

STATE OF GIRL CHILD EDUCATION IN AKWA IBOM

Antecedent Factors Related to the State of Girl Child Education
Among Public Secondary Schools in Akwa Ibom State, Nigeria

Vol. II



Preface

It is a great opportunity to present Volume II of this report on the State of Girl Child Education in Akwa Ibom State. The findings within these pages reflect months of diligent research, thorough data analysis, and direct engagement across communities, offering a clear picture of the experiences, challenges, and achievements of girls throughout Akwa Ibom. This report is a testament not only to the evolving journey of our girls but also to the dedication shown by the state government, school administrators, educators, community members, families, and the girls themselves.

At Onelife Initiative, we believe passionately that every girl deserves a full and fair opportunity to learn, succeed, and realise her dreams. This report highlights the encouraging advances being made—such as growing enrolment and success rates among girls in various local government areas, and compelling stories of perseverance and academic excellence. At the same time, it draws attention to the persistent barriers holding many girls back, including poverty, early pregnancy, menstrual hygiene challenges, and disparities affecting those in remote and rural areas.

In this edition, we have also included a dedicated review of the academic achievements of girls in both public and private secondary schools, with a special focus on performance in the West African Senior School Certificate Examination (WASSCE) and the National Examination Council Senior School Certificate Examination (NECO SSCE), to provide a holistic understanding of trends and areas where further actions are needed.

The purpose of sharing this report is to inspire, inform, and galvanise all key stakeholders in the ecosystem — government ministries, teachers, parents, civil society, and, most importantly, the girls themselves to take coordinated steps for progress. Our findings demonstrate that with focused support, strategic investment, and the expansion of proven approaches, it is entirely possible to close the existing gaps and ensure meaningful educational opportunities for every girl across the state.

We extend heartfelt appreciation to all who contributed to this work: the Akwa Ibom State Ministry of Education for their ongoing cooperation; the leadership of the West African Examinations Council and National Examinations Council for their assistance with vital data; and the community of committed civil society actors whose innovation and collaboration drive ongoing improvement. Special thanks to the NYSC Akwa Ibom leadership for enabling corps members' engagement in educational programs, including their participation in online learning platforms such as www.teachher.ng.

Over the past three years, our continued efforts to monitor and support girl child education in Akwa Ibom have allowed us to collaborate closely with dedicated individuals and institutions shaping the sector's future. Our team at Onelife Initiative holds sincere gratitude to Malala Fund for their invaluable support, which makes this critical work possible. We know that investing in the education of girls is not only a matter of equity or justice but also a cornerstone for building a more prosperous, stable, and inclusive Akwa Ibom for all. *Sonj mme edin.*

'Sola Fagorusi
Executive Director,
Onelife Initiative

Executive Summary

The educational landscape for girls in Akwa Ibom State during the 2023 and 2024 academic years presents a nuanced picture of progress and persistent challenge. Utilising recently released data for both public and private secondary schools, alongside insights from policy reviews and monitoring, this report provides a concise but comprehensive view of where the state's efforts are yielding benefits for the girl child and where urgent intervention remains vital.

Girls continue to make up a growing and nearly equal share of secondary school candidates in Akwa Ibom. In the 2024 WAEC, 22,311 girls in public schools sat for the exam, representing 52.5% of total candidates, while private secondary schools saw 8,619 female candidates, slightly edging out male participation. These figures affirm the outcomes of the state's free-and-compulsory education policy, which has helped drive up enrolment and retention for girls, especially in urban and peri-urban LGAs. Performance among girls, while commendable, continues to highlight the gap between enrolment and actual success. In public secondary schools, 17,831 girls (out of 22,311) achieved a minimum of five credits, including English and Mathematics—a pass rate of 80%. In private schools, 7,582 girls (from 8,619) cleared this critical benchmark, yielding an even higher pass rate of ~88%.

Notably, a pattern persists where the highest-achieving LGAs (such as Udung Uko, Onna, Mkpát Enin, and Obot Akaka) report pass rates for girls well above 90%, closely rivalling and sometimes surpassing their male counterparts. Conversely, although the gender gap in raw pass rates is narrowing each year, certain LGAs, especially those with persistent poverty or rural disadvantage, still see lower female achievement. However, it is worth emphasising that the overall performance of Akwa Ibom girls is among the most robust nationally, both in absolute and proportional terms.

Urban LGAs such as Uyo, Eket, and Ikot Ekpene continue to post large girl enrolment figures and a higher number of girls earning credits. Yet, the top-performing LGAs by pass rate are not exclusively urban; districts like Udung Uko and Onna (public) and Mbo and Okobo (private) stand out with near-universal female success. Low-performing LGAs such as Nsit Ubium and Etim Ekpo for both public and private schools witnessed much lower success rates for girls, illuminating areas where targeted support is needed.

Despite these positives, out-of-school rates remain a significant concern. According to the most recent MICS-EAGLE/UNICEF data, Akwa Ibom has an estimated 3,900–4,600 out-of-school girls at the junior secondary level and 8,300–9,600 out-of-school girls in senior secondary (as of 2023/2024). While these numbers represent some of the lowest out-of-school rates in Nigeria, the absolute figures are still cause for action, especially as rural and riverine LGAs bear the heaviest burden.

This report documents critical opportunities for government, civil society, and philanthropy. Expansion of comprehensive sexuality education, second-chance and re-entry programs for girls, menstrual hygiene support, targeted gender budgeting, STEM inclusivity, and robust community engagement are urgently needed. Many best practices can be scaled, as the successes in specific LGAs demonstrate that improvement is possible anywhere with the right intervention mix.

In summary, over 30,000 girls across Akwa Ibom's public and private schools sat for WAEC in 2024, with most achieving benchmark success, evidence of what is possible with collective effort, even as gaps persist. Out-of-school numbers, while lower than much of Nigeria, still mean thousands of girls are missing from the classroom. With sustained focus, coordinated interventions, and targeted resource allocation, Akwa Ibom can continue closing these gaps and enabling its girls not just to enrol, but to excel.



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INTRODUCTION

Ifioke Inweng

Knowledge is a Stronghold

“The Ibibio proverb suggests that knowledge provides security and strength, reinforcing the idea that education is a powerful tool for personal and communal resilience”.



The Girl Child in the News in Akwa Ibom State

Enyen on'wong Oyoho ku'kpeb aya Y'amma

A child who learns will shine.

"This proverb suggests that education and learning lead to a brighter future, with the individual standing out due to their knowledge and skills."



The Girl Child in the News in Akwa Ibom State

In Akwa Ibom State, for every girl donning her school uniform and clutching a tote bag or a torn school bag, the journey is more than a physical walk to school; it is a determined step through gender expectations. These realities are being documented and debated among educators, advocates, and policymakers urgently seeking solutions for and with the girl child. This section of the report, grounded in recent news, explores the lived realities of adolescent girls, highlighting the complexity of their needs and actions by both governmental and non-governmental organisations that shape their education and well-being.

In doing this analysis, it is also useful to review the budget allocations to education in Akwa Ibom State over the last five years. While the trend shows that nominal allocations have increased in line with overall state budget growth, the share dedicated to education remains below the recommended 15–26% international standard.

Budgetary Allocations to Education in Akwa Ibom State

2021

- State Budget: N456.3 billion
- Education Allocation: 8.1% of the total budget, translating to roughly N27–N36 billion in direct allocations, but with recurrent (salary/operational) portions dominating over capital investments.

2022

- Revised State Budget: N693.3 billion
- Education Allocation: About 6.4% of the total budget representing 38.87 billion was allocated to Education.

2023

- State Budget: N697.005 billion
- Education Allocation: 7.3% of the total budget representing N50.6 billion was allocated to education

2024

- State Budget: N849.97 billion
- Education Allocation: Allocation of N69.85 billion, representing about 8.2% allocation to Education.



2025

- Total State Budget: N955 billion
- Education Allocation: N49.46 billion allocated to education, representing over 5.2% of the budget.

While each year's allocation is yet to match UNESCO's recommended 15 to 26%, it suffices to say that Akwa Ibom's absolute funding for education is significant when compared to smaller states, but as a proportion of the total budget, it remains low. There is also clearly a lack of gender-targeted spending and all benefits for the girls are the same as for the boys.

Realities for the Girl Child

There is the immediate threat of teenage pregnancy that surfaces repeatedly in media coverage and school records. In communities like Eastern Obolo, teachers confirm that losses from the classroom are often traced to pregnancies, an issue intensified by the absence of a comprehensive sexuality education policy. A lack of structured, comprehensive sex education means that many girls rely on misinformation, rumour, or silence.

Poverty, cited frequently in official reports and surveys, forces many adolescent girls to juggle their studies with the need to help support their families. Whether hawking goods, performing domestic labour, or contributing to beachside economies, these girls face missed school days and the ever-present risk of dropping out, especially in rural areas. The pattern is very obvious; supportive structures are scarce, and those that exist often depend on the initiative of overburdened teachers or outside donors. The lack of a gender-responsive Education Sector Plan leaves critical gaps, particularly in comprehensive sex education, teacher training, and social protection for vulnerable girls. Experts and advocates repeatedly emphasise that until the Education Roadmap 2020–2030 is fully implemented and made gender-sensitive, progress will remain tough.

The “Golden Initiative for All” (GIFA), ForHer, Clement Isong Foundation, Office of the First Lady, Oriental Energy Resources Limited, and Mboho Ndito Ibibio are some of the NGOs in Akwa Ibom state that continue to address issues around the education of the girl child in the State. Commemorative events like the International Day of the Girl Child on October 11th has become focal points for announcements, donations, and community mobilisation in Akwa Ibom but it is debatable if it has led to long-term policy changes.



Academic Laurels Won by Girls in Akwa Ibom State

In the past three years, the academic achievements of girls in Akwa Ibom State have captured attention statewide and across Nigeria.

National Competitions and Academic Awards

- **UBA Foundation National Essay Competition (2022)**

In November 2022, Usongobong Paul, a student from Federal Government Girls' College, Ikot Obio Itong, became the overall winner of the prestigious UBA Foundation Annual National Essay Competition. Usongobong outperformed over 5,000 entrants from across Nigeria, claiming the grand prize: a N5 million scholarship to study at any African university of her choice, alongside a state-of-the-art laptop. Her victory was reported and celebrated as a major boost for girls' education in the region.

- **Interswitch National Science Competition (2023–2024)**

A 16-year-old female student, Orevaoghene Whiskey, from Top Faith International School, Akwa Ibom, won the InterswitchSPAK National Science Competition, a highly competitive event for secondary school students in STEM fields. She took home N7.5 million in scholarships, bringing national recognition to both her and her school.

- **Creative and Science Writing (2024)**

Miss Mmekudmfon Wilfred Effiong, a 9-year-old pupil from Mobil Pegasus Schools, won first place in the National Creative Writing Competition, gaining national media coverage for her outstanding literary talent. Another notable win came when a 10-year-old, Milcah Ekwo, clinched the star prize in the Junior Engineers, Technicians, and Scientists (JETS) Competition, besting over 400 contestants to earn a N3.8 million scholarship.

- **Heirs Life Essay Championship (2024)**

While the overall best prize in the 2023 edition went to a boy, girls from Akwa Ibom regularly emerge among the top finalists and prize winners, according to annual press releases by the competition organisers.



State and School-Based Achievements

- **Outstanding Performance in SSCE and UTME**

Girls from Akwa Ibom secondary schools have been celebrated for their performance in nationwide Senior Secondary Certificate Examinations. In 2024, several girls from Topfaith Schools in Essien Udim were among the top scholars, earning distinctions in multiple subjects and receiving cash prizes. Similarly, high-scoring students in the Unified Tertiary Matriculation Examination (UTME) include Edima Inyeneobong John, who, as reported by Legit.ng, scored a remarkable 362 aggregate in 2025.

- **Scholarships and Recognition from Foundations**

Across 2024 and early 2025, organisations such as EmeBest Foundation awarded N30 million in scholarships to outstanding students, with a significant share going to high-achieving girls from underprivileged backgrounds. These scholarships covered tuition and provided essential educational materials, further supporting female excellence in education.

- **Essay Competitions and Public Service Campaigns**

Girls have also taken leadership in local essay competitions that combine academic achievement with social impact, such as those led by environmental agencies and women's associations within Akwa Ibom State. For instance, in March 2023, a 15-year-old girl was



recognized as "Face of AKSEPWMA" (the State Environmental Protection and Waste Management Agency) after excelling in a competitive essay challenge, symbolising the merging of academic skill with civic advocacy.

- **Private School Achievements**

Private institutions such as Top Faith International School have reported increasingly high numbers of girls with multiple A's in WAEC examinations, setting internal records and receiving in-school honors and financial rewards.

The public recognition of these academic laurels—via cash awards, scholarships, laptops, and public ceremonies—provides visible role models for other girls and consolidates a culture of academic aspiration among the state's young women. Initiatives by NGOs, the Akwa Ibom Ministry of Education, and others ensure that girls are not just recognised but actively mentored and encouraged to set the bar even higher.



The Numbers

Owo Akbebe Mkpo e'ye Yenne U'fok

The person who learns builds their own house

"This implies that education empowers an individual to build a life for themselves, with knowledge serving as a tool for creating opportunities."



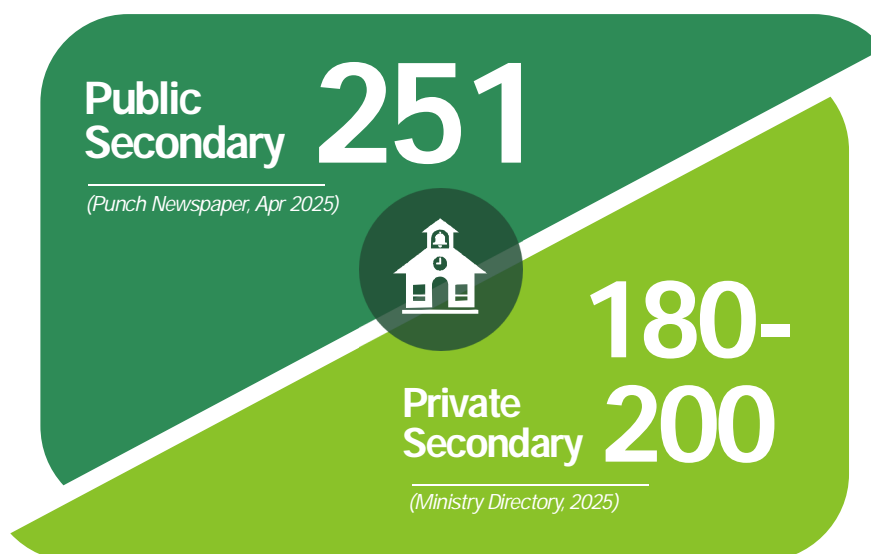
Girls in Private and Public Secondary Schools in Akwa Ibom State

In Akwa Ibom State, the evidence of progress in girls' education is best understood in official policy, and in the day-to-day enrolments at hundreds of public and private secondary schools. Also of interest is the population that is out-of-school. Recent figures help to reveal the situation of the landscape in Akwa Ibom State.

How Many Private and Public Secondary Schools Are There?

According to a workforce deployment report published in The Punch Newspaper on April 18, 2025, Akwa Ibom currently has 251 public secondary schools across its 31 local government areas, with staffing records listing 251 Principals and 484 Vice Principals. This figure has also been validated by the Akwa Ibom State Ministry of Education's official directory as of July 2025. The Ministry further clarified, during a press briefing reported in Premium Times (February 2025), that 231 of these public schools serve the senior secondary level exclusively, while several others are combined junior/senior or JSS-only institutions.

On the private side, comprehensive lists from the Akwa Ibom Private Schools Directory 2025 and insights from education-focused NGO tracking indicate that there are approximately 180–200 approved private secondary schools in the state. This number is in regular flux, based on annual re-registration, new school approvals, and the shutdown of unregistered establishments. Triangulating this estimate from the 2024 NECO SSCE reveals that 158 public schools are located in Akwa Ibom State, with Uyo having the highest number of schools, followed by Nsit Ibom. For private schools, the NECO SSCE took place in 272 schools with Uyo having the largest number of private schools at 66 followed by Ikot Ekpene and Eket at 22 schools respectively.



How Many Secondary School Students and How Many Are Girls?

Total Student Enrolment

In an official announcement covered by *Citizen Diary NG* in March 2025, the Akwa Ibom State Ministry of Education put the total number of students enrolled in all public and private schools at 3.1 million. However, this figure includes both primary and secondary pupils. When the focus shifts to public secondary schools, the Ministry's report (April 2024) and further commentary in *The Premium Times* estimate that secondary-level enrolment stands between 420,000 and 500,000 students for both public and private sectors combined.

Girls' Enrolment

Historical and recent data indicate that girls typically make up 48%–52% of all secondary students. As shared by the Akwa Ibom State Universal Basic Education Board during a media workshop featured in *The Mail Newspaper* (June 5, 2024), at least 200,000–250,000 girls currently attend secondary schools (public and private) across the state. The UBEC's 2024 summary also reveals that girls are more heavily represented in public schools, especially in the junior secondary segment, although the transition to senior secondary, particularly in rural districts, is marked by attrition mostly due to economic and social pressures.

Schools and Student Population: The Detailed Story

"A tour of secondary schools in Uyo," wrote *The Mail Newspaper* (June 2024), "shows classes shoulder-to-shoulder with eager students, girls and boys lined up in nearly equal numbers in the early years". Urban public schools tend to have enrolments of 800–1,200 per school, some reaching even higher, while many rural and coastal schools run at far lower capacity.

Private secondaries, according to a March 2025 sectoral review in *Citizen Diary NG*, have enrolments ranging from as few as 20 to nearly 500 students, with the average strongly below public sector figures and a higher representation of students from middle- or upper-income families. Observers note that private secondaries are more common in the state's urban zones and tend to maintain near-gender parity, perhaps reflecting the ability of fee-paying households to see daughters through to graduation.

Out-of-School Children in Akwa Ibom: The Junior and Senior Secondary Challenge

Despite the robust network of schools and millions in enrolment, Akwa Ibom's out-of-school problem is of concern. UNICEF Nigeria's *Education in Nigeria Gender Report (2024)* and a *Premium Times* special (May 2024) both highlight Akwa Ibom estimates from the National Bureau of Statistics placing the figure at "over 581,000" as of 2023. Girls, especially in their junior and senior secondary years, form a disproportionate share.

At junior secondary level (JSS1–3), *The Mail* (June 2024) notes that absenteeism in public schools often hits 13%–15% on any given day, with a sharp dropout spike as girls move from JSS2 to JSS3, frequently citing reasons such as pregnancy, early marriage, or economic hardship. In senior secondary, the attrition is more dramatic: *Citizen Diary NG* (March 2025) reports that "a majority of girls in rural settings never complete SSS3," with many leaving after JSS or dropping out during SSS1–2.

A UNICEF/National Population Commission survey summarised in Premium Times (2024) details the leading drivers behind these exits: period poverty, lack of transportation, sexual exploitation, family labour needs, and cultural stigma especially for girls who become pregnant or are accused of witchcraft. Public campaigns by the Ministry of Education and government-NGO partnerships are making gradual impact.

Out-of-School Children in Akwa Ibom: Junior and Senior Secondary Levels (MICS-EAGLE, with Focus on Girls)

Recent data from the Multiple Indicator Cluster Survey – Education Analysis for Global Learning and Equity (MICS-EAGLE), as coordinated by UNICEF and the National Bureau of Statistics, provides some of the most authoritative insight into the educational access landscape in Akwa Ibom State.

Overall Out-of-School Rates

- **Junior Secondary (JSS1–3):**

According to the MICS-EAGLE/UNICEF Nigeria Education Fact Sheets (2023), Akwa Ibom has an out-of-school rate of about 3% for junior secondary school-age children. With an estimated 250,000 to 280,000 junior secondary age population, this equates to roughly 7,500 to 8,400 children in that bracket not attending school.

- **Senior Secondary (SSS1–3):**

For senior secondary, the out-of-school rate rises to 7%. With a cohort of around 220,000 to 240,000 senior secondary-age children, this translates to about 15,400 to 16,800 out-of-school children at this level.

Out-of-School Girls: Junior and Senior Secondary

Junior Secondary Girls

Nationally and in the South South, girls are slightly more likely to be out of school at the junior secondary level, a pattern echoed in Akwa Ibom. Current UNICEF/NBS analysis indicates that girls comprise around 52%–55% of out-of-school junior secondary students in the state.

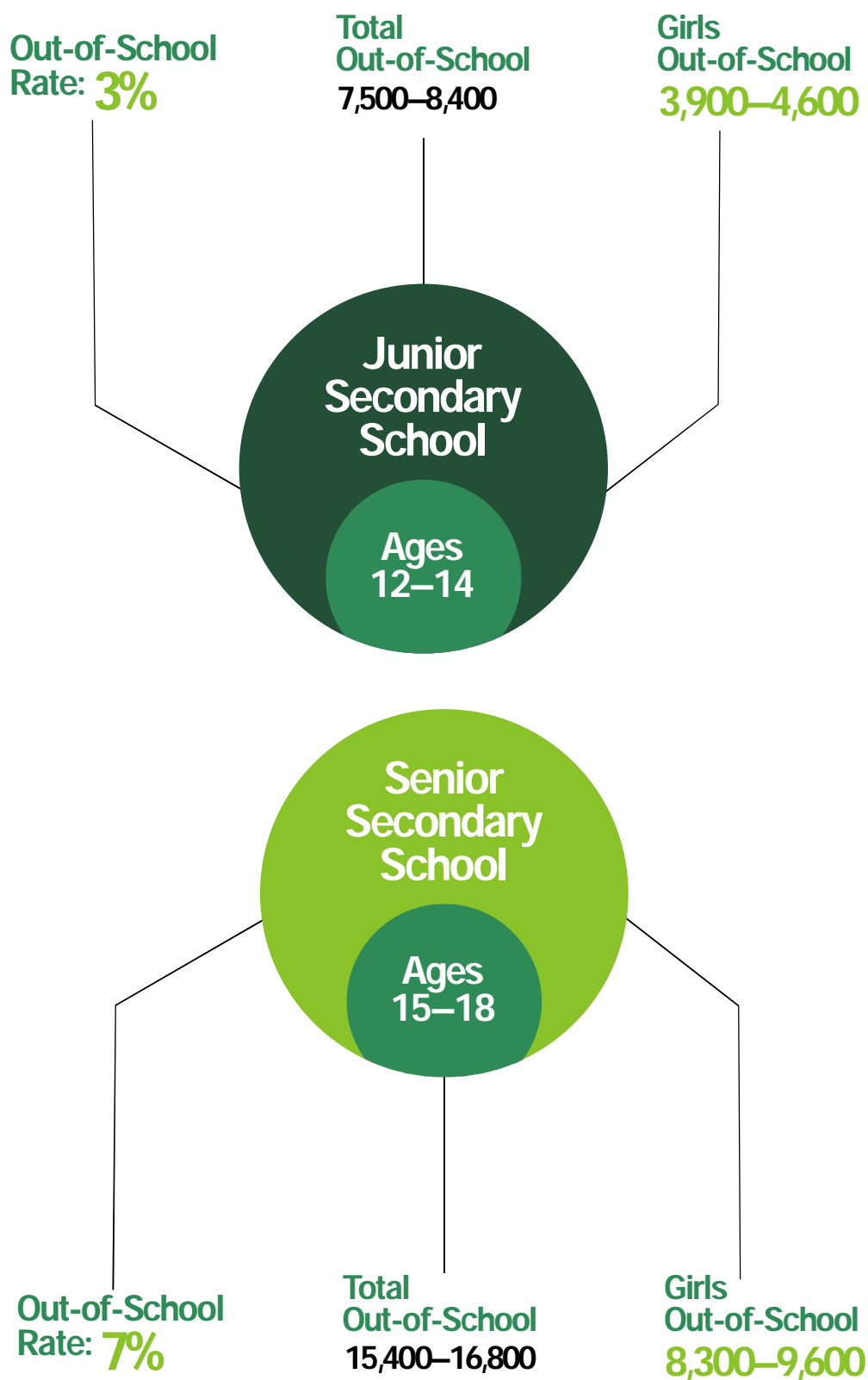
- This means, out of the 7,500–8,400 out-of-school junior secondary children, approximately 3,900–4,600 are girls.
- These girls are disproportionately concentrated in rural and riverine LGAs, where barriers like poverty, labour needs, early pregnancy, and period poverty are highest.

Senior Secondary Girls

The proportion of girls out of school increases further in the transition to and retention at the senior secondary level, where cultural and economic risks mount. Here, girls typically constitute between 54% and 57% of the out-of-school population, according to MICS-EAGLE gender breakdowns and supporting commentary from UNICEF's 2024 situation analysis.

- This means, of the 15,400–16,800 senior secondary-age out-of-school children, about 8,300–9,600 are girls.
- Dropout at this stage is strongly linked to cost, child marriage, pregnancy, and geographic disadvantage.

Out-of-School Children in Akwa Ibom (2023/2024 MICS-EAGLE Estimates)



These figures highlight that, while Akwa Ibom outperforms the national average in getting children to school, thousands of girls especially in rural and low-income communities remain out of the classroom each year at both junior and senior secondary level.

As UNICEF summarised in their 2023 Fact Sheets, "Akwa Ibom State has one of the lowest out-of-school rates in the South South, but gender and location continue to structure who falls through the cracks, with rural adolescent girls still at greatest risk."

Radio Jingles and Drive to Co-Address the OOSC Challenge with the Public

Onelife Initiative, through support from Malala Fund on its State of Girl Child Education project placed public call on radio stations in Akwa Ibom State to get members of the public involved in addressing the rate of OOSC in the state.

...
Ah customer! Monday morning! Why is your daughter in the shop? No school?



...
She got pregnant. I can't take care of mother and child. No school for her again. Schooling that will end in the kitchen...



...
Why? Having a baby should not stop her. My neighbour's child left school two years ago because she was pregnant; she is now back in school. Education doesn't have to end in the kitchen. And besides, educated women make better life choices.



...
Sighs! See, let her just stay and learn this my business. Eka Eno's daughter graduated 3 years ago, till now, no job.



...
There is more to schooling than getting jobs. Educated women handle their businesses better; they even take good care of their health and their family. Abeg let her go back to school o!. You don't even have any excuse, you know why? Education is now affordable in Akwa Ibom State.



...
Ehen! Yes Now! I will go to the Local Education Akwa Ibom to get more information.



• • •
If you know any girl who should be in secondary school and is not, please call us now. Help her future. Call **07025610048**. This message was brought to you by Onelife Initiative.



The jingle attracted over 103 callers with interventions ranging from some of these excerpts below. The issues raised on the call are being worked on as at the time of writing this report:

“
My relative, who is 18 years old, got pregnant and stopped going to school. She wants to continue but does not have the resources to go back, register for WASSCE and finish her secondary education

— Caller from Oron Road

“
My neighbour's daughter is 16 years old. She got pregnant and dropped out of school.

— Caller from Ikon Abia

“
I am 10 years old. I need money for support because my parents do not have enough to pay my fees for secondary school education

— Caller from Ikot Ekpene

“
My sister has refused to go to school, she dropped out in JSS1 and all attempts to get her to go back to school has failed, she insists there is no need for school and would rather learn a trade

— Caller from Essien Udim

Teach Her and Corps Members Feedback

Ami'mi Kpebe mbi Da'die Ndion'go? / If I don't learn, how can I understand?

"This alludes to the necessity of learning in order to gain understanding, pointing out that knowledge is essential for comprehension and insight."



Corps Members as Girl-Child Teachers in Akwa Ibom State

The National Youth Service Corps (NYSC) is a mandatory one-year program established by the Nigerian government in 1973 to promote national unity and develop the spirit of selfless service among Nigerian graduates. Originating as a Nigerian post-civil war initiative, the scheme aims to integrate youths from diverse ethnic and social backgrounds by assigning them to states different from their state of origin, encouraging cultural exchange and fostering cohesion across Nigeria. The former has now begun to change because of various reasons ranging from marriage, health grounds and more recently, security. In Akwa Ibom State, the National Youth Service Corps orientation camp is located at Ikot Itie Udung, Nsit Atai Local Government Area while the administrative office is at the NYSC Secretariat Federal Secretariat, Uyo. Over 10,000 corps members are posted to Akwa Ibom State annually, according to official statements by the state government. These corps members are spread across the various streams and batches.

The NYSC year begins with a compulsory three-week orientation camp where corps members receive training and are introduced to national unity ideals before being posted to their Primary Assignment. Among the various sectors corps members serve, many graduates are posted as teachers to schools across the 36 states. In this way, they contribute to educational development while gaining valuable work experience. The posting process is designed to ensure equitable distribution of skills nationwide, exposing corps members to different cultures and enabling the free movement of labour within Nigeria.

The concern, however, is that most of these corps members do not have professional education training. This was part of the gap that the State of Girl Child Education Project in Akwa Ibom State sought to fill through **TEACH Her** – www.teacher.ng



About Teach Her

The Teach Her website introduces the modules by providing information on the reality of corps members. Every year, over 500,000 corps members step into classrooms across Nigeria, many with little or no teaching experience. Standing in front of a class for the first time can be overwhelming, but teaching is more than just delivering lessons. It's about creating an environment where students can and are eager to learn.

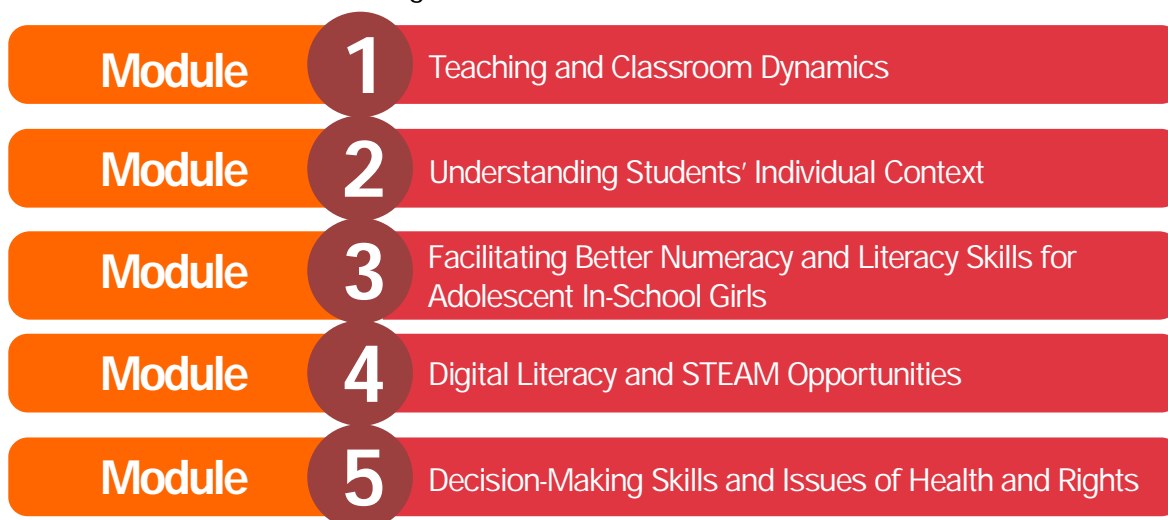
The course called on corps members to reflect on their secondary school days to remember if there was a teacher who made them love a subject. Or one who made learning feel like a struggle? The difference often comes down to how a teacher connects with their students, manages the classroom, and presents information in a way that makes learning fun and engaging. The dynamics are even different for the girl child who has to battle the availability of a good toilet in school, period matters, risks and issues of Gender-Based Violence, etc.

This five-module course, developed by Onelife Initiative with support from Malala Fund, is designed to help corps members gain the confidence and skills they need to teach effectively. It explores what it truly means to facilitate learning, how to build healthy and meaningful relationships with students while maintaining professional boundaries, and how to turn even the most challenging subjects into something students look forward to. The course was primarily designed to support, especially the female students, in the classroom, and also to support other students. We understand most of them may not have planned to become a teacher, but for the next couple of months during their NYSC, they have the opportunity to make a real difference, such that long after their service year ends, their students will remember the impact they had on them. To motivate learning, gifts were also included at the end of each module. We understand that a better teacher means a better student. Through support from Malala Fund, about 12 GB data was also provided to all corps members who completed the course and received certificates.



TEACH Her Modules and Gifts

The modules include the following:



Module 1 — Teaching and Classroom Dynamics:

This module explores the role of teaching and classroom dynamics in creating a healthy learning environment for students. It also explores how a teacher's approach, communication style, teacher-student relationship and ability to manage the classroom can significantly influence knowledge sharing. This is the module where we explained that teachers can't be friends with their female students, especially, but they can be friendly with them!

Module 2 — Understanding Students' Individual Context:

In this module, teachers learn to explore why students learn in different ways, taking into account the context and culture of their learning environments. It also examines the differences in how girls and boys learn, and how being a girl can influence a student's learning experience and outcomes. As a mentor or facilitator, teachers learn in this module how to support students more effectively by understanding how to engage them in varied and meaningful ways.

Module 3 — Facilitating Better Numeracy and Literacy Skills for Adolescent In-School Girls:

This module highlights the importance of creating engaging and inclusive learning environments that cater to all types of learners, including those who learn at a slower pace or fall within the average range. It emphasises the need to make learning enjoyable and accessible for every student. The module also encourages teachers to be creative in how they pass on their knowledge and skills for example; turning the periodic table into a song. By adapting their methods and thinking beyond traditional approaches, teachers can help each learner learn at their own pace.

Module 4 — Digital Literacy and (Science, Technology, Engineering, Arts, and Mathematics) STEAM Opportunities:

This module explores how teachers can prepare their female students for success in STEAM fields, going beyond what's typically offered in a standard school setting. The focus is on practical strategies to help students develop the skills and mindset needed for Science, Technology, Engineering, Arts, and Mathematics. It also looks at how a teacher can make the most of the technology available to them. Whether resources are limited or advanced, the goal is to use them creatively and effectively to boost your students' confidence, curiosity, and readiness for the future.

Module 5 — Decision-Making Skills and Issues of Health and Rights:

This final module focuses on menstrual health and hygiene, and how it affects learning for adolescent girls. While menstruation is a normal part of life, its impact is often overlooked. Yet, when girls regularly miss school during their periods, the cumulative effect can seriously disrupt their education and long-term opportunities. The module also introduces essential life skills such as decision-making, showing how these abilities help students navigate challenges both in and beyond the classroom. By equipping young people with practical skills and knowledge, we aim to support their personal growth and success well beyond formal education.

Gifts as Motivation for Completion of the Module

The understanding of what the priorities of corps members are was used to design motivations to ensure they complete Modules 1 and 5. After each module is complete, they are then able to unlock a gift. The gifts are as follows:



Module 1 Gift – Writing Excellent CVs and Cover Letters Without a Job Experience:

This gift shows young graduates how to break into the corporate world, even without prior job experience. It offers practical strategies for standing out and making a strong first impression. Through this, corps members who took the course learnt how to craft a compelling cover letter that highlights their strengths, potential, and passion, even in volunteer roles and helps them land the ideal job.

Module 2 Gift – Where to Find Job Opportunities and Grow Quickly on your First Post-NYSC Job:

Most young job seekers are confused, fresh out of school and may not know where to start their search. This gift is designed to guide fresh graduates in the right direction, highlighting reliable platforms where they can find the types of jobs that match their skills and interests.

Module 3 Gift – Major IT Skills and Tools you need to Know: Slack, Google Suites, Email Approaches and Intermediate Level Microsoft Office Applications:

To secure a job in an ever-evolving job market, the skills required are not public knowledge till one get into the corporate space and finds themselves struggling with the tools often used especially in communication. This gift exposes one to those tools so that you can familiarise yourself with how to use them and use them effectively before entering the job market.

Module 4 Gift – A Guide on Starting a Business in Nigeria and Leveraging Online Tools for Quick Growth:

Not everyone is suited to the traditional job market, and that's perfectly fine. Some people are better equipped for the world of business, where they can be independent. This gift offers practical steps for starting a business and staying afloat in a challenging market like Nigeria.

Module 5 Gift – The Class Everyone Misses on Campus; Financial Literacy for Fresh Graduates:

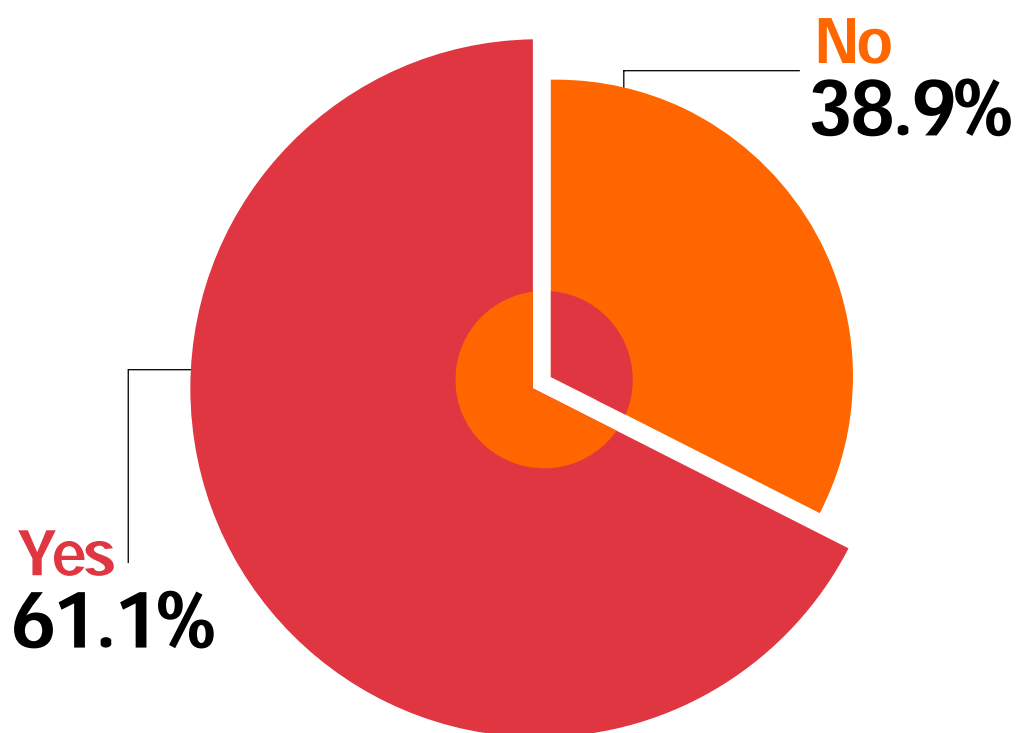
The class everyone tends to skip on campus might just be the most important module for every young graduate. To make sound financial decisions, young people need a solid understanding of how money works. Without financial knowledge, stability remains out of reach. This module offers one of the most sought-after skills today, which is financial literacy, and it was made readily available for free to all users of the web platform on www.teacher.ng



A New Approach to Teaching the Girl Child

Corps teachers who participated in the TeachHer.ng course consistently emphasised how it reshaped their interactions with girl students, especially through modules dedicated to building confidence, supporting life skills, and fostering inclusive, engaging classrooms. The course's learner-centred modules, with practical scenarios and local context, directly addressed the unique needs and everyday challenges faced by girls in secondary schools. In Akwa Ibom, the corps members trained were from Abak, Oron and Uyo Local Government Areas based on findings in Vol. I indicating poor performances in these locations.

Corps Members with Teaching Experience



1. What TeachHer Course Made Corps members do

Following interaction with 112 female and 107 male corps members who participated in the Teach Her course in Akwa Ibom State, the following were activities corps members carried out in their various schools, helping to further improve the quality of learning for the girl child.

- **Attention to Female Students' Specific Needs** — Greater focus on girls' hygiene, menstrual health education, mental health awareness, and sensitivity to their unique challenges such as bullying or lack of parental support. To buttress this, some corps members explained that they



Paid more attention to the female students' hygiene... scheduled talks during their period" and "Educated a girl on menstrual hygiene and stopped bullying

- **Healthy Teacher-Student Boundaries** — Several corps members emphasised learning the importance of setting healthy boundaries, maintaining professionalism while being approachable and friendly, not overly familiar. This helped maintain respect and orderliness in class. We had corps members who submitted that —



I learnt and implemented healthy boundaries... It was really helpful because... I was taken advantage of before" and "I shouldn't be friends with my students, but I can be friendly with them

- **Creating Safe and Supportive Spaces** — Introduction of Safe Clubs and Round Table Discussions to encourage open sharing among students, particularly on sensitive issues like menstrual hygiene and mental health. Example:



I introduced a Safe club where I encouraged the students to share their challenges and experiences", and "Implemented the Round Circle Discussion where I encouraged students to share challenges

- **Inclusive and Group-Based Learning Methods** — Use of mixed-ability groups (fast, average, slow learners) and practical/project-based teaching methods to improve engagement and comprehension. Reports from corps members include narratives that —



I grouped them into different groups, with each group having different categories of learners... they all came out presenting so well", and "Using group reading format... merging averages with intelligent ones improved performance.

- **Teacher-Mentor Role:** Corps members recognised they needed to be mentors and role models, not just teachers, supporting students emotionally and academically. We were excited to see one submit thus —



The course helped me understand I need to be a mentor and role model

2. How Students Reacted and Impact on Learning

There were clear markers of change in corps members' continued approach to teaching. Student engagement for example increased given case studies that were being used in the classroom and the classroom environment was also more engaging for teaching and learning purposes.

Positive Student Engagement

- Students were excited about sharing sessions and group activities, sometimes requesting more sessions.
- Increased classroom participation, especially from girls who became more confident and open.
- Students' grades improved in many cases; some noted significant academic improvement after TeachHer methods were applied. Some of the examples include

Girls warmed up to safe club and confidence skyrocketed, improving grades", "Students became more open and grades improved", "Girls responded positively to real-life teaching examples and requested frequent sessions

Improved Classroom Atmosphere

- Orderliness and serenity in class improved focus and attentiveness.
- Friendly yet respectful classrooms fostered better learning environments.

We had feedback thus —

There was always serenity and orderliness... making them focused and attentive

I use jokes to create a friendly atmosphere so students concentrate more

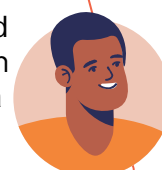
This was however without also spotlighting challenges. Some female students faced tough home situations, bullying, and socio-economic challenges impacting attendance and concentration, which teachers addressed through counselling or mediation. An example is

A female student maltreated at home, affecting performance, so I related to higher authority

A bullied student was helped to improve both socially and academically

3. Success Stories and Challenges Shared

As a male teacher, the course helped me pay more attention to the female students hygiene in particular, and I discovered that it truly could impact their academic performance so I had scheduled talks with them to teach them more about what to do in that period. I also introduced a Safe club where I encouraged the students to share their challenges and experiences.



The course encouraged me to pay closer attention to the girls in school - I observed a girl who had an issue with her menstrual hygiene, she would always skip school because of her menstruation and on days she came she would mess herself up and be mocked by her classmates. I educated her (personally) on the proper way to care for herself while menstruating and also educated the class against the bullying and encouraged them to be more accommodating to one another.



There was an improvement in the participation of ladies in the class because I noticed that girls don't react the same way boys do in the classroom in that, the boys are always lively and most times the girls are nonchalant but I have seen that the girls now participate in class, they relate more, they tend to be free with the corps members because they feel we are easier to talk to and relate with, all thanks to the TeachHer course



Some of the other Success Stories include —

- Several teachers successfully applied the knowledge to improve girls' academic confidence and participation, as well as general class performance.
- Introduction of digital tools during extracurricular time led to the development of visual presentations by some female students despite limited resources.
- Witnessed shy students becoming more involved and confident in class after mentoring and group approaches.
- Positive feedback from students and even guardians who recognised improved relationships and teaching methods.
- Some teachers noticed increased boldness and pride among female students after the course.
- One corps member used geographic songs and mnemonics effectively, improving students' recall and communication skills.

Challenges and Adaptations

- Limited access to digital resources constrained scaling new methods involving technology.
- Heavy workload limited some corps members' ability to implement all lessons learned.
- Some faced initial student tension or mistrust, especially male teachers working with female students, though these were often resolved with time

WAEC and NECO Performance across Akwa Ibom 31 LGAs

Adid'iongo Ntuk Mkpo ado A'fang Ifiok

Knowing little things leads to
wisdom.

"This Ibibio proverb teaches that even small or seemingly insignificant things can provide valuable lessons, encouraging the pursuit of knowledge in all forms."



External Examination and Performance in Akwa Ibom State

The transition from secondary school to tertiary institutions in Nigeria is determined by the performance in external examinations conducted by independent bodies.

These bodies include the West African Examination Council, the National Examination Council, National Business and Technical Examinations Board and Joint Admissions and Matriculation Board. NABTEB is the examination body in Nigeria responsible for conducting technical and business craft/skill-based examinations at the secondary and advanced levels. JAMB is the Nigerian organisation responsible for administering the Unified Tertiary Matriculation Examination (UTME), which determines admission into Nigerian universities, polytechnics, and colleges of education.

Types of External Examinations for SS3 Students

a. West African Senior School Certificate Examination (WASSCE)

It is administered by the West African Examinations Council (WAEC) and sat for by SS3 students in registered schools upon completion of the secondary curriculum. The exams cover a broad array of subjects, with at least five credits, including English and Mathematics, required for tertiary admission.

WASSCE result is accepted nationwide and across Anglophone West Africa for university, polytechnic, and college admission. It's offered annually (May/June for school candidates). In the 2023 cycle, a total of 54,545 students took part in the examination, consisting of 25,788 males and 28,600 females. Out of the total candidates, 18,227 males and 20,887 females passed the examination. Meanwhile, 7,718 males and 1,193 females failed, bringing the total number of unsuccessful candidates to 15,434.

In public schools, a total of 39,386 candidates sat for the examination, comprising 18,511 males and 20,875 females. Of this number, 14,352 females (68.72%) passed with at least five credits, including Mathematics and English, while 12,074 males (65.23%) also passed. This brings the total number of successful candidates in public schools to 26,426, with 6,523 females failing the examination.

In private schools, 15,159 candidates took the exam; 7,434 males and 7,725 females. Out of these, 6,532 females (84.53%) passed with five credits, including Mathematics and English, while 6,153 males (82.78%) also achieved this standard. Overall, 12,685 students passed in private schools, while 1,281 males and 1,193 females failed, making up 2,474 total failures.

b. National Examinations Council Senior School Certificate Examination (NECO SSCE)

All SS3 students in both public and private schools in Akwa Ibom are eligible for the internal NECO SSCE, typically held in June and July. The registration and exam process is overseen by the NECO State Office in Uyo and is strictly managed according to guidelines circulated to all school principals. In 2023, a total of 7446 students in public schools in Akwa Ibom took the NECO SSCE, of this number, 4228 were girls.

c. National Business and Technical Examinations Board (NABTEB)

This examination is geared towards students in technical and vocational schools (but also open to all SS3 students seeking vocational/trade certification). Akwa Ibom State features several accredited technical colleges and numerous NABTEB-certified vocational centres, prominently including Lifelong Development Academy and UDIS Vocational Institute in Uyo. Both the number of centres and states' drive to boost TVET (Technical and Vocational Education & Training) have expanded access in recent years, aiming to mainstream technical education within the state's ARISE Agenda and ongoing skills strategy.

Applying national ratios to Akwa Ibom's typical annual technical/vocational exam enrolment (which hovers between 1,500 and 2,500 candidates), it is estimated that roughly 500–800 of the state's NABTEB candidates in 2025 were girls. Persistent gender disparity is a recurring theme identified by both education authorities and TVET advocates in Akwa Ibom, with the need for more girls' participation in technical fields emphasised as a policy priority and as part of multi-year CRSW (Career Readiness Skills for Women) campaigns supported by state and federal agencies.

d. Unified Tertiary Matriculation Examination (UTME JAMB)

The Unified Tertiary Matriculation Examination (UTME), coordinated by the Joint Admissions and Matriculation Board (JAMB), remains a central test for all aspiring university, polytechnic, and college students in Akwa Ibom State, just as in every other Nigerian state. The exam is now fully computer-based and is written annually by the vast majority of SS3 students, both public and private, a requirement for further education and professional prospects. Every SS3 student seeking post-secondary admission across all 251 public and nearly 200 private secondary schools registers to write the UTME. Registration is coordinated through JAMB-licensed CBT centres, with dozens operational in Uyo, Eket, Oron, and other urban nodes.

In line with national trends where girls increasingly match and sometimes outnumber boys, Akwa Ibom's recent JAMB candidate rolls reveal a near-equal gender split. JAMB's official 2025 bulletin confirms girls accounted for approximately 49–51% of all UTME registrations, with particular surges in urban LGAs. This mirrors nationwide increments in female participation and correlates with similar shares observed in WAEC and NECO SSCE sittings. Performance among Akwa Ibom girls in the 2024 and 2025 cycles matches or exceeds that of boys in language, social sciences, and increasingly, STEM subjects. At the upper echelons, students scoring over 300 or securing university placements, female representation is at a historic high, echoing the national patterns reported by JAMB.





2023 AND 2024 WASSCE PERFORMANCE FOR PRIVATE AND PUBLIC SECONDARY SCHOOLS IN AKWA IBOM STATE

Overall Performance Based on Local Government Areas

In the 2023 WASSCE, female students in Akwa Ibom State outperformed male students in both public and private schools. In public schools, 68.72% of females passed, compared to 65.23% of males, while in private schools, 84.53% of females passed, slightly above the 82.78% recorded by males.

Female candidates in private schools performed significantly better than their counterparts in public schools with private School females having 84.53% pass rate, while the public School females had a 68.72% pass rate, giving a 15.81% performance gap points to possible differences in teaching quality, resources, and learning environments.

Some LGAs such as Mbo and Ukanafun LGA, stood out for exceptional female student performance across both school types. A few LGAs consistently ranked among the poorest performers, indicating areas that need attention. These LGAs include Ikot Abasi and Ika LGA.

2023 FEMALE CANDIDATES WASSCE PERFORMANCE ACROSS LOCAL GOVERNMENT AREAS IN PRIVATE AND PUBLIC SCHOOLS

Schools	Top Performing LGAs			Lowest Performing LGAs		
Public	Eastern Obolo 97.57%	Ini 91.05%	Ibena 88.97%	Ikot Abasi 33.33%	Ibiono Ibom 35.47%	Nsit Ubium 39.62%
Private	Mbo 100%	Udung Uko 100%	Oruk Anam 98.89%	Ika 62.43%	Obot Akara 63.32%	Ikot Abasi 64.50%

Analysis of Public School Female's Performances Across Local Government Areas

In the 2023 WASSCE results, regarding female candidates' performance in Public schools, Eastern Obolo ranked the highest performing LGA among the top three best performing LGAs in Akwa Ibom State with 97.57%, followed by Ini with 91.05% and Ibena with 88.97%. Mbo and Ukanafun ranked 4th and 5th best performing LGAs respectively.

In contrast, Ikot Abasi (33.33%) emerged the least performing LGA, followed by Ibiono Ibom (35.47%), and Nsit Ubium (39.62%).

Analysis of Private School Female's Performances Across Local Government Areas

In the 2023 WASSCE results, regarding female candidates' performance in Private schools, Mbo and Udung Uko ranked the highest performing LGAs among the top three best performing LGAs in Akwa Ibom State with 100%, followed by Oruk Anam with 98.89%.

Eket and Ukanafun ranked 4th and 5th best performing LGAs respectively. In contrast, Ika (62.43%), emerged the least performing LGA, followed by Obot Akara (63.32%), and Ikot Abasi (64.50%).

2024 FEMALE CANDIDATES WASSCE PERFORMANCE ACROSS LOCAL GOVERNMENT AREAS IN PRIVATE AND PUBLIC SCHOOLS

The 2024 West African Senior School Certificate Examination (WASSCE) results for both public and private secondary schools in Akwa Ibom State provide a comprehensive view of student performance across genders and school types. A total of 59,272 students sat for the examination, comprising 38,342 males and 30,930 females. Out of this number, 47,606 students passed the exams with 22,193 males and 25,413 females, while 11,666 students failed, including 6,149 males and 5,517 females.

Private Schools recorded a total of 16,749 candidates: 8,130 males and 8,619 females. Of these, 7,034 males and 7,582 females passed, while 1,096 males and 1,037 females failed, totalling 2,133 failed candidates.

Public Schools accounted for 42,523 candidates, with 20,212 males and 22,311 females. Here, 15,159 males and 17,831 females passed, while 5,053 males and 4,480 females failed — totalling 9,533 failed candidates.

The data shows that females outperformed males overall in both school types. Furthermore, private school students had a significantly lower failure rate compared to their public school counterparts, with only 2,133 failures in private schools versus 9,533 in public schools. This highlights a potential performance gap tied to differences in school environments, access to resources, and instructional quality.

Overall Performance of Schools Based on Local Government Areas

The 2024 WASSCE results showed a notable disparity in the academic performance of female candidates across public and private schools in Akwa Ibom State, revealing key patterns in educational outcomes by locality and school type. Onna stands out as a high-performing LGA in both school types with 93.08% pass rate in public schools, and 100% pass rate for private schools. Female candidates in private schools outperformed their public school peers across the top LGAs with Onna, Udung Uko (100%), Mbo (97.48%), Eket, Ibeno topping the list in private schools. Although Mkpat Enin and Obot Akara performed well in public schools (over 92%), several LGAs Such as Nsit Ubium (38.16%), Etim Ekpo (53.38%) and Ikot Abasi (60.70%) showed significant underperformance.

For Akwa Ibom state in 2024, the WASSCE result clearly showed that 87.98% of females passed the exam out of the 16,749 total number (male and female) that sat for the exam, with the female students performing slightly better than their male counterparts who had a 86.53% performance.

2024 FEMALE CANDIDATES WASSCE PERFORMANCE ACROSS LOCAL GOVERNMENT AREAS IN PRIVATE AND PUBLIC SCHOOLS

Schools	Top Performing LGAs			Lowest Performing LGAs		
Public	Obot Akara 92.57%	Mkpat Enin 92.93%	Onna 93.08%	Nsit Ubium 38.16%	Etim Ekpo 56.38%	Ikot Abasi 60.70%
Private	Onna 100%	Udung Uko 100%	Mbo 97.48%	Esit Eket 65.282%	Etim Ekpo 70.94%	Nsit Ubium 79.31%

Public School Performance Across Local Government Areas

In the 2024 WASSCE results, regarding female candidates' performance in Public schools, Onna ranked the highest performing LGA among the top three best performing LGAs in Akwa Ibom State with 93.08%, followed by Mkpato Enin with 92.93% and Obot Akara with 92.57%.

Ukanafun and Mkpato Enin ranked 4th and 5th best performing LGAs respectively. In contrast, Etim Ekpo (53.38%) emerged the least performing LGA, followed by Nsit Ubium (38.16%), and Ikot Abasi.

Private School Performance Across Local Government Areas

In the 2024 WASSCE results, regarding female candidates' performance in Private schools, Onna and Udung Uko ranked the highest performing LGAs among the top three best performing LGAs in Akwa Ibom State with 100%, followed by Mbo with 97.48%.

Eket and Ibeno ranked 4th and 5th best performing LGAs respectively. In contrast, Esit Eket emerged the least performing LGA, followed by Etim Ekpo, and Insit Ubium, with Ika and Ibiono following.



2023 AND 2024 NECO SSCE PERFORMANCE IN AKWA IBOM STATE

2023 NECO SSCE ANALYSIS

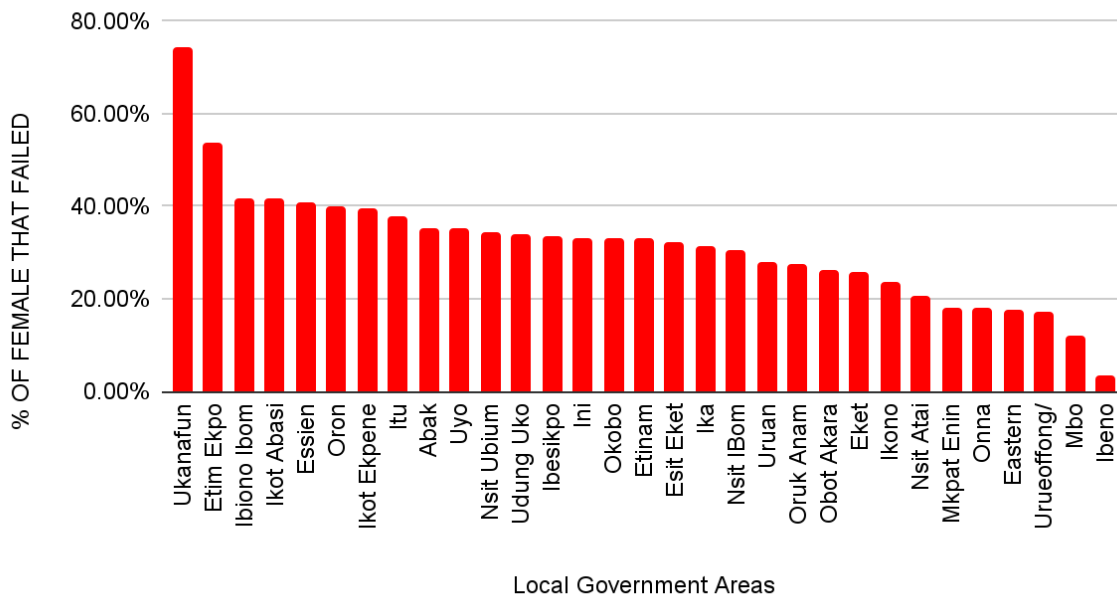
For the 2023 NECO SSCE in both public and private schools in Akwa Ibom State, 162 public schools and 293 private schools participated in the examination, making a total of 455 schools that participated in the 2023 Senior School Certification Examination in the state.

In addition, 3,218 male students sat for the exam in public schools and 5,187 male students in private schools; 8,405 male students sat for the examination in both public and private schools. While 4,228 female students enrolled for the examination in public schools and 5,647 female students in private schools. A total of 9,875 female students therefore enrolled for the Senior School Certification Examination in Akwa Ibom State. This shows that female students are actively participating in the examination compared to male students. A total of 18,280 students enrolled for the 2023 Senior School Certification Examination in Akwa Ibom State.

For the 2023 NECO SSCE — Uyo, Abak, Eket are the three top Local governments with the highest number of female students who enrolled for the examination. Uyo took the lead with 648 female students in public schools and 1,289 female students in private who enrolled for the examination bringing the total to 1,973 female students enrolment for the examination in Uyo LGA.

Abak ranked second with 228 female students from public and 585 female students from private; while Eket ranked third with 221 female students who enrolled for SSCE in public schools and 336 in private schools.

% OF FEMALE THAT FAILED vs LGA



Percentage of female students in both public and private schools that failed the 2023 Senior School Certification Examination (SSCE) in Akwa Ibom State.

Source — NECO,2023

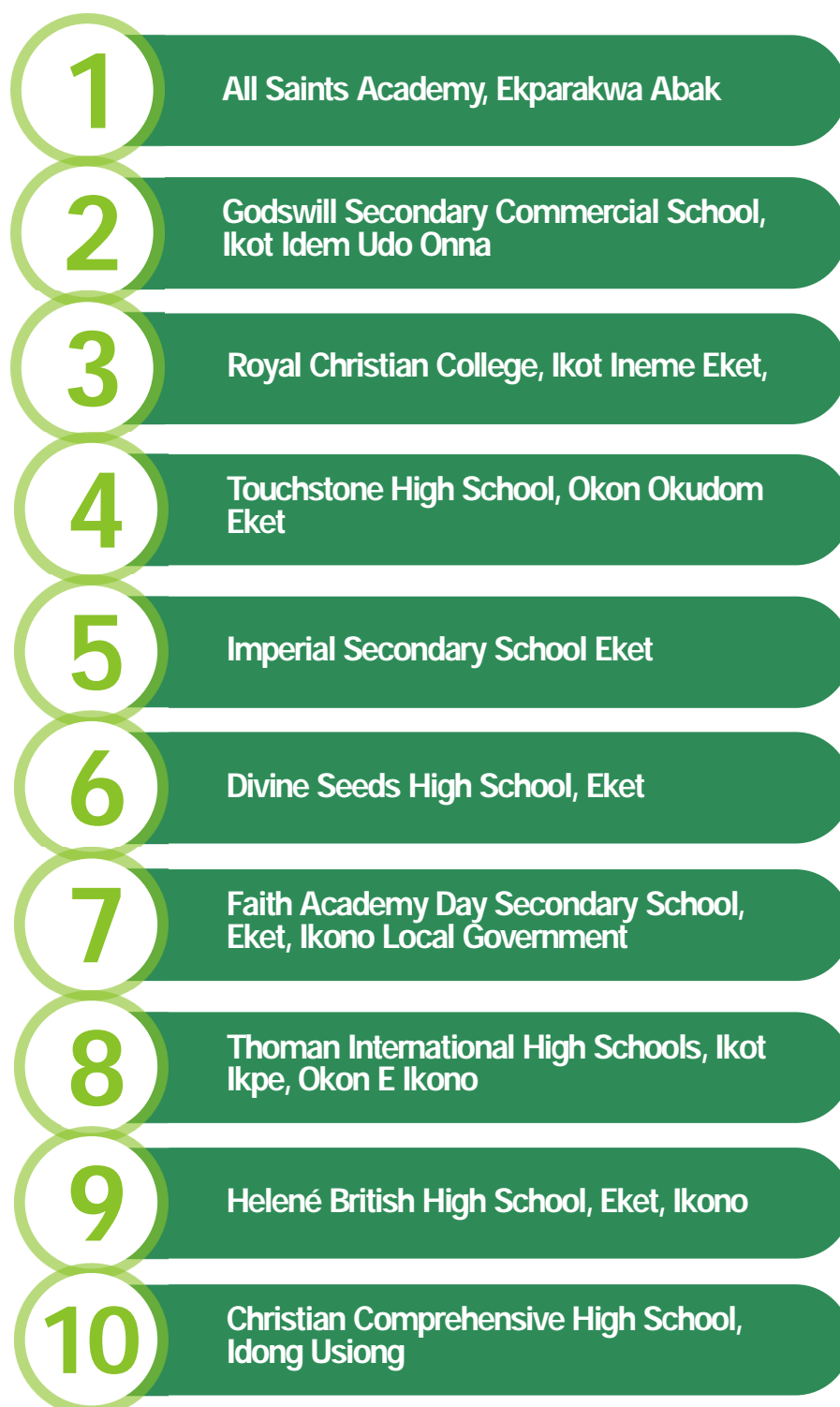
Individual School Analysis of Girls Performance (Public Schools)

From the 2023 SSCE analysis, the performance of girls in public schools shows that out of the top ten ranking schools in the Senior School Certificate examination, Eight out of the ten schools achieved a 100% success rate in the 2023 SSCE. The schools are:

- 1 Secondary Commercial School, Ikot Obio Inyang Etinam
- 2 Community Comprehensive Secondary School, Mbiabong Ikono
- 3 Community Comprehensive Secondary School, Mbiabong Ikono
- 4 Community Secondary Commercial School, Ikot Ikpene
- 5 Community Secondary School, Ikot Abia Idem Ikot Ekpene,
- 6 Abiakpo Secondary Community School, Ikot Ukana Obot Akara
- 7 Asang Community High School, Obotim Nsit, Nsit Ibom
- 8 Anua Community Comprehensive High School, Anua Offo Uyo
- 9 Secondary Grammar School, Ibeno
- 10 Ikono Peoples High School, Nung Ukim Ikono

Individual School Analysis of Girls Performance (Private Schools)

The top 10 performing private schools are —



2024 NECO SSCE Performance in Akwa Ibom State Public Schools

The 2024 Senior School Certificate Examination (SSCE) data for private secondary schools in Akwa Ibom State uncovers and provides insight into the varying performance of students in private secondary schools across the 3 senatorial districts. Here are findings extracted from the data sourced from the Senior School Examination Certification, with a pass meaning credit in Mathematics, English Language and three other subjects.

The examination took place in 27 LGAs in Akwa Ibom state. 286 private schools in Akwa Ibom Local Government Area participated in the 2024 SSCE examination; a total number of 10,531 students sat for the examination – 4,946 male students and 5,585 female students. Uyo, Abak, and Ikot Ekpene are the three top LGAs with the highest number of female students who enrolled for the examination.

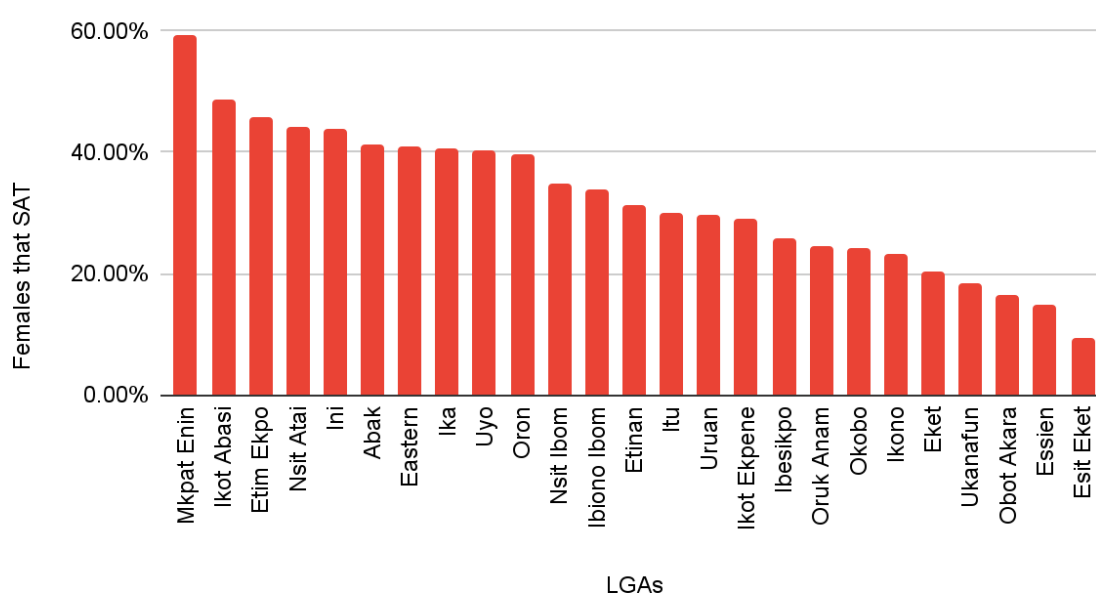
Uyo took the lead with 1,414 female students who enrolled for the examination; Abak ranked second with a total of 478 students, while Ikot Ekpene ranked third with 399 female students. Meanwhile, Uyo, Abak, and Eket are also the three top LGAs with the highest population of male students who enrolled for the examination.

Local Government Analysis of Girls' Performance

Esit Eket, Essien Udim, Obot Akara, Ukanafun and Eket are the top five local governments with the highest results out of the 27 local government areas that participated in the 2024 senior school certificate examination in Akwa Ibom State. Esit Eket topped the list with a success rate of 90.57%, which indicates that the female students in this local government displayed excellent academic performance. While Essien Udim followed with a success rate of 85.06%, and Oboto Akara ranked third with 83.65%. Ukanafun ranked fourth with a success rate of 81.69%, and Eket ranked fifth with a success rate of 79.71% among the female students.

The five local government areas with the poorest results in the 2024 senior school certification examination in Akwa Ibom State are: Mkpato Enin, Ikot Abasi, Etim Ekpo, Nsit Atai and Ini.

Females that SAT vs LGA



Minimum Cost of Girl Child Education in Public Secondary Schools in Akwa Ibom State

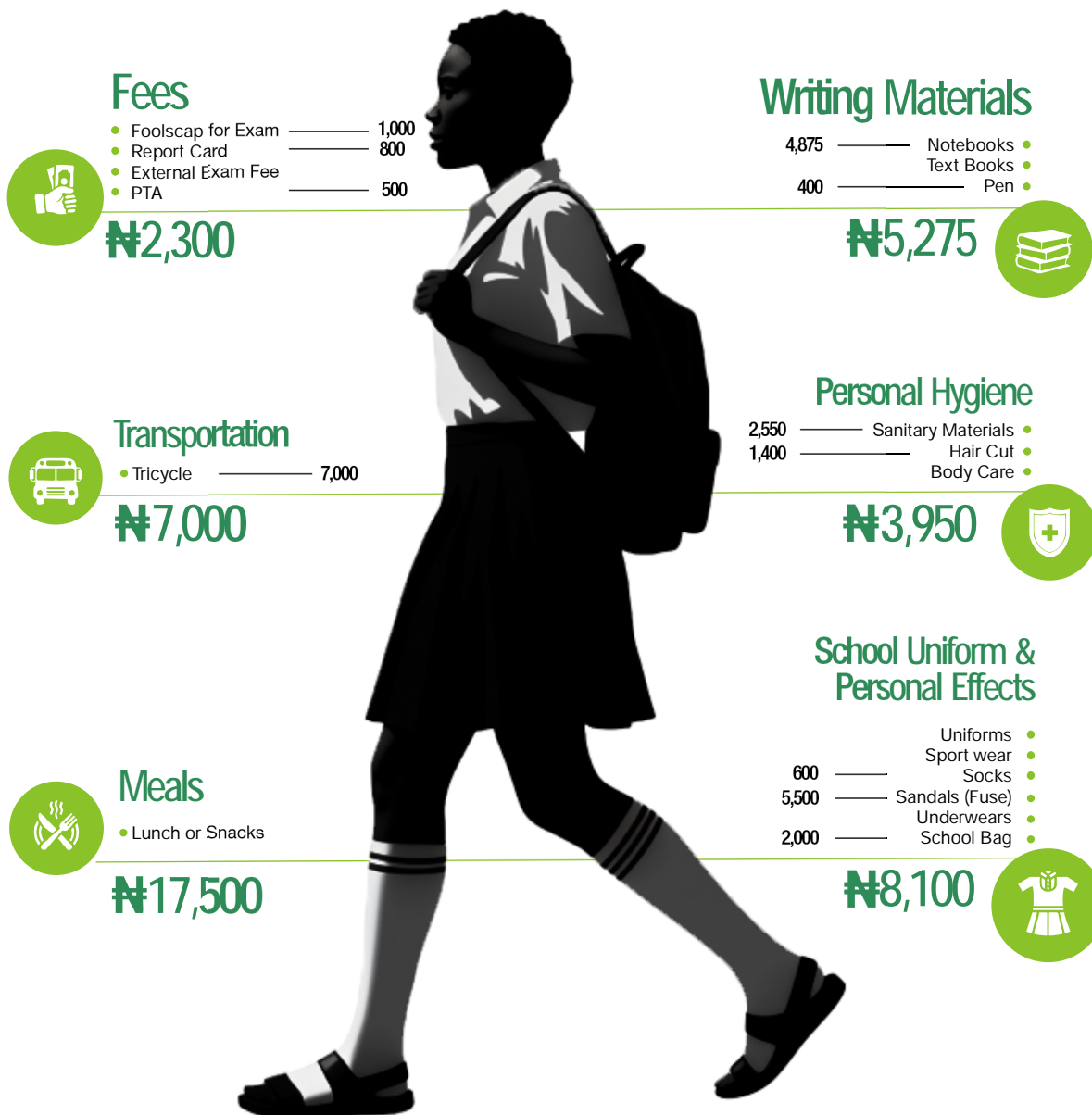
Adid'iongo Ntuk Mkpo ado A'fang Ifiok

Knowing little things leads to wisdom.

"This Ibibio proverb teaches that even small or seemingly insignificant things can provide valuable lessons, encouraging the pursuit of knowledge in all forms."



MINIMUM COST OF GIRL CHILD EDUCATION IN A TERM FOR PUBLIC SCHOOL IN AKWA IBOM STATE 2025



These are minimum price estimates as at July, 2025. We estimate that the girl child will spend about **₦44,125** per term on school essentials. A number of assumptions are made and interaction with over 15 students guided this conclusion. The cost is not significantly different for male students as they do not make purchases of sanitary items. We anticipate this cost is lower in rural communities in Akwa Ibom State.

Conclusion, Recommendations and Opportunities for NGOs and Other Stakeholders to Advance Girl Child Education in Akwa Ibom State

Ifiok edi Inweng

Knowledge is a Stronghold

“The Ibibio proverb suggests that knowledge provides security and strength, reinforcing the idea that education is a powerful tool for personal and communal resilience”.



Conclusion, Recommendations and Opportunities

Drawing from the education landscape in Akwa Ibom, state and non-state actors have both a pressing call and rich opportunity to make a transformative difference for the girl child in Akwa Ibom. This report is not merely a collection of statistics; it is a portrait of where Akwa Ibom State stands today in its quest to elevate girl child education. It critically analyses recent performance data, highlighting areas of remarkable success, identifying critical gaps, and offering a strategic framework for accelerated progress.

It is situated at the heart of these evolving aspirations and hard realities. Drawing upon extensive desk and fieldwork, the latest public examination data, and practical experience, it brings together a comprehensive synthesis of the leading strategies and recommendations for getting out-of-school girls back into the educational system, as well as for bolstering their academic performance once re-enrolled. We therefore recommend the following –

Expand Comprehensive Sexuality and Reproductive Health Education

Most public secondary schools in Akwa Ibom lack structured, evidence-based sexuality education, leaving girls vulnerable to misinformation, early pregnancy, and exploitation. NGOs can design, pilot, and advocate for scalable sexuality and reproductive health education programs, aligning with global best practices and localised for rural/riverine contexts. There is an opportunity to partner with the State Ministry of Education and Women Affairs to train teachers/counsellors, develop curricula, and provide peer-to-peer education platforms in junior and senior secondary schools.

Counter Dropouts and Facilitate “Second Chance” Initiatives

With an estimated 8,000–9,600 senior secondary-age girls out of school and a significant number of dropouts linked to pregnancy and household pressure, there is a need for targeted re-entry support. We recommend the launch of “Second Chance” programmes that reflect flexible education, weekend/evening classes, mobile learning units, or accelerated bridging for adolescent mothers and girls who dropped out. There is an opportunity to collaborate with school administrators to identify affected girls, leverage successful models from states like Kaduna, and integrate mentorship and life skills training.

Address Menstrual Hygiene and Period Poverty

Absenteeism and dropouts spike during menstruation for girls unable to access sanitary materials, particularly in rural areas. There is a need to institutionalise the provision of reusable sanitary pads, hygiene education, and dignity kits through consistent in-school distribution drives, moving beyond one-off events. Opportunities to partner with corporate businesses for regular supply of sanitary materials, as CSR exists here.

Mainstream Gender-Responsive Budget Advocacy

Although Akwa Ibom has increased education budgets nominally, dedicated funding for girls’ programs is lacking. CSOs can begin to advocate for a gender-responsive education budget, tracking and publishing fund flows to programs that benefit girls directly. NGOs can form budget-tracking coalitions, co-host public fora, and support the state with data on gaps and best practice allocation, as in leading benchmark states, and more importantly, support the design of a Gender Responsive Education Sector Plan for the state.

Promote Participation in STEM and Technical Education

Girls make up a minority in vocational and STEM programmes (NABTEB enrolment under 33%); targeted action can close this gap through the creation and expansion of after-school STEM clubs, coding bootcamps, technical/vocational mentorships, and industry-linked apprenticeships for adolescent girls. The opportunity lies in integrating girls from both urban and rural/riverine schools, partnering with local tech hubs, and offering scholarships for performance in exams like NABTEB and JAMB.

Strengthen Community, Religious, and Traditional Leader Engagement

Barriers like cultural stigma, witchcraft accusations, and early marriage persist in rural/riverine settings. Our recommendation is for the government to launch a behavioural change campaign using respected community figures and storytellers. Facilitate training workshops for chiefs, faith leaders, and village women to advocate for girls' safety and inclusion. The use of local radio dramas, town hall meetings, and "safe spaces" to erode traditional bias and violence against girls will suffice for this.

Document and Understand the Patterns in Poor and Excellent Performance of Girls

The government and other stakeholders need to take responsibility for understanding models that ensure local governments like Esit Eket, Ibeno, Onna, Eastern Obolo, and Essien Udim continue to display excellent performances in terminal external examinations. This can be duplicated through exchange learning and visits from other local government areas.

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ABOUT ONELIFE INITIATIVE

Onelife Initiative is a youth-serving non-governmental organisation actively providing and connecting young people with information, services and resources needed to thrive and build a resilient society. We prioritise policy advocacy and promote gender and social inclusion across our thematic areas.

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