NIGERIA: State of the Girls Education in Ten (10) States.

An Analysis.

A Policy Paper on Girls-Child Education

By

System Strategy and Policy Lab

With Support from Malala Fund

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FOREWORD BY MALALA FUND

Every child deserves the chance to learn and shape their own future. Yet across Nigeria, millions of girls still face daunting barriers that keep them out of the classroom– poverty, insecurity, early marriage, and a chronic lack of targeted resources. At Malala Fund, we believe that investing in girls' education is the single most powerful way to unlock sustainable progress. When a girl learns, her family prospers, her community thrives, and her nation transforms.

This report, produced by the System Strategy and Policy Lab, with our support highlights both the challenges and the opportunities to advance girls' education in ten Nigerian states.

Across Adamawa, Akwa Ibom, Bauchi, Borno, Gombe, Jigawa, Kaduna, Kano, Oyo, and Sokoto, access to school, gender-responsive budgeting, and safe learning environments vary. In some states, more than 500 junior or senior secondary schools lie within three kilometers of communities. In others, that number declines into double digits. Where girls-only schools, trained female teachers, and dedicated cash-transfer programs exist, girls enroll, stay in school, and complete their studies. Where they do not, girls fall behind, and their ambitions are cut short.

The strength of this report lies not only in its breadth of data– from the 2022/2023 Annual School Census to state budget analyses for 2025 –but also in the clarity of its state-by-state insights. It shows, for example, how Kano's robust network of girls-only schools and cash incentives yields completion rates above 80%, while in Borno and Adamawa, dropout rates still hover around 60%. It reveals the direct link between female leadership in schools, where Akwa Ibom leads with nearly 90% of principals, and stronger retention of girls. It underscores the urgent need for emergency-response budget lines, without which crisis deepen educational disruption for the most vulnerable.

These findings are a call to action for every stakeholder: state ministries, federal agencies, civil society, funders, and community leaders. Let us commit to:

- Expanding girls-only and community-proximate schools where they are scarce
- Embedding gender-responsive budget lines and emergency funds in every state
- Recruiting, training, and promoting women teachers and principals as role models
- Scaling incentive and cash-transfer programs to remove economic barriers

By turning these data-driven insights into bold policies, sustained investments, and collaborative partnerships, we can ensure that every Nigerian girl is able to access and complete 12 years of education.

Nabila Aguele
Chief Executive, Nigeria,
Malala Fund.

MESSAGE FROM THE SYSTEM STRATEGY AND POLICY LAB (SSPL)

At the System Strategy and Policy Lab (SSPL), we are pleased to present this data-driven report on the state of girl-child education across ten Nigerian states. Our findings highlight both pressing challenges and emerging opportunities to advance access, equity, and quality in girls' education at the Junior Secondary School level. The evidence shows that proximity to schools, presence of female teachers, and retention rates vary significantly across states, reflecting broader socio-economic disparities that require targeted and inclusive responses.

This report is intended to support a collective effort—by policymakers, development partners, civil society actors, donors, and education advocates—towards achieving the shared goal of providing every Nigerian girl with the opportunity to complete a full cycle of quality basic education. For federal agencies like the Federal Ministry of Education, these insights can guide evidence-informed strategies and policy implementation that respond to ground realities and align with national and global education commitments. For stakeholders like the Malala Fund and other international partners, the report presents critical entry points for investment, advocacy, and collaborative programming that prioritize the most marginalized girls.

We believe that state governments, in particular, have a pivotal role in translating this data into action—through informed budgeting, improved infrastructure, teacher deployment, and policies that encourage school enrolment and retention for girls. This report is also a tool for local and international development organizations to align their efforts with evidence, close equity gaps, and catalyze transformative change within the education ecosystem.

SSPL is committed to working with all stakeholders to turn this evidence into results. Let us seize this moment to drive forward bold and inclusive reforms that will ensure that no girl is left behind. Investing in girls' education is not just a human right—it is a powerful lever for national development, community resilience, and economic transformation.

Murtala Adogi Mohammed PhD
Futurist and Policy Extrapreneur
Founder/Lead Strategist
System Strategy and Policy Lab

ACKNOWLEDGEMENT

The **System Strategy and Policy Lab (SSPL)** extends its deepest appreciation to all individuals and institutions whose unwavering support and collaboration made the successful completion of this critical analysis on the State of Girl-Child Education across Ten Nigerian States possible. This endeavour stands as a testament to the collective commitment of partners and stakeholders working together to advance gender equity in education.

We are profoundly grateful to the **Honourable Minister of Education, Dr. Maruf Tunji Alausa,** and the **Honourable Minister of State for Education, Professor Suwaiba Said Ahmad,** for their distinguished leadership and steadfast dedication to promoting girls' education in Nigeria. Their visionary guidance and commitment to inclusive education have continued to shape the national discourse and inspire strategic reforms in the education sector.

Our sincere thanks also go to the **Federal Ministry of Education (FMoE),** particularly **Mrs. Obianuju Anigbogu,** Director of Educational Planning, Research, and Development (EPR&D), and her team, whose insightful coordination and technical direction ensured that this review was fully aligned with national education priorities and sectoral reform strategies.

We extend our heartfelt appreciation to **Hajiya Binta Abdulkadir**, Director of Senior Secondary Education at the Federal Ministry of Education, for her support in aligning the findings of this report with the Ministry's broader agenda for secondary education transformation.

A special note of gratitude goes to **Ms. Nabila Aguele,** Chief Executive, Nigeria, **Malala Fund**, for her strategic partnership, tireless advocacy, and thought leadership. Her continued support for gender-responsive research and policy innovation in education has significantly shaped the relevance, rigor, and reach of this initiative.

We are equally grateful to the Governments of the ten participating states—**Borno, Adamawa, Gombe, Bauchi, Kaduna, Kano, Jigawa, Sokoto, Oyo, and Akwa Ibom**—for their outstanding cooperation and institutional backing. This work could not have been accomplished without their openness and commitment.

We deeply acknowledge the vital role played by the **State Commissioners of Education, Permanent Secretaries**, and **Directors of Planning, Research, and Statistics (DPRS)** across the ten states. Your generous facilitation, engagement, and provision of critical data and insights were instrumental in enriching the analysis and strengthening the credibility of this report.

We also wish to commend the **Education Management Information System (EMIS) Officers** across the respective states for their diligence in providing accurate and timely data, which served as the foundation for the report's evidence-based recommendations.

Lastly, we recognize the remarkable efforts of **Mr. Salisu Muhammad**, our Monitoring and Evaluation Consultant, whose technical expertise and commitment guided the processes of data synthesis, analysis, and interpretation with professionalism and rigor.

To every partner, stakeholder, and contributor—your shared vision, collaboration, and dedication to advancing quality, inclusive education for girls in Nigeria have been at the heart of this work. At SSPL, we reaffirm our commitment to championing research-informed policy actions that promote gender equity and strengthen education systems for lasting impact.

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ACRONYMS

ASC	Annual School Census
EMIS	Education Management Information System
EPR&D	Educational Planning, Research, and Development
FMoE	Federal Ministry of Education
GPI	Gender Parity Index
GEPAT	Girls Education Performance Assessment Tool
GC	Girls-Child
GCSSS	Girls' Child Senior Secondary Schools
GER	Gross Enrolment Rate
JSS	Junior Secondary School
NER	Net Enrolment Rate
SSS	Senior Secondary School
SSPL	System Strategy and Policy Lab

EXECUTIVE SUMMARY: ANALYSIS OF GIRLS' EDUCATION IN TEN NIGERIAN STATES

Background

This report presents a detailed analysis of the state of girls' education in ten states across Nigeria: Adamawa, Akwa Ibom, Bauchi, Borno, Gombe, Jigawa, Kaduna, Kano, Oyo, and Sokoto. The analysis is based on data collected using the Girls Education Performance Assessment Tool (GEPAT) developed by SSPL. GEPAT is designed to evaluate the effectiveness of state-level support for girls' access to quality, inclusive, and equitable education. The assessment was supported by the Malala Fund and technically facilitated by the System Strategy and Policy Lab (SSPL), in collaboration with the Federal Ministry of Education. The GEPAT tool was instrumental in identifying both strengths and weaknesses within the educational systems of the participating states. The assessment focused on key areas, including planning, budgeting, governance, emergency response capabilities, and data availability. This report is the culmination of two rounds of workshops and continuous technical support, ensuring data accuracy and stakeholder engagement throughout the process.

Objectives

The primary objective of this report is to provide an evidence-based overview of girls' education across the ten states. Specific objectives include:

- Assessing the level of state government investment in education, particularly in initiatives aimed at girls.
- Evaluating the presence of emergency response plans and budgets to maintain educational continuity during crises.
- Examining the timeliness and reliability of state-level education data, such as the Annual School Census, and its application in planning for girls' education.
- Identifying the challenges and opportunities that affect girls' access, retention, and academic success in school.
- Providing actionable recommendations for policies and programs to enhance girls' education outcomes.

Methodology

The analysis employed a mixed-methods approach, combining qualitative and quantitative data collection techniques. Quantitative data was gathered during workshops, where Education Management Information System (EMIS) officers from the ten focus states were trained on the GEPAT tool and used it to input state-specific data. SSPL's Monitoring and Evaluation consultants provided remote technical support over three months to assist states in data cleaning, validation, and completion. A validation workshop was held in Abuja with the Federal Ministry of Education, where states presented their completed tools, and data was collectively reviewed and validated. Quantitative data sources included the 2022/2023 Annual School Census and the 2025 State Education Annual Budgets. Qualitative data was gathered from state-level policy documents, stakeholder feedback, and workshop discussions. The analysis was structured around three core domains: education system capacity, policy and governance, and the use of data and evidence. State performance was rated as low, medium, or high, highlighting both positive practices and areas needing urgent improvement.

Scope

The report focuses on girls' education within the junior and senior secondary school levels across the ten selected states. It examines key indicators related to access, enrollment, retention, gender parity, support systems, and governance.

Key Findings

- **Junior Secondary Schools:**
    - Significant disparities exist in some of the Junior Secondary Schools (JSS), with Kano having the highest number and Akwa Ibom and Sokoto the fewest.
    - Most JSS are mixed-gender, with limited girls-only schools, except in Kano.
    - Proximity of schools to communities varies widely, affecting girls' access.
    - Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) are high in some states (Akwa Ibom, Oyo) but low in others (Jigawa, Borno, Sokoto), indicating inclusion challenges.
    - Transition rates from primary to JSS and completion rates vary, with some states showing high dropout rates.

    - Gender Parity Index (GPI) reveals gender disparities in enrollment, with some states favoring boys.
    - Representation of female teachers and school heads is uneven, impacting girls' support and role models.
    - Incentives and cash transfers to support girls' education are inconsistently implemented.
- **Senior Secondary Schools:**
    - Availability of Senior Secondary Schools (SSS) also varies, affecting access.
    - Girls-only SSS are minimal across all states.
    - Proximity of SSS to communities is a challenge in many states.
    - Enrollment and transition rates are higher in some states (Oyo, Akwa Ibom) than others (Sokoto, Borno).
    - Gender disparity persists in SSS enrollment in many northern states.
    - Incentives and cash transfers for girls in SSS are limited.
    - Representation of female school heads is low in several states.
    - Safety and security measures in schools vary, with some states lagging in providing secure learning environments.
- **Governance and Policy Framework:**
    - State budget allocations to education differ significantly, indicating varying levels of prioritization.
    - Availability of allocated funds for crisis and emergency response is inconsistent, affecting educational continuity during emergencies.
    - Timeliness and completeness of Annual School Census (ASC) data vary, impacting evidence-based planning.

Recommendations

The report proposes the following recommendations to improve girls' education across the states:

- **Expand and Improve Infrastructure:** Increase the number of secondary schools, particularly in underserved states, and establish more girls-only schools to enhance access, safety, and cultural appropriateness.

- **Enhance Data Quality and Utilization:** Standardize and regularly update ASC data, train EMIS officers, and utilize data for targeted interventions like cash transfers and remedial support.

- **Strengthen Governance and Budgetary Commitment:** Increase state budget allocations to education, especially in low-investment states, and establish dedicated budget lines for girls' education.

- **Incorporate Emergency Preparedness in Budgeting:** Encourage states to include emergency response provisions in their budgets and develop standardized emergency response frameworks.

- **Promote Female Leadership and Inclusive Policies:** Implement policies to increase the recruitment, training, and retention of female school heads, and support community sensitization and mentorship programs.

- **Foster Stakeholder Collaboration and Best Practices:** Organize regular meetings and knowledge-sharing sessions to update policies and scale best practices, involving state officials, EMIS officers, and education experts.

SECTION 1: INTRODUCTION

This report provides a detailed analysis of the current state of girls' education across ten Nigerian states: Adamawa, Akwa Ibom, Bauchi, Borno, Gombe, Jigawa, Kaduna, Kano, Oyo, and Sokoto. It draws from data gathered using the Girls' Education Performance Assessment Tool (GEPAT), a framework developed to assess how well states are supporting girls' access to quality, inclusive, and equitable education.

The assessment was supported by Malala Fund and technically facilitated by the System Strategy and Policy Lab (SSPL), working closely with the Federal Ministry of Education. The GEPAT tool helped identify key strengths and gaps in the education systems of these states, focusing on planning, budgeting, governance, emergency response, and data availability. This report builds on two rounds of workshops and ongoing technical support that helped ensure data accuracy and stakeholder involvement throughout the process. The ultimate goal is to help decision-makers improve education outcomes for girls through better policies, targeted investments, and inclusive planning.

Objectives

The main objective of this report is to present an evidence-based overview of girls' education across ten pilot states. Specifically, the report aims to assess how much state governments are investing in education, especially in initiatives that target girls. It also evaluates whether states have emergency response plans and budgets to keep education going during crises. The report examines the timeliness and reliability of state-level education data, such as the Annual School Census, particularly in its use for planning girls' education. In addition, it identifies challenges and opportunities that affect girls' ability to access, stay in, and succeed in school. Ultimately, it provides concrete recommendations for policies and programs that can strengthen efforts to improve girls' education.

Methodology

To provide a complete and accurate analysis, a combination of qualitative and quantitative methods was used. Quantitative data were gathered at two different workshops. The first was held in Keffi at Golden Dabis Hotel from October 30 to November 1, 2024. During this workshop, EMIS Officers (Education Management Information System Officers) from the ten states were trained in how to use the GEPAT tool. They were

introduced to the indicators (availability, proximity, enrolment and transition rates, completion and dropout rate, gender parity index, female trained teachers and schools with female headteacher, and inception and cash transfer), data collection templates, and scoring guidelines and began populating the tool using data from their respective states. Following this, SSPL's Monitoring and Evaluation consultants provided remote, hands-on technical support for three months, from November 2024 to January 2025.

The M&E support included assisting the states in cleaning, validating, and completing the data accurately. The process culminated in a validation workshop held in Abuja from March 10 to 13, 2025, organized in collaboration with the Federal Ministry of Education. During this session, all ten states presented their complete tools, and the data was reviewed and validated through collective discussions and peer-to-peer feedback.

Quantitative data used in this assessment include figures from the 2022/2023 Annual School Census, focusing specifically on junior and senior secondary school levels. Governance components were derived from the 2025 State Education Sector Annual Budgets, offering insights into the financial commitment of each state towards girls' education. Qualitative data was obtained from state-level policy documents, stakeholder feedback, and workshop deliberations.

The analysis focused on three major domains defined in the GEPAT framework: education system capacity, policy and governance, and use of data and evidence. The performance of each state was rated as low, medium, or high, this is based on the nine (9) that were used, highlighting both promising practices and critical gaps that need urgent attention.

[1] The data for the 2025 state education sector budget were submitted by the EMIS officer from the ten (10) focus state during the workshop.

SECTION 2: FINDINGS

1. JUNIOR SECONDARY SCHOOLS

a. Availability of Junior Secondary Schools:

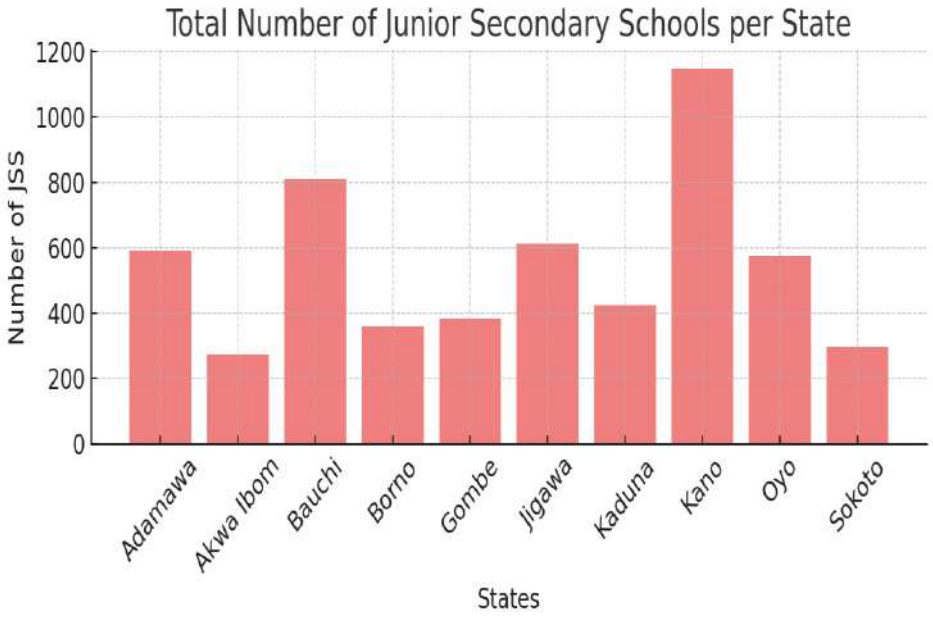


Figure 1.1: State Performance on Availability of Girl Child Schools in states

The distribution of Junior Secondary Schools (JSS) across the ten states reveals significant variation in school availability. Kano leads with the highest number of JSS schools (over 1,000), followed by Bauchi, Adamawa, Jigawa, and Oyo, each with about 600–800 schools. Conversely, states like Akwa Ibom and Sokoto have the fewest JSS schools, indicating limited physical access to education for school-aged children, particularly girls. While some states like Borno, despite having fewer schools (~400), have made strategic efforts to combine school availability with supportive measures like incentives and cash transfers, others like Bauchi and Adamawa, with relatively higher school numbers, show no corresponding support systems for girls, signaling underutilized infrastructure.

These disparities suggest that the mere presence of school infrastructure does not guarantee improved educational outcomes for girls. States that pair school access with targeted interventions—such as Borno and Kano, which offer both incentives and cash transfers—are more likely to retain

girls in school and improve gender equity in education. In contrast, states with either limited school access or lack of support programs risk higher dropout rates and long-term socio-economic disadvantages for girls. This calls for an urgent policy shift towards holistic, equity-driven approaches that ensure not just the availability of schools but also the necessary incentives that enable girls to attend and complete their education.

b. Girls-Only Junior Secondary Schools:

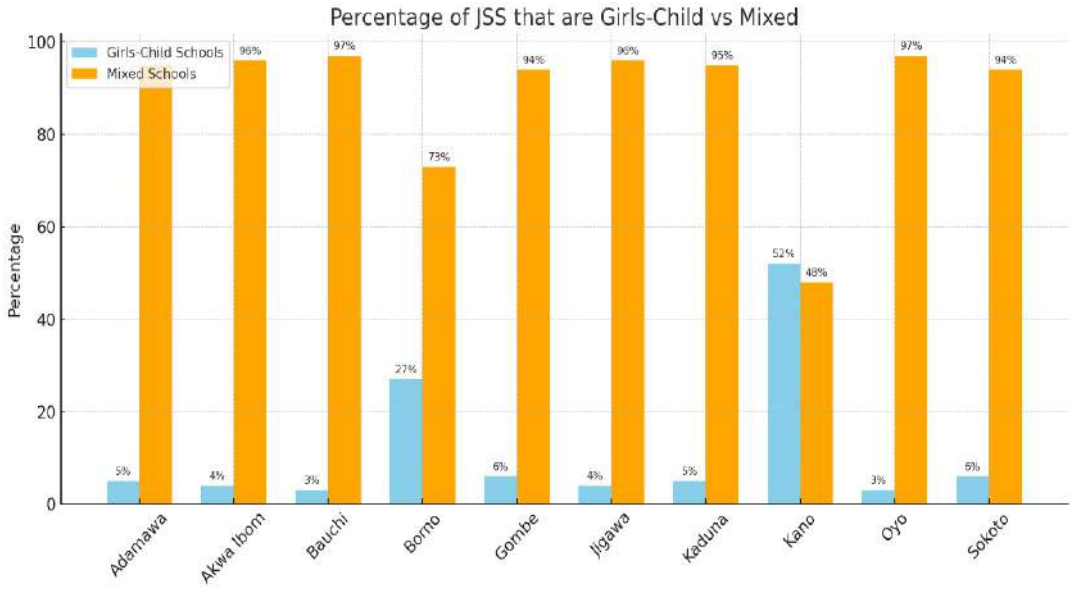


Figure 1.2 Percentage on Availability of Girls-Child vs Mixed Junior Schools

The chart shows that the vast majority of Junior Secondary Schools (JSS) across the states are mixed-gender schools, with a very small proportion specifically designated for girl-child education. In Adamawa, Akwa Ibom, Bauchi, Jigawa, Kaduna, Oyo, and Gombe, girls- only JSS represent less than 5% of the total. Borno and Sokoto show slightly higher figures, with around 20–25% being girl-child schools. Kano is the only state with a significant balance, where nearly 50% of the schools are designated exclusively for girls, making it the most progressive in gender-targeted schooling.

The limited number of girls-only schools across most states suggests a barrier to enrollment and retention for girls, especially in cultural or conflict-affected settings where mixed-gender schooling may not be widely accepted or safe. Kano's substantial investment in girls-only

schools positions it to better support access and comfort for female students. In contrast, the reliance on mixed schools in other states may hinder efforts to address specific barriers faced by girls, such as gender-based violence, early dropout, or lack of privacy and support. To enhance girl child education, there is a need for strategic expansion of girl-focused institutions, particularly in underserved regions.

c. Proximity of Junior Secondary Schools

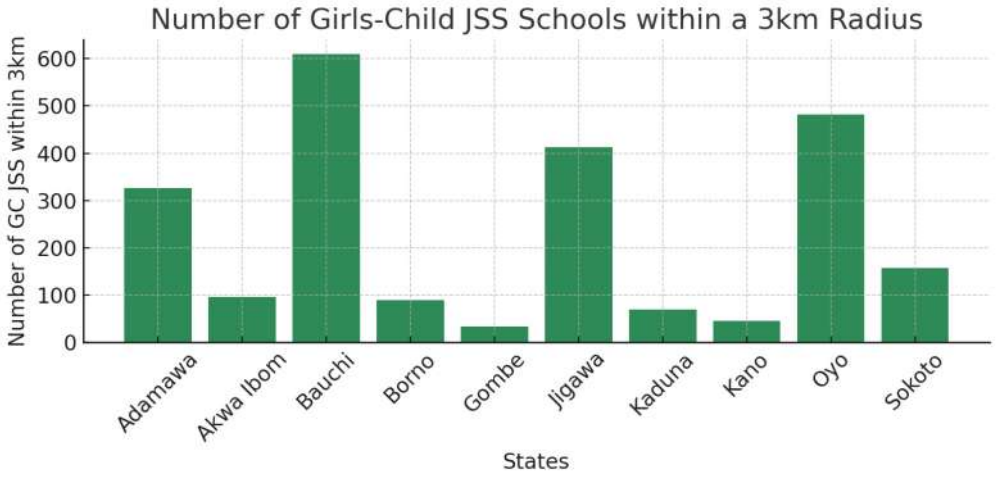


Figure 1.3: Number of Girl-Child JS Schools located within a 0-3 km radius in state

The data highlights the distribution of Girls-Child Junior Secondary Schools located within a close proximity (0–3km) of communities across 10 states.

The data highlights significant disparities in access to education for girls. Bauchi State leads with approximately (610 schools) GC-JSS located within close reach of communities, followed by Oyo (482 schools), Jigawa (413 schools), and Adamawa (326 schools), suggesting that these states have made considerable efforts to reduce distance-related barriers to school attendance. These high figures indicate better chances for girls to enroll and remain in school, as proximity has a direct impact on safety, convenience, and parental willingness to send girls to school—especially in rural or traditional communities.

On the other hand, states like Gombe (34 schools), Kano (46 schools),

Kaduna (70 schools), and Borno (90 schools) show notably low numbers of GC-JSS within walking distance, reflecting serious gaps in school accessibility for girls. Whilst Akwa Ibom (96) and Sokoto (157) have slightly better figures, they still lag behind states with more community-based school infrastructure. The low proximity in many states may discourage school attendance amongst girls due to long travel distances, exposure to safety risks, and cultural constraints. This underscores the need for targeted investment in expanding school infrastructure within communities to ensure that more girls can safely and easily access junior secondary education.

d. Enrolment Rates in Junior Secondary Schools:

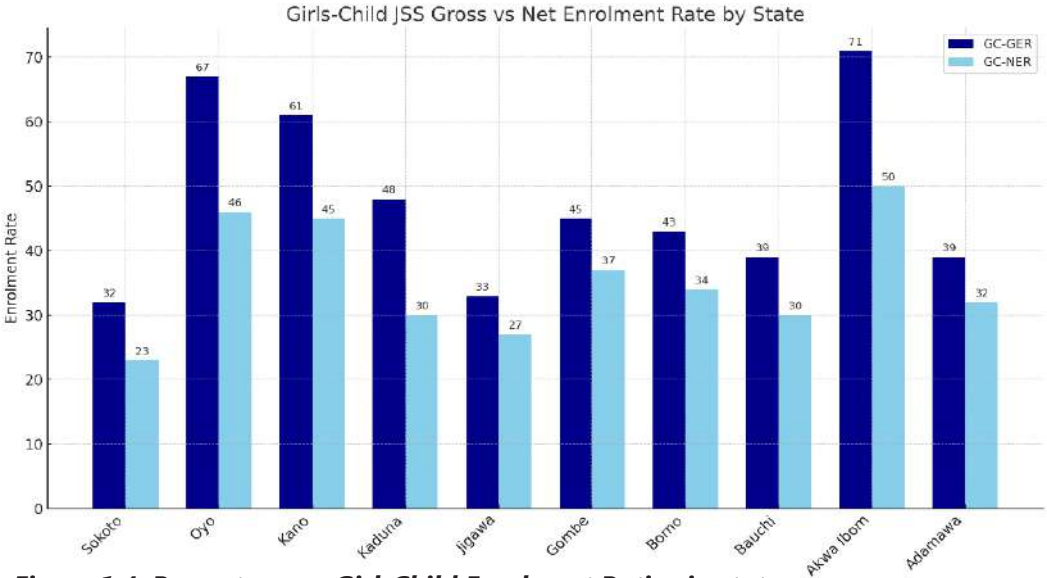


Figure 1.4: Percentage on Girl-Child Enrolment Ratios in states

The chart compares the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) for girls in Junior Secondary Schools (JSS) across intervention states. GER includes all enrolled girls regardless of age, while NER counts only girls of the official JSS age group. States like Akwa Ibom and Oyo show high GERs (above 65%), indicating broad participation, but the gap between GER and NER suggests that a sizable number of girls enrolled are either older or younger than the official age group. In contrast, states like Jigawa, Borno, and Sokoto show both low GER and NER, reflecting generally low participation and significant exclusion from the formal education system.

Large disparities between GER and NER indicate issues like late school entry, repetition, or irregular attendance, all of which impact the quality and progression of girls' education. For example, while Kano and Akwa Ibom report relatively high GERs, their moderate NERs suggest that many girls are not progressing at the right pace or may be re-entering school after dropping out. States with both low GER and NER face more severe barriers such as poverty, insecurity, cultural resistance, or lack of infrastructure. To improve girl-child education outcomes, interventions should focus not only on increasing enrolment but also on ensuring age-appropriate, continuous schooling through tailored support systems like incentives, safe school environments, and community engagement.

e. Transition Rates in Junior Secondary Schools:

The chart compares two critical education transition points for the girls child across intervention states: the move from Primary 6 to JSS-1 and the completion of JSS-3. States like Sokoto (100%), Oyo (93%), and Kano (91%) show high transition rates to JSS-3, suggesting strong retention once girls begin junior secondary school. However, many of these same states show alarmingly low transition rates from Primary 6 to JSS-1, such as Oyo (29%) and Kano (50%), indicating that many girls never make it into junior secondary school in the first place.

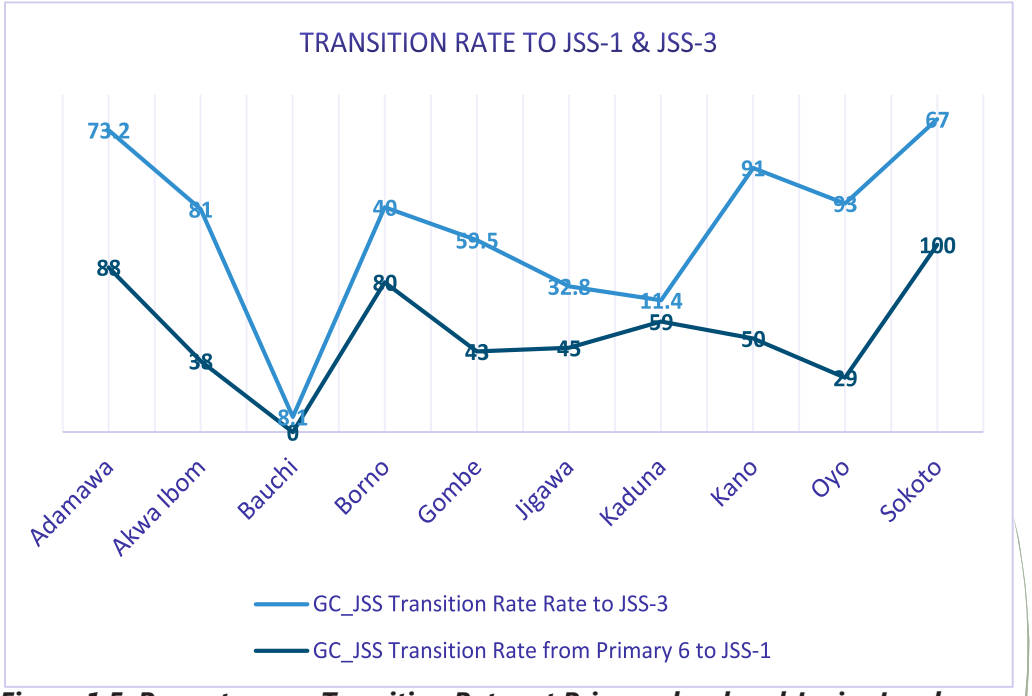


Figure 1.5: Percentage on Transition Rates at Primary level and Junior Level

In contrast, Adamawa and Borno report more balanced transitions at both points, although at moderate levels. Jigawa and Kaduna show poor performance on both fronts, especially with extremely low transition to JSS-3 (32.8% and 11.4% respectively), reflecting major drop-off in progression.

This data highlights a critical gap at the entry point into secondary education for girls, particularly in states where socio-cultural, economic, or infrastructural barriers may prevent girls from continuing past primary school. Even in states with good JSS-3 completion rates, the low transition from primary school suggests bottlenecks such as financial hardship, or inadequate school availability that disproportionately affect girls. For long-term improvements in girl-child education, policies must address the entry transition, not just retention, by reducing entry barriers, expanding access to nearby schools, and providing community and financial support. A strong, uninterrupted transition from primary through lower secondary school is vital for empowering girls and improving their lifelong opportunities.

f. Completion and Dropout Rates in Junior Secondary Schools:

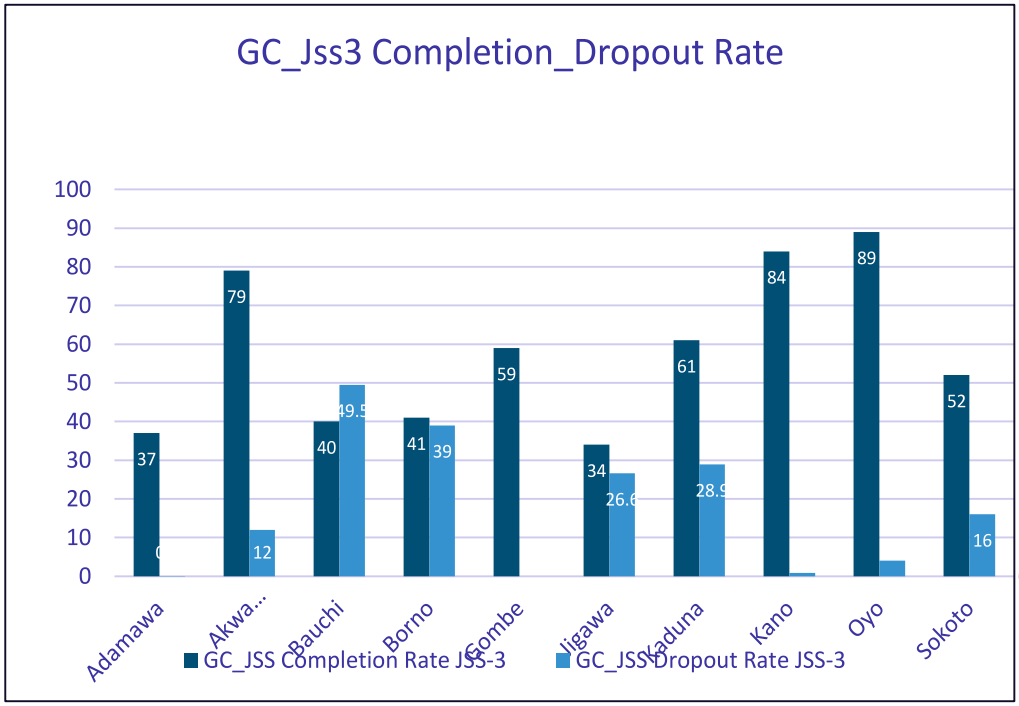


Figure1.6: Percentage on Completion and Dropout Rates

The chart compares the completion and dropout rates of girls in JSS-3 across states. States such as Kano (84%), Oyo (89%), and Akwa Ibom (79%) stand out with very high completion rates and correspondingly low dropout rates (under 5%), showing strong education systems that support girls through the full junior secondary cycle. In contrast, states like Adamawa (37% completion, 63% dropout) and Borno (39% completion, 59% dropout) reflect significant challenges in retaining girls through JSS-3. States like Jigawa and Bauchi also demonstrate troubling trends, with completion rates just around or below 40%, highlighting weak retention mechanisms and possible vulnerabilities in education continuity.

High dropout rates during junior secondary school, especially in conflict-affected or economically disadvantaged states, suggest that many girls face persistent barriers such as insecurity, household poverty, or gender-based discrimination. These prevent them from completing basic education, limiting their opportunities for further education, vocational training, and empowerment. On the other hand, the high performance in states like Kano and Oyo shows that with the right support structures—such as school incentives, safety, and parental engagement—girls can and do succeed. This calls for replicating successful models in low-performing states, while also tailoring interventions to address unique local challenges affecting school retention for girls.

g. Gender Parity Index (GPI) in Junior Secondary Schools:

The chart below shows the Gender Parity Index (GPI) for GC_Junior Secondary School (JSS) enrollment across intervention states. A GPI of 1 indicates gender equality in enrollment; values above 1 suggest more girls are enrolled than boys, while values below 1 indicate fewer girls are enrolled. States like Borno (1.16), Akwa Ibom (1.10), and Bauchi (1.03) show a positive bias toward girls' enrollment, implying improved access and inclusion for girls. In contrast, states such as Sokoto (0.71), Gombe (0.79), and Kaduna (0.85) have alarmingly low GPI values, signaling significant gender disparities that favor boys.

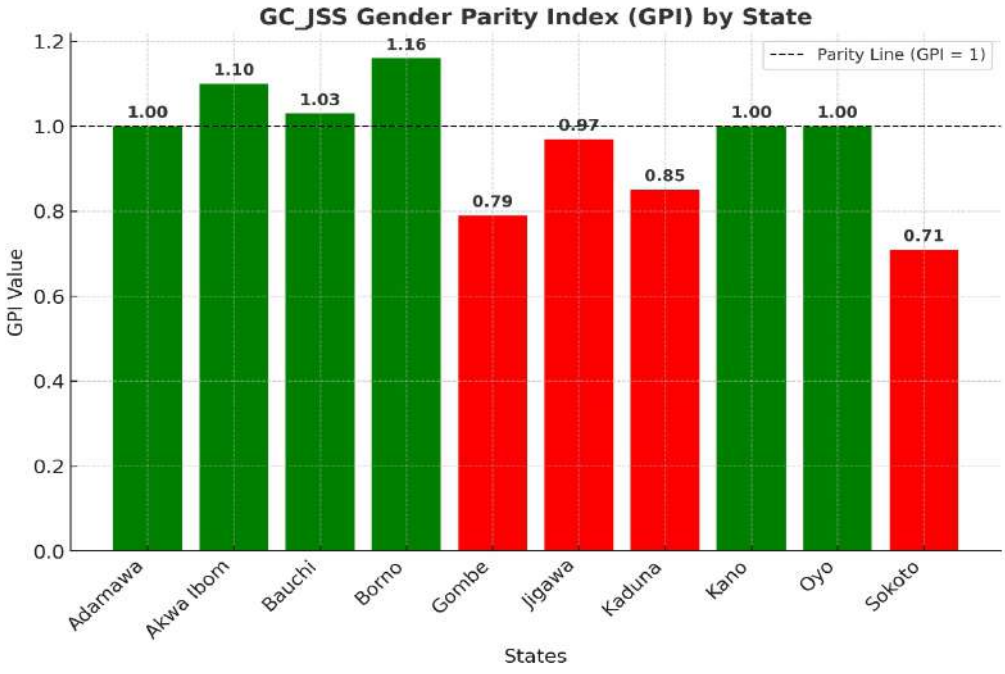


Figure 1.7: Gender Parity Index (GPI) for GC_Junior Secondary School (JSS) enrollment

This chart shows the Gender Parity Index (GPI) for GC_Junior Secondary School (JSS) enrollment across intervention states. A GPI of 1 indicates gender equality in enrollment; values above 1 suggest more girls are enrolled than boys, while values below 1 indicate fewer girls are enrolled. States like Borno (1.16), Akwa Ibom (1.10), and Bauchi (1.03) show a positive bias toward girls' enrollment, implying improved access and inclusion for girls. In contrast, states such as Sokoto (0.71), Gombe (0.79), and Kaduna (0.85) have alarmingly low GPI values, signaling significant gender disparities that favor boys.

The implications of this data are critical for girls' education. In states with low GPI, girls face systemic barriers to accessing education—likely due to cultural norms, insecurity, poverty, or inadequate school infrastructure. These disparities can perpetuate cycles of poverty and limit opportunities for girls in those regions. Meanwhile, states with GPI values at or above parity are making commendable progress toward inclusive education. Policymakers in low-performing states must prioritize targeted interventions, such as scholarships, girl-friendly school environments, community sensitization, and enforcement of compulsory education laws to bridge the gender gap.

h. Female Trained Teachers and Schools with Female Heads:

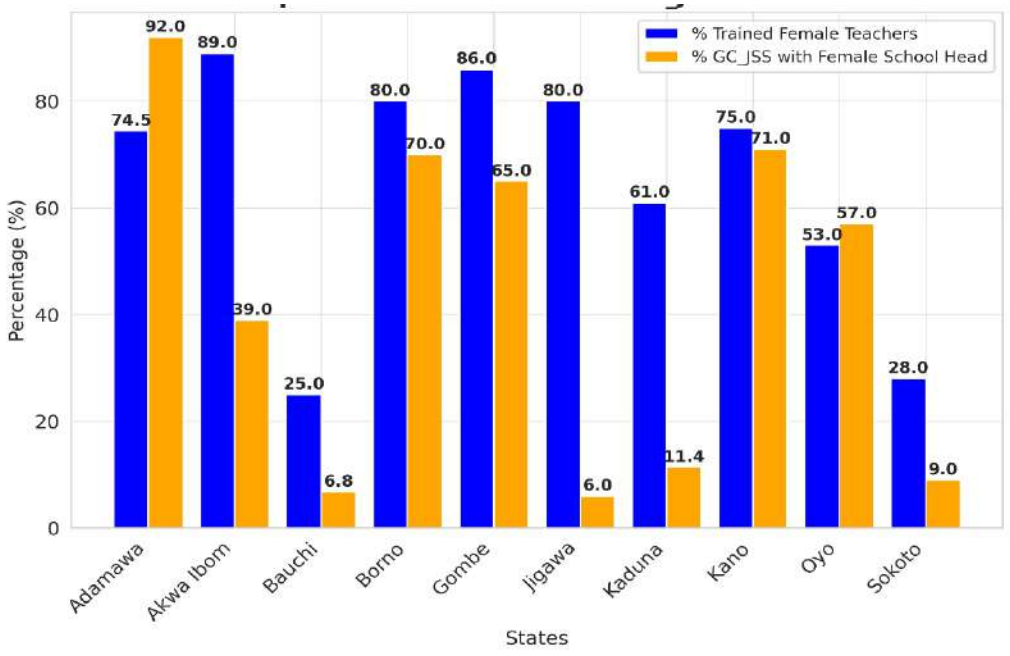


Figure 1.8: Percentage of trained female teachers and the percentage of schools headed by female principals

This illustrates the representation of females in Junior Secondary Schools (GC_JSS) across intervention states in two key areas. States such as Akwa Ibom, Borno, and Gombe show strong representation of trained female teachers (above 70%), with Akwa- Ibom leading female school leadership at 89%. Conversely, states like Jigawa, Sokoto, and Bauchi display both low percentages of trained female teachers and a minimal presence of female school heads, reflecting an overall lack of female representation in educational leadership and instructional roles.

The implications for girls' education are significant. Higher representation of women in schools—especially in teaching and leadership—has been linked to increased enrollment, retention, and academic performance of girls. Female teachers can serve as role models and create safer, more supportive environments for girls. States with low female representation may struggle to create inclusive school cultures that encourage girls' participation and continuity in education. These disparities emphasize the need for gender-sensitive recruitment and promotion policies, as well as targeted capacity-building initiatives to empower more women to take up teaching and leadership roles, thereby fostering a more balanced and supportive educational system for girls.

i Incentives and Cash Transfers in Junior Secondary

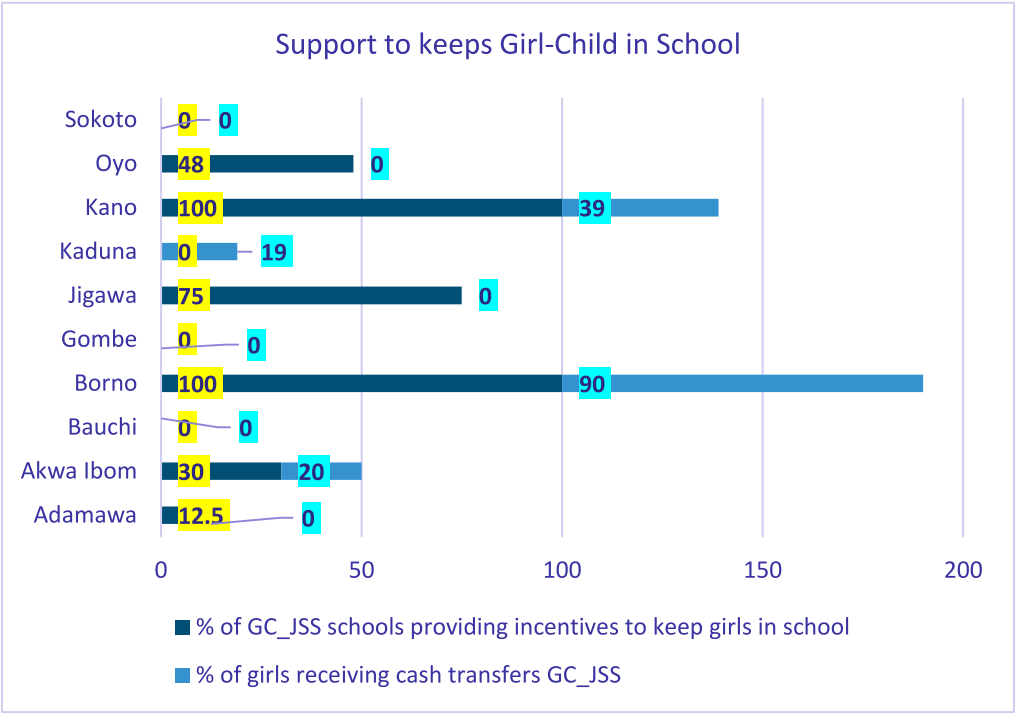


Figure 1.9: Percentage of Incentives and Cash Transfer interventions in Schools

This chart presents data on the percentage of girls child Junior Secondary Schools (GC_JSS) in intervention states that provide incentives to keep girls in school and those offering cash transfers. Borno stands out with 100% of its schools providing incentives and 90% offering cash transfers—showing a strong commitment to girls' education. Gombe and Oyo also show moderate levels of support, while states like Jigawa and Sokoto offer no incentives at all. This disparity points to differing policy priorities and resource allocations for girls' education across states.

The implications for girls' education are clear: financial incentives and cash transfers have proven effective in encouraging girls child school attendance and reducing dropout rates amongst girls, particularly in low-income and rural areas. States like Borno that actively support such programs are likely to see better educational outcomes for girls. In contrast, the lack of support in states like Sokoto and Jigawa may contribute to continued low enrollment and high dropout rates, deepening gender disparities in education. These gaps highlight the urgent need for state-level interventions and funding to support families and remove economic barriers to girls' schooling.

KEY RECOMMENDATIONS ON JUNIOR SECONDARY SCHOOLS

1. Expanding Girls-Only schools particularly in conservative and insecure areas to improve comfort, security, and cultural acceptability for girls.
2. Improving proximity to schools by building or rehabilitating schools within 3km of communities, especially in Kano, Borno, and Gombe states.
3. Strengthening Primary-to-JSS transition by introducing entry incentives, free uniforms, and school feeding programs to facilitate progression from Primary 6.
4. Enhancing retention strategies through expanding financial incentives, mentorship, and safety interventions in high-dropout states like Adamawa, Borno, and Jigawa states.
5. Bridging the Gender Gap through development of gender-sensitive policies in states with low GPI and low female teacher representation, especially Sokoto and Kaduna states.
6. Promoting female leadership by prioritizing recruitment, training, and promotion of women as teachers and principals to foster supportive environments.
7. Scale up incentive programs by Institutionalizing cash transfer and incentive schemes across all states, targeting vulnerable and marginalized girls.
8. Community sensitization to address socio-cultural barriers through advocacy, parental engagement, and awareness campaigns about the value of girls' education.

1. SENIOR SECONDARY SCHOOLS

a. Availability of Senior Secondary Schools

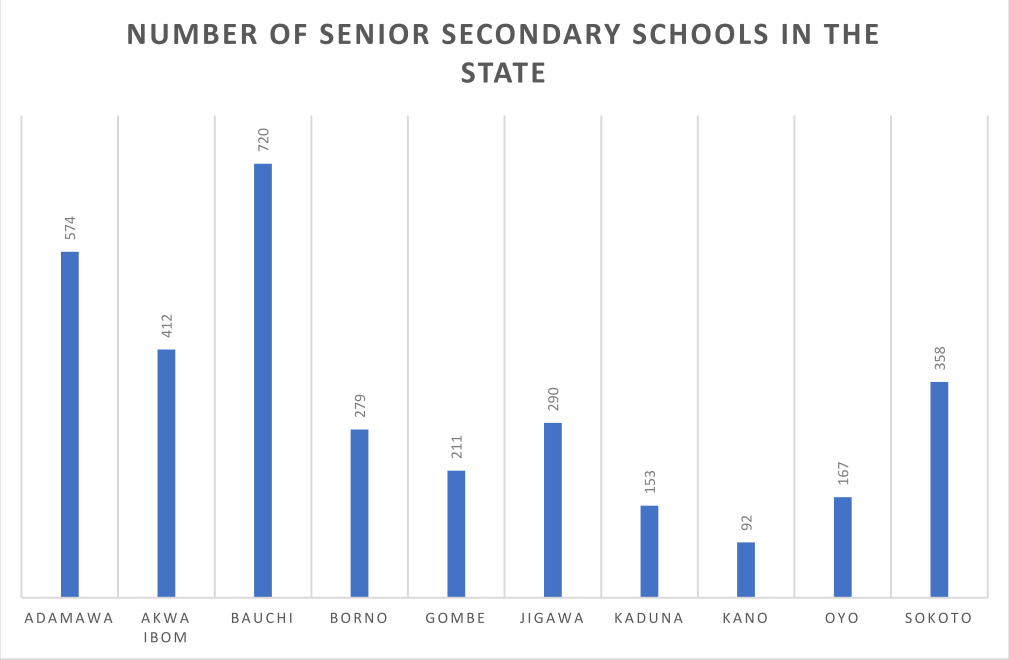


Figure 2.0: Number of Senior Secondary Schools in the state

The chart presents the number of Senior Secondary Schools (SSS) across selected states. Bauchi tops the list with 720 schools, followed by Adamawa (574) and Akwa Ibom (412), showing significant investment in secondary education infrastructure. States such as Kaduna (153), Kano (92), and Oyo (167) have fewer schools in comparison. Sokoto (358), Jigawa (290), and Borno (279) occupy a middle ground, while Gombe has the lowest among the mid-tier states at 211 schools.

The number of available secondary schools directly influences access, especially for girls who may face cultural or safety constraints in traveling long distances. States with higher numbers of schools, like Bauchi and Adamawa, have better potential to ensure school proximity and reduce overcrowding, which are favorable for girls' education. In contrast, states with fewer schools, particularly Kano and Kaduna, risk leaving large populations underserved, which may reinforce gender disparities in education. Expanding the school network and ensuring girl-friendly learning environments in underserved states is vital to promote equitable access for girls.

b. Girls-Only Senior Secondary Schools:

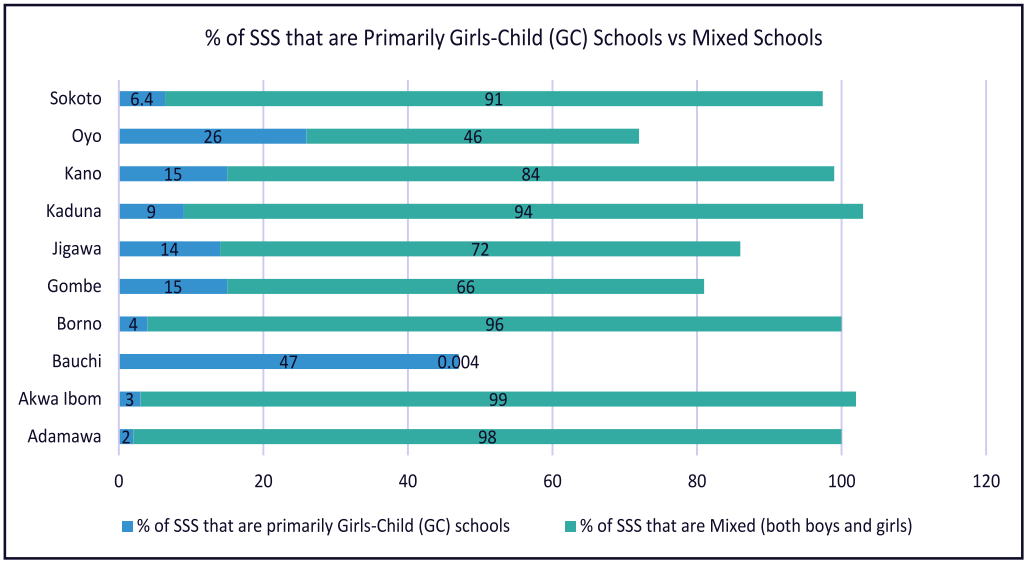
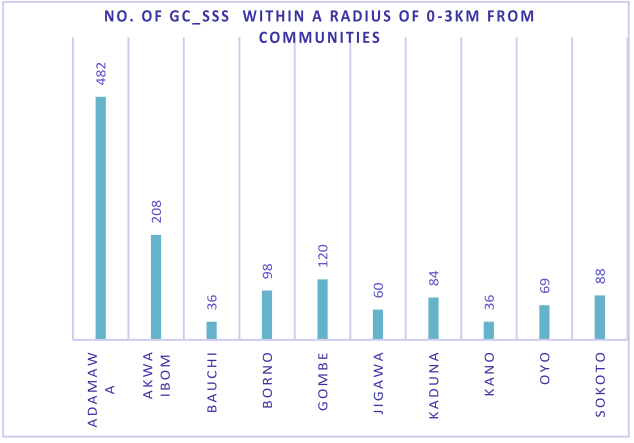


Figure 2.1: Percentage on Availability of Girls-Child vs Mixed Secondary Schools

Across the states, the proportion of schools designated specifically for girls is strikingly low, with mixed schools dominating the landscape. This trend is consistent across northern and southern states. A low number of girls-only schools can hinder enrollment due to socio-cultural norms that discourage co-education. Establishing more GCSSS could foster a safer, more supportive environment for girls, ultimately boosting enrollment, retention, and performance.

c. Proximity of Senior Secondary Schools:

The chart illustrates the number of Girls' Child Senior Secondary Schools (GC_SSS) located within a 0–3 km radius from communities across various states. Adamawa stands out significantly, with over 500 schools in close proximity, suggesting a strong commitment to localized access. Akwa Ibom also performs relatively well, with more than 200



schools within range. Other states like Bauchi, Gombe, and Borno show moderate figures, while Kaduna, Kano, Oyo, Jigawa, and Sokoto lag behind, with notably fewer GC_SSS within accessible distances.

Proximity is a critical factor in school attendance for girls, especially in areas where safety, mobility, and cultural norms are barriers. The strong performance in Adamawa and Akwa Ibom implies greater potential for girls to access and remain in school, enhancing enrolment and reducing dropouts. Conversely, the lower figures in states like Sokoto and Kano may indicate that many girls have to travel longer distances—if at all—to attend school, which can discourage attendance and increase vulnerability. These states may need targeted investments in school siting and safe transportation options to improve girls' educational outcomes.

d. Enrolment Rates for Senior Secondary Schools:

Oyo and Akwa Ibom show higher Gross and Net Enrolment Rates for GCSSS, while northern states like Sokoto and Borno lag behind. There's a noticeable gap between GER and NER in most states, indicating enrolment inefficiencies. High Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) are essential indicators of girls' access to education. Lower rates, especially in conflict-affected or conservative areas, highlight barriers such as poverty, insecurity, or early marriage. Focused interventions are needed to bridge this enrolment gap and ensure more girls enter and stay in school.

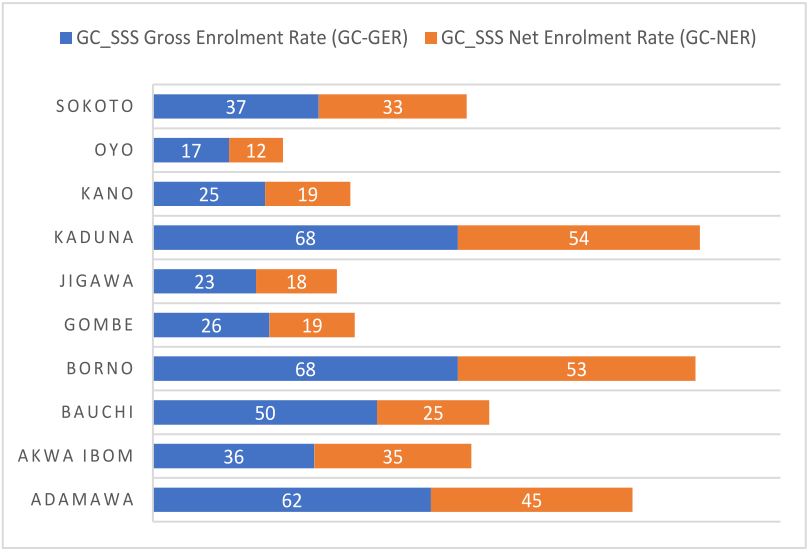


Figure 2.3: Gross and Net Enrolment Rates for GCSSS

e. Transition Rates for Senior Secondary Schools:

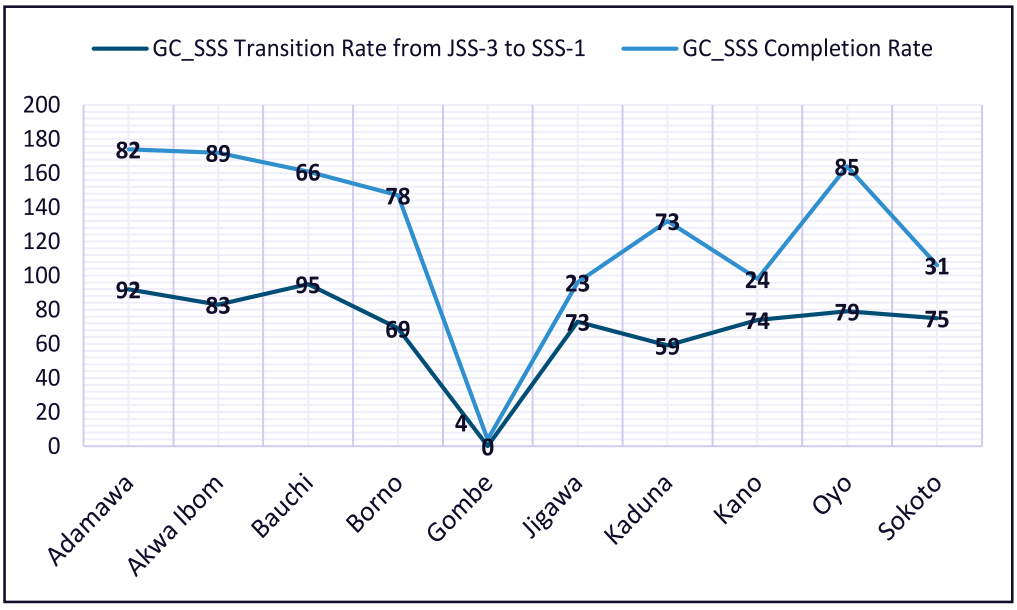


Figure 2.4: Transition Rate in the states

States like Akwa Ibom and Oyo have higher completion and transition rates, reflecting a relatively efficient education system. In contrast, states such as Borno and Sokoto show concerningly low rates in both indicators.

Low completion and transition rates indicate that many girls drop out after junior secondary school. This trend limits their future opportunities and perpetuates cycles of poverty and dependence. Improving these rates requires addressing barriers like child marriage, household responsibilities, and lack of female-friendly school environments.

f. Gender Parity Index (GPI) in Senior Secondary Schools:

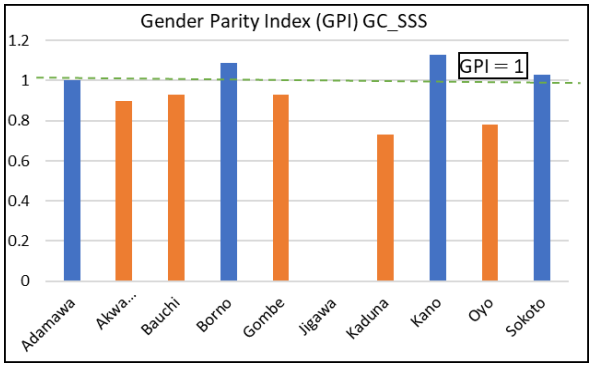


Figure 2.5: Gender Parity Index in SSS

Only a few states-such as Akwa Ibom and Oyo-approach the ideal GPI of 1.0, suggesting relative gender balance in enrolment. Many northern states have a GPI well below 1.0, indicating substantial gender disparity in favor of boys. A low GPI signals gender-based

exclusion from secondary education. Without targeted policies to address social, economic, and cultural barriers, the gender gap will persist. Interventions like community sensitization, scholarships for girls, and recruitment of female teachers can help improve GPI.

a. Incentives and Cash Transfers to keep Girls-Child in Senior Secondary Schools:

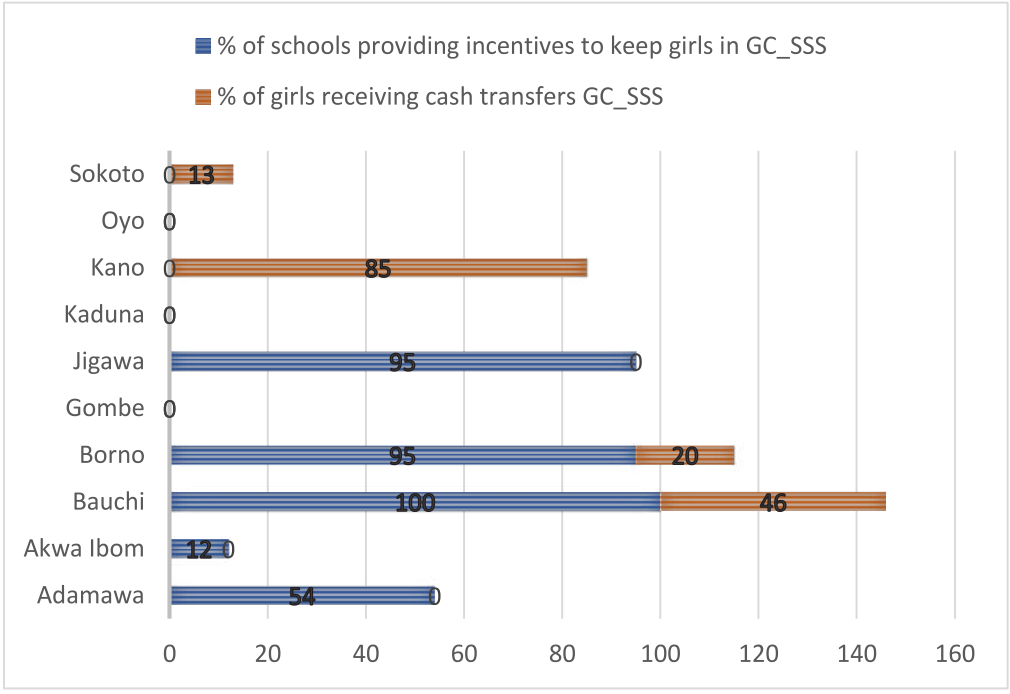


Figure 2.6: Percentage of Incentives and Cash Transfer interventions in Schools

Few schools across all states offer incentives or cash transfers to support girls' education, with slightly higher numbers in states like Kano and Kaduna. In many states, these percentages remain remain low or negligible. Incentives and cash transfers have proven effective in encouraging school attendance and reducing dropouts among girls. The low coverage of such programs highlights a missed opportunity. Scaling up financial and non-financial incentives can address economic barriers and motivate families to prioritize girls' schooling.

f. Senior Secondary Schools with Female Heads:

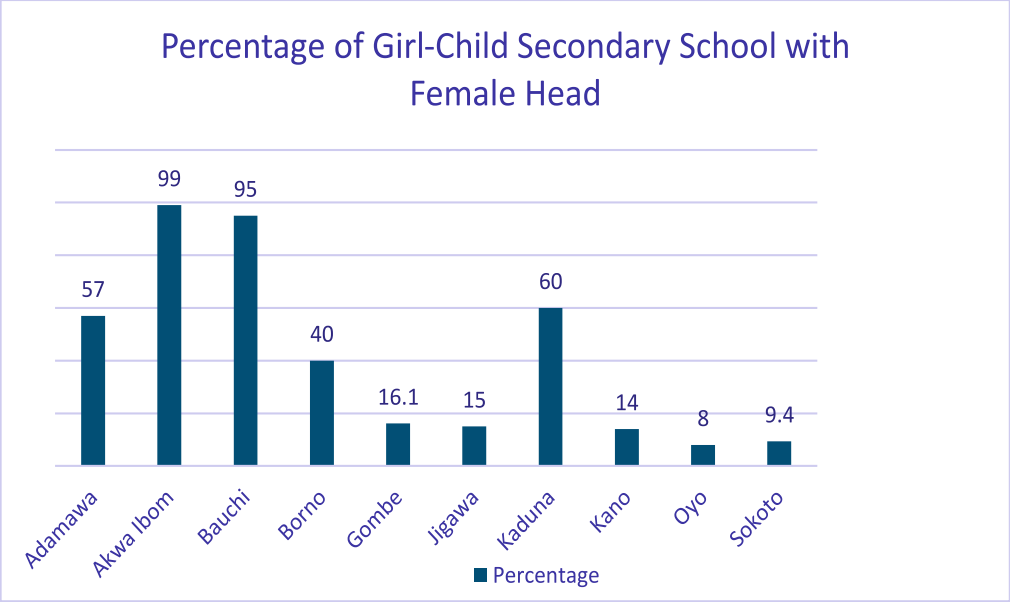


Figure 2.7: Percentage of Female Representations in schools as Heads

The data shows wide variations in the percentage of Girls' Child Senior Secondary Schools (GC_SSS) with female school heads across the ten states. Akwa Ibom (99%) and Bauchi (95%) lead impressively, indicating strong female representation in school leadership. Adamawa (57%) and Kaduna (60%) also demonstrate relatively balanced gender representation. In stark contrast, states like Gombe (16.1%), Jigawa (15%), Kano (14%), Sokoto (9.4%), and Oyo (8%) show alarmingly low figures, suggesting that female leadership in schools is still limited or undervalued in many areas, particularly in the northwestern region.

Having female school heads in GC_SSS can significantly impact girls' enrollment, retention, and overall learning experience by fostering safe, supportive, and relatable environments. States with high female leadership are more likely to promote gender-sensitive policies, mentorship, and empowerment. On the other hand, states with low percentages risk reinforcing gender stereotypes and failing to provide role models that can inspire and motivate girls. Increasing female leadership in schools should be prioritized as a strategic approach to improving girls' educational outcomes and encouraging community acceptance of girls' education.

i. Schools with Safety and Security Measures to keep Girls in Schools:

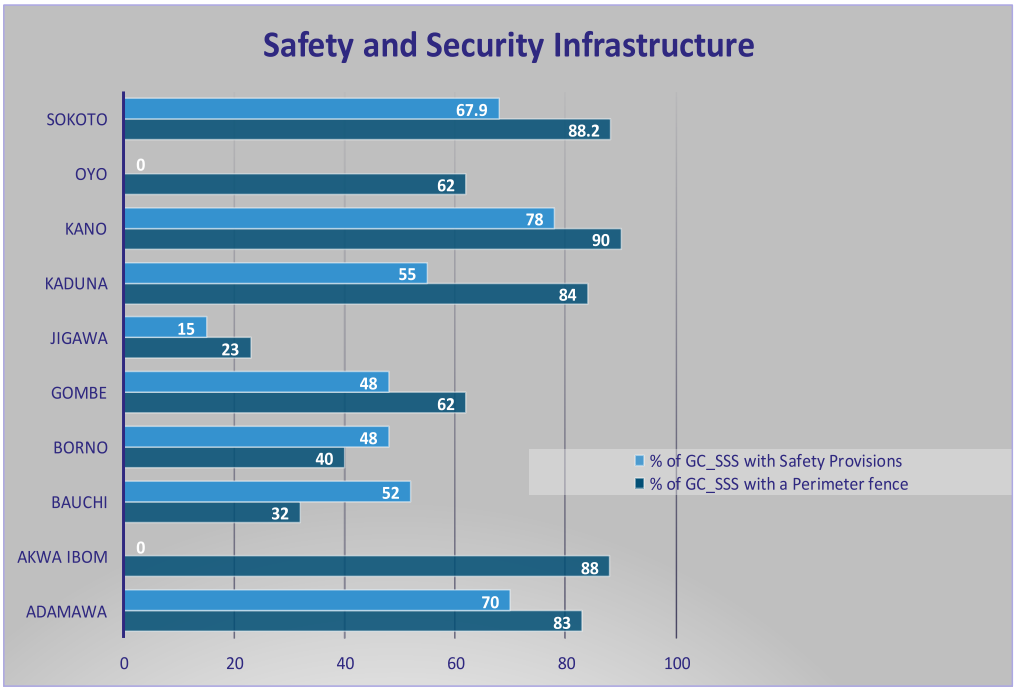


Figure 2.8: Percentage of Girl-Child Senior Secondary Schools with Safety and Security Infrastructure

The analysis below highlights the state of safety and security infrastructure in Girls' Senior Secondary Schools (GC_SSS), particularly focusing on the presence of perimeter fencing and provisions for disaster mitigation and environmental risk management. States like Kano (90%), Sokoto (88.2%), and Akwa Ibom (88%) show strong commitment to physical security through fenced school premises, which is vital for protecting students—especially girls—from external threats. In contrast, states such as Jigawa (23%), Bauchi (32%), and Borno (40%) show weaker infrastructure, indicating a need for urgent investment to safeguard students and create secure learning environments.

On disaster preparedness and environmental safety, Kano (78%) and Adamawa (70%) stand out for implementing relevant safety measures, while states like Akwa Ibom, Oyo, and Jigawa lag significantly behind. Moderate performance in states such as Kaduna (55%), Borno (48%), Gombe (48%), and Bauchi (52%) suggests partial progress, though not yet sufficient. To promote girls' education and safety, especially in regions

affected by conflict or environmental hazards, policymakers must prioritize infrastructure upgrades, invest in risk mitigation strategies, and provide safety training in schools. This comprehensive approach will improve learning outcomes by ensuring a safe, secure, and supportive environment for girls.

SENIOR SECONDARY: THE SUMMARY OF KEY AREAS

- **Infrastructure and Accessibility:**
  The data showed significant variations in the number of Senior Secondary Schools (SSS) across states. For example, Bauchi (720), Adamawa (574), and Akwa Ibom (412) demonstrated strong investments in secondary education infrastructure. In contrast, states like Kaduna (153), Kano (92), and Oyo (167) had fewer schools, which could lead to overcrowding and extended travel distances for students—challenges that disproportionately affect girls due to cultural and safety concerns.

- **Girls' Schools and Proximity:**
  Although the overall number of schools is important, the availability of Girls' Child Senior Secondary Schools (GCSSS) and their proximity to communities is even more critical for ensuring safe and accessible learning environments for girls. States like Adamawa and Akwa Ibom excelled in ensuring that a large number of GCSSS are located within a 0–3 km radius, thereby facilitating better attendance and retention. In contrast, lower figures in states such as Sokoto and Kano indicate a risk of long-distance travel, which can discourage enrolment and increase dropout risks.

- **Enrollment and Retention:**
  Variations in Gross and Net Enrolment Rates (GER and NER) were observed across states, with higher rates in Akwa Ibom and Oyo suggesting more efficient education systems compared to northern states like Sokoto and Borno. Moreover, low completion and transition rates in several states signal that many girls drop out after junior secondary school, perpetuating cycles of poverty and vulnerability.

- **Female Leadership:**
  The proportion of female school heads varied widely, with strong representation in Akwa Ibom (99%) and Bauchi (95%) versus alarmingly low figures in states like Gombe (16.1%), Jigawa (15%), Kano (14%), Sokoto (9.4%), and Oyo (8%). High female leadership is strongly correlated with improved school environments that promote girls' enrollment, retention, and overall academic success.

- **Safety and Security Infrastructure:**
  Strong physical security measures (such as perimeter fencing and disaster mitigation) were noted in states like Kano, Sokoto, and Akwa Ibom, while states such as Jigawa, Bauchi, and Borno lagged behind. The presence of robust safety infrastructures is crucial for maintaining continuous education, especially in high-risk areas.

3. GOVERNANCE AND POLICY FRAMEWORK

a. State Education Allocation Budget for Year 2025

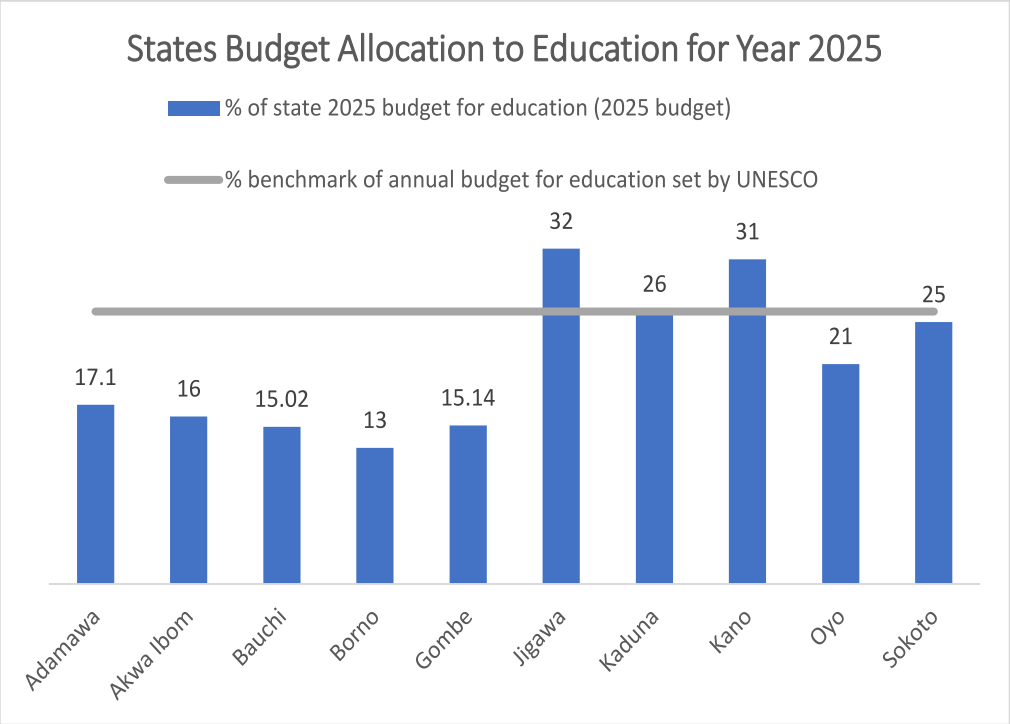


Figure 2.9: Percentage of State Allocation to Education in 2025

The data presents the percentage of each state's 2025 budget allocated to education, revealing wide variations in prioritization. States like Jigawa (32%), Kano (31%), and Kaduna (26%) have made significant budgetary commitments to education sector, reflecting a strong policy emphasis on educational development. In contrast, states such as Borno (13%), Bauchi (15.02%), and Gombe (15.14%) show considerably lower investment levels, potentially indicating weaker political will or competing priorities. Such disparities suggest unequal capacity across states to improve infrastructure, teacher recruitment, school feeding, gender-sensitive facilities, and education system resilience — all of which are critical components of inclusive and quality education.

States that allocate a higher share of their budgets to education are more likely to create an enabling environment for girls to access, remain, and thrive in school. Increased funding can support interventions such as scholarships, provision of menstrual hygiene facilities, recruitment of

female teachers, and safe school initiatives — all known to improve girls' enrollment and retention. Conversely, in states with lower education budgets, girls may face greater barriers due to poorly funded schools, long walking distances, overcrowded classrooms, or lack of basic amenities. Therefore, the level of state investment in education not only reflects commitment but also determines the effectiveness and equity of education delivery, particularly for vulnerable groups like girls. However, moving forward our analysis will focus on releases of the budgetary allocations to the education sector in focus states.

b. Availability of Allocated Funds in the State Budget for Crisis and Emergency Response:

This chart presents the availability of a 2025 budgetary provision for emergency response across selected states. The states are grouped by response: those with emergency response provisions (YES) include Adamawa, Akwa Ibom, Borno, Gombe, Jigawa, Kano, and Oyo, while Bauchi, Kaduna, and Sokoto have no such provisions. This highlights that a majority of the states have recognized the importance of allocating resources for emergency situations, which could include conflict, natural

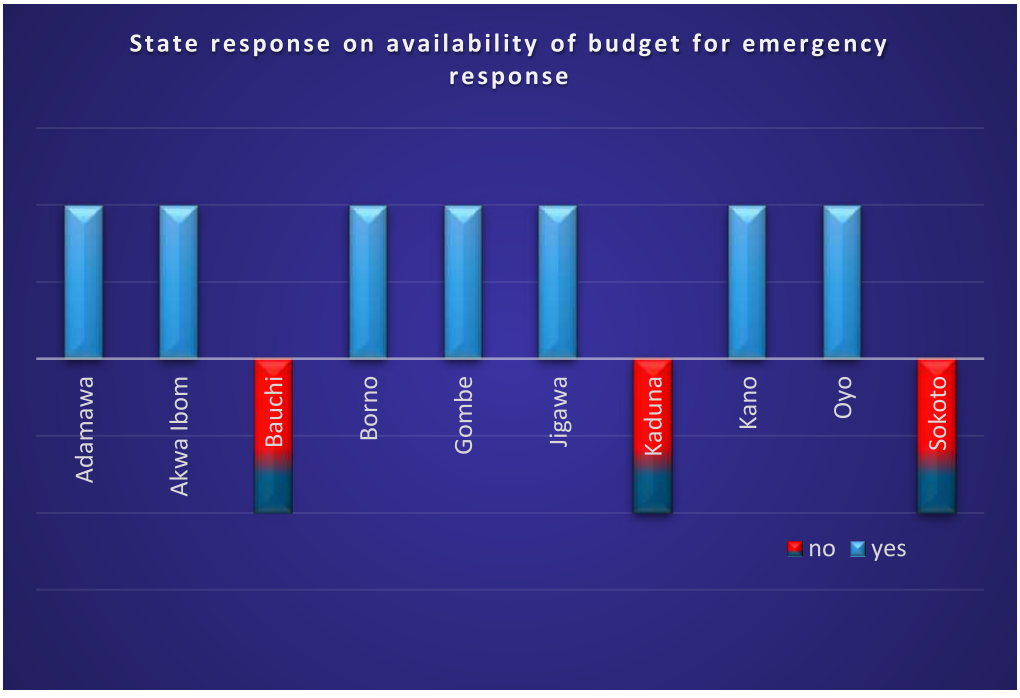


Figure 3.0: Availability of Emergency Response Funds in 2025 Budget

disasters, or pandemics—issues that often disrupt schooling, especially for vulnerable populations.

The implication for girls' education is significant. In states where emergency response budgets exist, there is a higher potential for continuity in education during crises, with mechanisms possibly in place for safe learning spaces, targeted support, or rapid recovery strategies. This is especially crucial for girls, who are more likely to be pulled out of school during emergencies due to safety concerns, caregiving roles, or cultural pressures. Conversely, states without budgetary provisions—like Bauchi, Kaduna, and Sokoto—risk prolonged disruptions in girls' education when emergencies occur, potentially widening the gender education gap. Therefore, integrating emergency planning into state budgets is essential for protecting and sustaining girls' educational progress.

c. Current Status of the States with Published Annual School Census (ASC):

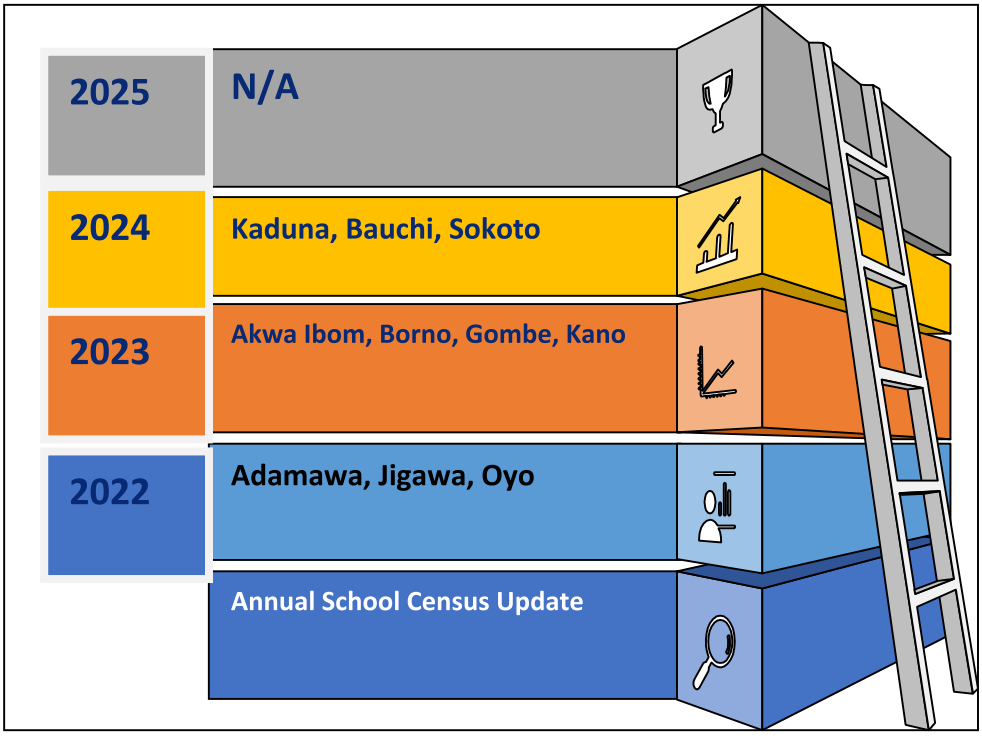


Figure 3.1: Status of Published Annual School Census (ASC)

This chart illustrates the status of Annual School Census (ASC) implementation across various Nigerian states, essentially ranking them by how current their data collection efforts are. At the base of the ladder, we see states that have not conducted a school census in several years, highlighting foundational data gaps. As we move up, states like Adamawa, Jigawa, and Oyo have made some progress but remain behind. Akwa Ibom, Borno, Gombe, and Kano are slightly more advanced, indicating recent but not current efforts. Kaduna and Sokoto are close to the top, having conducted relatively recent ASC exercises, while Bauchi sits at the top, being fully up-to-date, having completed its census even for the current year. The ladder metaphor and accompanying icons reflect the increasing capacity for evidence-based planning, resource targeting, and monitoring as states move upward.

The timeliness of Annual School Census data directly impacts planning and implementation of girl-centered education programs. States that are current, like Bauchi, are better equipped to identify enrollment gaps, monitor attendance, and design targeted interventions to keep girls in school, such as cash transfers or sanitary facilities. In contrast, states lagging in ASC (at the bottom of the chart) risk operating in the dark — unable to make informed decisions or measure progress in girls' education. This data gap can worsen inequalities, as outdated or missing data makes it harder to respond to the unique challenges girls face, including early marriage, insecurity, and poverty. Up-to-date school data is not just a technical need — it's a critical foundation for protecting and advancing the rights of girls to education.

GOVERNANCE: THE SUMMARY KEY AREAS

- **Budgetary Allocations:**

The analysis revealed wide discrepancies in state budget allocations to education. While Bauchi (53%), Jigawa (32%), Kano (31%), and Kaduna (26%) have committed significant resources, states like Akwa Ibom (6%), Sokoto (8%), and Gombe (9.8%) allocate much lower proportions of their budgets to education. Higher funding levels are directly associated with improved educational outcomes by supporting initiatives such as scholarships, gender-sensitive facilities, and teacher recruitment.

- **Emergency Response Provisions:**

Seven states (Adamawa, Akwa Ibom, Borno, Gombe, Jigawa, Kano, and Oyo) have established budget lines for emergency response, providing mechanisms for continuity during crises. In contrast, the absence of such provisions in Bauchi, Kaduna, and Sokoto may lead to prolonged disruptions in education during emergencies—a risk particularly detrimental to girls who are more vulnerable during such events.

- **Data Collection and ASC Implementation:**

Timely and accurate data from the Annual School Census (ASC) is essential for effective policy planning and monitoring. Bauchi stands out as fully up-to-date, while other states vary in their data currency. Outdated or incomplete data impedes the ability of policymakers to identify gaps and deploy targeted interventions to improve girls' educational outcomes.

SECTION 3: RANKING

COMPARATIVE ANALYSIS OF STATE PERFORMANCE IN GIRLS' EDUCATION ACROSS KEY INDICATORS

This analysis categorizes the ten states—Adamawa, Akwa Ibom, Bauchi, Borno, Gombe, Jigawa, Kaduna, Kano, Oyo, and Sokoto—into high, average, and low performing groups based on a comparative assessment of key indicators in girls' education. The classification aims to highlight relative strengths and weaknesses across the states, providing a clear overview of their performance in supporting girls' access to quality education.

Criteria for Grouping States.

The classification of states into high, average, and low performing is based on a holistic evaluation of several critical indicators. States were assessed based on their performance in:

- **Access and Infrastructure:** Including the availability and proximity of schools, particularly girls-only schools.
- **Enrollment and Retention:** Evaluating gross and net enrollment rates, transition rates between educational levels, and completion and dropout rates.
- **Gender Parity and Inclusion:** Examining the Gender Parity Index (GPI) and the representation of female teachers and school heads.
- **Support Systems:** Assessing the provision of incentives and cash transfers to support girls' education.
- **Governance and Policy:** Considering budgetary allocations to education, the presence of emergency response provisions, and the timeliness and quality of data from the Annual School Census (ASC).

States demonstrating strong performance across these indicators, reflecting a supportive and effective environment for girls' education, were classified as 'High Performing.' Those with mixed results or moderate progress in some areas but lagging in others were labeled 'Average Performing.' States with consistently low outcomes and significant challenges across most indicators were categorized as 'Low Performing'.

Table 1: Comparative Analysis of State Performance

Indicator	High Performing	Average Performing	Low Performing	Remarks
Availability of Girls Junior Secondary Schools (JSS)	Kano, Bauchi, Adamawa, Jigawa, Oyo	Borno	Akwa Ibom, Sokoto	Kano and Bauchi have the highest number of JSS, indicating better access. Akwa Ibom and
				Sokoto have the fewest, limiting access.
Girls-Only Junior Secondary Schools	Kano	Borno, Sokoto	Adamawa, Akwa Ibom, Bauchi, Jigawa, Kaduna, Oyo, Gombe	Kano has a significant proportion of girls-only schools, which is crucial for cultural sensitivity and girls' comfort. Most other states have very few.
Proximity of Girls-Child JSS	Bauchi, Oyo, Jigawa, Adamawa	Akwa Ibom, Sokoto	Gombe, Kano, Kaduna, Borno	Bauchi, Oyo, Jigawa, and Adamawa have more schools within 3 km, easing access. Gombe, Kano, Kaduna, and Borno have very few nearby schools, creating barriers.
Enrollment Rates in JSS	Akwa Ibom, Oyo	Kano	Jigawa, Borno, Sokoto	Akwa Ibom and Oyo show high Gross Enrollment Rates (GER), indicating broad participation. Jigawa, Borno, and Sokoto have low GER and Net Enrollment Rates (NER), reflecting exclusion.
Transition Rates in JSS	Sokoto, Oyo, Kano, Adamawa, Borno		Jigawa, Kaduna	Sokoto, Oyo, and Kano have high transition rates to JSS-3, indicating good retention. Jigawa and Kaduna show poor transition rates, especially to JSS-3, suggesting high dropout.

Completion and Dropout Rates in JSS	Kano, Oyo, Akwa Ibom		Adamawa, Borno, Jigawa, Bauchi	Kano, Oyo, and Akwa Ibom have high completion and low dropout rates, demonstrating strong support systems. Adamawa, Borno, Jigawa, and Bauchi have low completion and high dropout rates.
Gender Parity Index (GPI) in JSS	Borno, Akwa Ibom, Bauchi		Sokoto, Gombe, Kaduna	Borno, Akwa Ibom, and Bauchi have GPIs around 1, indicating gender parity. Sokoto, Gombe, and Kaduna have low GPIs, showing gender disparity against girls.
Female Trained Teachers and School Heads	Akwa Ibom, Borno, Gombe		Jigawa, Sokoto, Bauchi	Akwa Ibom, Borno, and Gombe have a high percentage of trained female teachers and school heads. Jigawa, Sokoto, and Bauchi have low representation, impacting girls' support and role models.
Incentives and Cash Transfers in JSS	Borno	Gombe, Oyo	Jigawa, Sokoto	Borno extensively uses incentives and cash transfers to support girls' education. Jigawa and Sokoto offer none, missing an effective support strategy.
Availability of Senior Secondary Schools (SSS)	Bauchi, Adamawa, Akwa Ibom	Sokoto, Jigawa, Borno, Gombe	Kaduna, Kano, Oyo	Bauchi, Adamawa, and Akwa Ibom have a higher number of SSS, indicating better infrastructure. Kaduna, Kano, and Oyo have fewer schools, limiting access.

Girls-Only Senior Secondary Schools			All states show a strikingly low proportion	Nearly all states have a very low proportion of girls-only SSS, which can be a barrier to girls' education.
Proximity of Girls-Child SSS	Adamawa, Akwa Ibom	Bauchi, Gombe, Borno	Kaduna, Kano, Oyo, Jigawa, Sokoto	Adamawa and Akwa Ibom have more GC_SSS within 3km, improving access. Kaduna, Kano, Oyo, Jigawa, and Sokoto have fewer, increasing travel burdens.
Enrollment Rates for SSS	Oyo, Akwa Ibom		Sokoto, Borno	Oyo and Akwa Ibom have higher GER and NER for SSS. Sokoto and Borno lag, indicating access challenges.
Transition Rates for SSS	Akwa Ibom, Oyo		Borno, Sokoto	Akwa Ibom and Oyo have higher completion and transition rates. Borno and Sokoto have low rates, suggesting significant dropout after JSS.
Gender Parity Index (GPI) in SSS	Akwa Ibom, Oyo		Many northern states	Akwa Ibom and Oyo approach gender parity. Many northern states have GPI well below 1, indicating gender disparity.
Incentives and Cash Transfers to keep Girls in SSS	Kano, Kaduna		Few schools across all states	Kano and Kaduna have slightly higher percentages, but overall, incentives are lacking to support girls in SSS.
Schools with Female Heads (SSS)	Akwa Ibom, Bauchi, Adamawa, Kaduna		Gombe, Jigawa, Kano, Sokoto, Oyo	Akwa Ibom and Bauchi have high percentages of female school heads. Gombe, Jigawa, Kano, Sokoto, and Oyo have very low percentages.

Schools with Safety and Security Measures	Kano, Sokoto, Akwa Ibom	Kaduna, Borno, Gombe, Bauchi	Jigawa, Oyo	Kano, Sokoto, and Akwa Ibom prioritize safety infrastructure. Jigawa and Oyo lag significantly, endangering students.
State Education Allocation Budget for 2025	Bauchi, Jigawa, Kano, Kaduna		Akwa Ibom, Sokoto, Gombe	Bauchi, Jigawa, Kano, and Kaduna allocate a significant portion of their budget to education. Akwa Ibom, Sokoto, and Gombe allocate much lower proportions, indicating lower prioritization.
Availability of Allocated Funds for Crisis and Emergency Response	Adamawa, Akwa Ibom, Borno, Gombe, Jigawa, Kano, Oyo		Bauchi, Kaduna, Sokoto	Most states have budgetary provisions for emergencies, which is crucial for girls' education continuity. Bauchi, Kaduna, and Sokoto do not, leaving them vulnerable in crises.
Current Status of Published Annual School Census (ASC)	Bauchi	Kaduna, Sokoto, Akwa Ibom, Borno, Gombe, Kano, Adamawa, Jigawa, Oyo		Bauchi has the most up-to-date ASC, essential for data-driven planning. Other states vary in data currency, affecting their ability to target interventions effectively.

The categorization is based on a comparative analysis of the states' relative performance across a range of indicators.
Here's how that comparative assessment generally works, even without specific scores:

- **High Performing:** States consistently showing strong results across most indicators. This means high access, enrollment, retention, gender parity, supportive policies, and effective governance.

- **Average Performing:** States with a mix of strengths and weaknesses. They might do well in some areas (e.g., infrastructure) but lag in others (e.g., gender parity or funding).
- **Low Performing:** States facing significant challenges across many or most indicators. This often includes low access, enrollment, retention, poor gender parity, inadequate support systems, and governance issues.

SECTION 4: RECOMMENDATIONS

In response to the challenges and barriers identified, the following recommendations are proposed:

1. **Expand and Improve Infrastructure:**
    - o Increase the number of secondary schools, particularly in underserved states like Kano and Kaduna, to reduce travel distances and alleviate overcrowding.
    - o Establish more girls-only secondary schools to foster safe and supportive environments that encourage girls' enrollment and retention.

2. Enhance Data Quality and Utilization:

- o Standardize and regularly update the Annual School Census (ASC) data across all states.
- o Train EMIS officers on data collection and validation to ensure consistency and accuracy in indicator calculations.
- o Utilize up-to-date data to design targeted interventions, such as tailored cash transfers and remedial support programs, particularly in states with low GER and NER.

3. Strengthen Governance and Budgetary Commitment:

- o Advocate for increased state budget allocations to education in low-investment areas (e.g., Akwa Ibom, Sokoto, and Gombe) to finance critical interventions such as teacher recruitment, school feeding, and gender-sensitive facilities.
- o Establish a dedicated budget line for girls' education to ensure sustained financial support for gender-specific programs.

4. Incorporate Emergency Preparedness in Budgeting:

- o Encourage states that currently lack emergency response provisions to integrate such mechanisms in their annual budgets, ensuring continuity of education during crises.
- o Develop standardized emergency response frameworks to guide rapid recovery and safe learning spaces during emergencies.

5. Promote Female Leadership and Inclusive Policies:

- o Implement targeted policies to increase the recruitment, training, and retention of female school heads, particularly in states showing low female leadership.
- o Support initiatives that foster community sensitization and mentorship programs to create role models that inspire girls to remain in school.

6. Foster Stakeholder Collaboration and Best Practices:

- o Organize periodic inter-agency meetings and knowledge-sharing sessions to continuously update and refine data-driven policy decisions.
- o Leverage the collective experience of diverse stakeholders—state officials, EMIS officers, and education experts—to scale best practices and address persistent challenges in girls' education.

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