioning to formal education, vocational training, or income-generating opportunities	Not available	- 70% completion rate - 65% transition rate	Learner database, Examination results	MoE&HCD , ADSMEB
	Facilitate transition to formal pathways		% of learners that transit smoothly from the non-formal to the formal schools						
	2. Conduct mock examinations	Mock exam papers, Trained invigilators, Printing and logistics budget, Assessment guidelines	• Number of learners participating in qualifying assessments						
	3. Facilitate registration of qualified learners for national external exams (NECO, NABTEB, NBAIS or JAMB).	Support Staff, Funds for Exam Fees, Coordination with exam bodies	• Number of eligible learners registered for external exams						
	4. Issue Adamawa State NFE Completion Certificate	Funds, Assessment Records, Design, Printing, Certificates, Certification Criteria Technical Stakeholders	• % of eligible learners receiving certificates						
Review lessons learned, challenges and	Conduct mid-term and end-line evaluations with support from development partners.	Evaluation ToR, qualified evaluation consultant, development partner support, survey tools, field logistics, data analysis	• Evaluation reports completed	Programme implementation and scale-up are informed by	Programme improved based on	Not available	All programme improvements made from	Evaluation reports, scale up plan	MoE&HCD , ADSMEB

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
expand to more LGAs		software, stakeholder validation workshop.		evidence and continuous learning.	evaluation findings		evaluation findings		
	Document success stories and best practices.	Trained documentarian/communications specialist, interview guides, success story templates, consent forms, photography/video equipment, review and validation process.	Case stories documented						
	Develop a scale-up plan to extend to additional LGAs.	Pilot evaluation findings, stakeholder mapping for new LGAs, technical working group, planning workshop logistics, costing templates, timeline development tools.	Scale up plan approved						
	Review curriculum based on evaluation findings.	Evaluation report findings, curriculum experts, technical working group, review workshop logistics, validation session, printing and dissemination.	Curriculum reviewed						
	Update monitoring frameworks and reporting templates.	Evaluation findings, M&E expert, existing M&E frameworks, reporting templates, stakeholder review meeting, updated tools validation.	M&E frameworks tools updated						
	Quarterly coordination and review meetings	Meeting agenda, invitation letters, venue, refreshments, progress reports from	Coordination and review meetings conducted						

Objective	Activity	Inputs	Output Indicators	Outcome(s)	Outcome indicators	Baseline	Target	MoV	Resp
		centres, documentation tools, logistics support.							
	Joint field supervision involving the State Technical Working Group (STWG).	Supervision checklist, STWC member availability, transport and logistics, field visit schedule, reporting templates, debrief session.	Supervision visits conducted						
	Annual review and dissemination of progress report.	Consolidated progress report, dissemination event venue, invitation letters, media engagement, presentation materials, stakeholder feedback mechanism.	Annual report produced and disseminated						

APPENDICES

Sample follow-up letter after the first discussion

(Must be on the school's official letterhead)

Ref. No: Date:

(Address of Recipient):

Dear Parents)/Guardian (s)/Spouse,

FOLLOW-UP ON DISCUSSION REGARDING THE CONTINUATION OF EDUCATION

Thank you for meeting with us to discuss the education and well-being of _____ (Student's Name).

We appreciate the opportunity to engage with you and would like to reaffirm the Ministry of Education's commitment to ensuring that every learner has the opportunity to continue and complete their education.

As discussed, the Adamawa State Guidelines for the Re-entry to Education of Married Adolescents and Adolescent Mothers support the continued education of pregnant learners. In line with these Guidelines, pregnant learners who are medically fit are encouraged to remain in school during pregnancy. When necessary, they may proceed on a leave of absence of up to six (6) months to enable them to give birth and care for their newborn before returning to continue their education.

We value your support in helping _____(Student's Name) remain on her educational journey. The school is committed to working closely with you to ensure that she receives the guidance and support needed to successfully continue her education.

Should you have any questions or require further clarification, please do not hesitate to contact the school.

Thank you for your cooperation and continued support.

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

Ref. No: Date:

Address of Recipient:

LEAVE OF ABSENCE AND RE-ENTRY

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 on .....in (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/We…..…. the parents/spouse of .....(Insert name) a student of ..... (insert name of schools) hereby grant consent for a pregnancy test/routine health check 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 of 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:

(To be place in the school Letter Head)

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

We, the parents)/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 Parents)/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

(letter head of the school/learning centre)

Name of School/learning entre: .....

Public/Private:……

……..

State……..…… LGA……

Date:……

……

No. Name of

Pupils/Students/learner……

Name of Contact

Person……

Contact

Number……

……..

Age of

pupil/Students……

……

Class

Term/Year……

……..

Returned After Delivery -

Yes/No……

Not returned -

Yes/No……

……

Total Cases =