

JOINT
**EDUCATION
NEEDS ASSESSMENT**
NORTHEAST NIGERIA

November 2017

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Acronyms

ACAPS	Assessment Capacities Project
ALP	Accelerated Learning Programme
AOG	Armed Opposition Groups
CCCM	Camp Coordination and Camp Management
CSOs	Civils Society Organizations
DNK	Do Not Know
NEDS	National Education Data Survey
EiEWGN	Education in Emergencies Working Group Nigeria
FGD	Focus Group Discussion
FMoE	Federal Ministry of Education
IDP	Internally Displaced Person
INEE	Inter-Agency Network for Education in Emergencies
JENA	Joint Education Needs Assessment
JSS	Junior Secondary School
KII	Key Informant Interview
LGA	Local Government Area
MICS	Multiple Indicator Cluster Survey
NRC	Norwegian Refugee Council
OVC	Orphans and Vulnerable Children
PSS	Psychosocial Support
PTA	Parent Teacher Association
SBMC	School Based Management Committee
SDR	Secondary Data Review
SESOP	State Education Sector Operational Plan
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
TLM	Teaching and Learning Materials
TLS	Temporary Learning Space
UNICEF	United Nations Children's Fund

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A young boy answers a question in a temporary learning space at an IDP camp school in Maiduguri, Borno.

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Executive Summary

While over the last 12 months there has been some improvement in terms of education service provision in the three northeast Nigerian states most affected by the ongoing insurgency, there are still significant barriers for many children. The assessment looks at the situation across three main levels of the formal education sector (primary, junior and senior secondary) as well as analysing the influence of the security situation, and accessibility to livelihoods and a 'normal life'.

The LGA (Local Government Area) security level is used as a unit of analysis to differentiate the situation in areas such as Monguno and Mafa which face severe security constraints (high security level) compared to LGAs, such as Biu and Hong which are almost completely accessible and closer to the early recovery stage of the emergency.

Access to education in the high security LGAs is typified by limited numbers of open schools with those that are open often making use of temporary infrastructure, staffed mostly by volunteer teachers. In the lower security LGAs, almost all schools are functioning, but education is hampered by dilapidated infrastructure, overcrowded classrooms, unmotivated teachers, and continuing poverty and hunger.

This report reviews the situation within the sector in six major areas based on INEE (Inter- Agency Network for Education in Emergencies) minimum standards. Access to education, the situation of teachers and the conditions in the classroom (including the state of infrastructure and the availability of teaching and learning



GPS coordinates of the schools visited in Monguno shows how they are clustered around the town centre with none further out



Damaged classrooms stand empty at a school (currently closed) in Konduga

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materials) are each given in separate sections. Protection and safety are also looked at specifically. The final two categories are the response (including community, government, and international agencies) and alternative/additional education options such as non-formal education with a specific focus on adolescent youth.



1. Access to Education

Functional Schools

Large areas of Borno as well as northern parts of Adamawa and southern parts of Yobe remain inaccessible to humanitarian organisations. Local education authorities report no schools are functional in these inaccessible areas and information gathered by this assessment confirmed this picture.

In Borno, only 3 out of 16 schools were open in Gubio LGA, 8 out of 75 in Konduga LGA, 7¹ out of 44 in Mafa LGA and 9 out of 38 in Monguno LGA. Until the security situation improves in the rural hinterland, functional schools will be limited to the main towns within the worst affected LGAs. In addition, school buildings in several of these towns are being used as shelter by Internally Displaced Persons (IDPs),² forcing the construction of temporary school infrastructure.

In Borno, only **3 out of 16** schools were open in Gubio LGA, **8 out of 75** in Konduga LGA, **7 out of 44** in Mafa LGA and **9 out of 38** in Monguno LGA

Enrolment and Attendance

The single biggest barrier for most out-of-school children in the northeast is poverty. This finding came out strongly from both the key informant interviews and the focus group discussions. This is not surprising given that subsistence farming is the main occupation of most of the population and they have been denied access to this livelihood for several years. Information on the actual costs of schooling, including the various levies and fees (see Table B7 for more details), highlights the significant outlay that parents must make to send children to school. This is before taking into consideration the opportunity cost of not having the child's labour available for farming or hawking.

Adolescents/Youth

With significant amounts of schooling lost and the economic impact of the emergency stretching across several years, many adolescents³ find themselves out of the education system with few options available. Many still have the ambition to go back to formal schooling but would equally be interested in non-formal and/or vocational opportunities including support in building a livelihood for themselves.

¹ Mafa and Monguno include schools opened in IDP camps.

² The CCCM working group update for September 2017 indicates that six schools in Monguno LGA (Government Day Secondary School, Government Girls Secondary School, Government Secondary School, Kuya Primary School, Garder Low Cost primary school and Central Primary School) are being used for shelter by IDPs, with Ngala and Damasak schools also reporting similar issues.

³ The term youth has several definitions and age ranges that vary from country to country. For the purposes of this assessment the focus was on adolescent youth (secondary school children) aged from 13–18 years.



29% of schools reported the presence of armed groups or military in or near the school site



497 classrooms were listed as destroyed with a further 1,392 damaged but repairable



Only **34%** of schools surveyed have clean drinking water available



35% do not have any toilets or latrine facilities



Only **16%** have adequate facilities for handwashing



Approximately **65%** have received some form of support from international organisations





2. Safety, Protection and Emergency Subjects

Recorded attacks, casualties and estimates of school infrastructure damage were borne out by the assessment. Twenty-eight per cent of school sites visited reported damage from bullets, shells or shrapnel. Fifty-three out of 258 sites reported being deliberately set on fire and 83 reported being looted, of which 40 were ransacked more than once. In addition, 29 per cent of schools reported the presence of armed groups or military in or near the school site. More than 13 per cent of schools said it was necessary to employ armed guards at the school gate.

There seemed to be little awareness of the risks posed by landmines or unexploded ordnance (UXO). Only 1 per cent of schools sampled had provided lessons on this topic (see table A3.6.1.1). Life skills⁴, another key area as children endure the emergency, were only being provided by 5 per cent of schools.

3. School Infrastructure

School infrastructure in northeast Nigeria was poor even before the emergency. The cumulative effect of attacks, looting and wanton destruction of schools, the degradation over time from climate and wildlife (especially in schools that have stood empty for long periods) and the impact of occupation by armed groups or its use as shelter by IDPs has left education infrastructure in a catastrophic state. To date, 497 classrooms were listed as destroyed with a further 1,392 damaged but repairable. It can be assumed that infrastructure in inaccessible areas is as badly affected or worse. All states were affected and a breakdown by state and school level can be found in tables A3.3.1.3 and A3.3.1.5.

Classrooms and Furniture

Data from the assessment point to a chronic lack of classrooms (one-third of schools are holding classes under trees and a rough average of six classrooms per school are currently non-functional). The situation of furniture is not any better, with 50 per cent of schools reporting no furniture or almost no furniture for their classrooms. Many classrooms are overcrowded while others are not fit for use. Teachers report overcrowding as the main barrier to learning – see table C3. Classroom-student ratios can be found in table A3.3.1.1, student-teacher ratios in tables A3.4.1.4 and A3.4.1.6.

Water and Sanitation

Water, sanitation and hygiene (WASH) levels in schools reflect the dire situation across northeastern Nigeria. In Borno there have been several recent outbreaks of cholera. Only 34 per cent of schools surveyed have clean drinking water available, 35 per cent do not have any toilet or latrine facilities and only 16 per cent have adequate facilities for handwashing. Urgent action in this area is required.

⁴ Life skills are psycho-social and interpersonal skills used in every day interactions and are not specific to getting a job or earning income. A wide range of examples exist under the definition of life skills, such as assertion and refusal skills, goal setting, decision making, and coping skills. The life skills approach is designed to support and build on existing knowledge, positive attitudes and values, skills and behaviours, as well as prevent or reduce risk behaviours. http://toolkit.ineesite.org/term-bank/en/terms/life_skills_education



Teaching and Learning Materials

Approximately 45 per cent of schools report little or no teaching and learning materials (TLM) available to children although there was significant evidence that materials were reaching some schools. UNICEF backpacks were conspicuous in many of the photos taken by the assessment teams.

The situation for textbooks is worse with almost one in five schools lacking textbooks even for their teachers, let alone for the children. Only 14 per cent of schools surveyed had textbooks for all or almost all children. Classroom materials such as computers and laboratory equipment were often found to have been looted or destroyed. Even the basics such as chalk and blackboards were absent from many classrooms.

4. Teachers

Teacher morale in the three states surveyed in northeast Nigeria is at rock bottom. Low salaries, poor conditions, a lack of recognition and the impact of the crisis itself have all taken a toll. In addition, teachers struggle with overcrowded classrooms, few materials, and little support.

Although teachers' attendance is poor in some places, the assessment showed the situation is not as bad as indicated by secondary data. This is to say that despite these exceptionally tough conditions many teachers continue to 'try their best' (in the words of one parent).

In the high security LGAs, schools included in the assessment were mostly staffed by volunteer teachers, some having received little or no pay. These areas are of particular concern, and efforts are needed to maintain and strengthen the teaching cadre whilst the security situation prevents the return of the regular teaching force.

5. Response and Community

Encouragingly 86 per cent of schools reported functional school based management committees or parent-teacher associations. Approximately 65 per cent in one line have received some form of support from international organisations, with 40 per cent having received government assistance in the last two years.

TLM, textbooks and teacher training were the most common types of assistance received from INGOs/United Nations agencies (a breakdown is provided in tables A3.5.3.2 to A3.5.3.5). Community support received included maintenance and repairs, provision of TLM and both volunteer teachers and guards (see tables A3.5.1.2 and A3.5.1.3 for more details). The government has also reached some schools with TLM, textbooks, furniture and construction/rehabilitation (see tables A3.5.2.5 and A3.5.2.6).

Recommendations

The recommendations section outlines suggested priorities for humanitarian actors and for the development community. The high security areas are generally in a worse state than other affected areas, and schools in IDP camps are also comparatively worse off than normal schools.

Given the scale of the problem it is clearly important to align humanitarian and development plans while at the same time ensuring local and national government planning and response is supported through the actions of CSOs (Civil Society Organisations) and the international community. This can be supported through good coordination at local and national levels. Finally, the expectation is that this assessment provides the data required for advocacy purposes by both international donors and government decision makers.



The remains of a school tent damaged by high winds in an IDP camp in Maiduguri. A temporary learning space is visible through the frame.

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Introduction

1.1 Rationale and Objective of the Assessment

The Joint Education Needs Assessment (JENA) was commissioned on behalf of the Nigerian Federal Ministry of Education, donors, and development and humanitarian partners. It aimed to get an overview of the current situation of education throughout the three states most affected by the insurgency (Adamawa, Borno and Yobe). It also sought to establish which activities could support the resumption of education in a sustained way after years of fighting, displacement, drought and economic crisis.

The assessment had three specific objectives:

1. Provide essential data for stakeholders to understand the situation of the sector (including for children out-of-school), and to inform proposals and advocacy documents that will bring about an increase in financing for education.
2. Prioritize geographic areas according to severity of needs and risks while identifying the most effective response approach for each area.
3. Provide recommendations on the most effective activities, approaches and delivery mechanisms to resume education in a safe and sustained way while linking humanitarian and development responses that will lead to recovery beyond the education sector.

The focus of the assessment was on the impact of the insurgency crisis, but it also attempted to capture a few key indicators on the general status of education in the region, indicators such as teacher qualifications or infrastructure availability which will inform strategic-level development projects in the future.

1.2 Contextual Background

Nine years of insurgency by Boko Haram and the subsequent counter insurgency by the Nigerian military has affected over 14 million people⁵, with 1.7 million currently displaced⁶, predominantly in the northeastern states of Borno, Yobe and Adamawa.

The insurgency which targeted schools in particular, alongside other facilities, has disrupted livelihoods for millions of households leaving over 7 million people in need of humanitarian assistance. More than 50 per

⁵ OCHA (2016) Humanitarian Needs Overview Nigeria 2017

⁶ DTM Round XIX Report (2017). https://nigeria.iom.int/sites/default/files/dtm_reports/01%20DTM%20Nigeria%20Round%20XIX%20Report%20September%202017_0.pdf

cent of those affected are children, including many unaccompanied minors or children orphaned by the crisis.⁷

More than 20,000 people have been killed and over 10,000 others, including school children have been abducted. Young boys and men have been forced to join armed groups as fighters while women and young girls have been held as sex slaves and used as suicide bombers.⁸

With 77 per cent of the IDPs located in Borno, the resulting humanitarian challenge has had an impact across many sectors with more than half of all IDPs lacking access to basic needs like food, shelter, WASH, facility healthcare and education services. The lack of shelter, WASH facilities, overcrowding of IDP settlements and general poor living conditions has resulted in the outbreak of cholera, Hepatitis E, and other diseases in Borno.⁹

Many IDPs are forced to reside in government buildings such as schools in areas like Mongono LGA in Borno and within host communities or makeshift IDP camps. This has further impoverished an already poor population, thus increasing vulnerabilities.

Security remains a challenge with an increasing number of suicide bombings alongside attacks on villages, IDP settlements and other soft targets. This prevents returns and access to livelihood opportunities thus increasing dependency on humanitarian aid.¹⁰ In October 2017 alone, more than 50 people were killed, dozens more injured and properties destroyed in ambushes, suicide attacks or raids on villages.¹¹ At least two LGAs in Borno remain completely inaccessible with large swathes of the northeast region¹² similarly affected. Several major roads are closed or open only to those escorted by the army making humanitarian intervention more difficult. The insurgency has also had an impact on the adjacent countries of Niger, Cameroon and Chad. Border towns in all three have repeatedly been attacked by Boko Haram and continue to host Nigerian refugees.

Political and Economic Background

Northeast East Nigeria is one of the six geopolitical zones in Nigeria. It is made up of six states: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe. Each state is divided into local governments areas (LGAs) and wards.

Beyond the Boko Haram crisis, stratification along religious, ethnic and regional lines continues to threaten the unity and stability of the nation. Since 2010, violence between Christian and Muslim communities has been on the increase, particularly in the middle belt¹³ across the centre of the country. Minorities, particularly women and ethnic groups, are poorly represented in politics at all levels.

⁷ OCHA (2017). About the Crisis. <http://www.unocha.org/nigeria/about-ocha-nigeria/about-crisis>

⁸ Warner J. and Matfass H. (2017). Exploding Stereotypes: The Unexpected Operational and Demographic Characteristics of Boko Haram's Suicide Bombers. <https://ctc.usma.edu/wp-content/uploads/2017/08/Exploding-Stereotypes-1.pdf>

⁹ MSF (2017). Nigeria: Hepatitis E Outbreak Declared in Borno as Rainy Season Increases Risk of Disease. <http://www.doctorswithoutborders.org/article/nigeria-hepatitis-e-outbreak-declared-borno-rainy-season-increases-risk-disease>

¹⁰ REACH Initiate (2017). Not Ready to Return: IDP Movement Intentions in North-Eastern Nigeria. <https://www.nrc.no/globalassets/pdf/reports/nigeria/not-ready-to-return---report-summary.pdf>

¹¹ See Annex XXX security incidents during the assessment period and UNHCR Nigeria Situation (2017). <https://reliefweb.int/sites/reliefweb.int/files/resources/60858.pdf>

¹² Adamawa, Borno and Yobe are currently those with "inaccessible" areas

¹³ The Middle Belt is a human geographical term designating the region of central Nigeria populated largely by minority ethnic groups and stretching across the country longitudinally. https://en.wikipedia.org/wiki/Middle_Belt (23/12/2017)



Poverty rates in the country remain high, with **70%** of the population living below international poverty levels.



Poverty rates in the country remain high, with 70 per cent of the population living below international poverty levels.¹⁴ It is worse in the northeast where 78 per cent of the population in Adamawa, 61 per cent in Borno and 82 per cent in Yobe are living below the poverty line.¹⁵ Inequalities between urban and rural areas are pronounced, with rural areas being disproportionately neglected in terms of public facilities and development.¹⁶ To further compound the situation, the insurgency is estimated to have caused the region \$9 billion in losses of which \$3.5 billion was lost because of a collapse in agricultural production.¹⁷

Sociocultural Context

Christianity and Islam are the two major religions in Nigeria. A roughly equal split of adherents to both religions has been suggested but the influence of traditional practices makes this difficult to verify. There are three major tribes – Yoruba, Hausa and Igbo – in Nigeria, over 250 ethnic groups and just as many languages.¹⁸ While English is the national language across the country, Hausa is very widely spoken in the northeast¹⁹ and there are many other ethnic groups in the region including Bachama, Margi, Sayawa, Fulani and Kanuri.

As is common in other parts of the country, the education of children in the northeast is traditionally seen as a community responsibility. Children are expected to start performing household chores from about age four. Boys are expected to help their fathers in the fields or tend livestock while girls help their mothers with the cooking,



The education of children in the northeast is traditionally seen as a community responsibility. Children are expected to start performing household chores from about age four.

¹⁴ CIA Factbook (2017). <https://www.cia.gov/library/publications/the-world-factbook/fields/2046.html>

¹⁵ NBS Annual Abstract of Statistics Vol 1 (2016). <http://www.nigerianstat.gov.ng/pdfuploads/ANNUAL%20ABSTRACT%20STATISTICS%20VOLUME-1.pdf>

¹⁶ AfDB, OECD, UNDP (2015). African Economic Outlook - Thematic Edition. <http://www.africaeconomicoutlook.org/en/countries/Nigeria>

¹⁷ Premium Times (2017). Economic impact of Boko Haram in Nigeria's North East now \$9billion — Buratai. <https://www.premiumtimesng.com/news/more-news/239927-economic-impact-boko-haram-nigerias-north-east-now-9billion-buratai.html>

¹⁸ Ethnologue (2017). <https://www.ethnologue.com/country/ng/languages>

¹⁹ Countries and their cultures: <http://www.everyculture.com/Ma-Ni/Nigeria.html>

fetching water and performing other domestic chores. The older they get, the bigger their responsibilities. This is aimed at teaching them to become productive members of their family and society. Gender inequality gaps are still significant in Nigeria, including in education and economic empowerment. This is particularly so in the northeast where discriminatory laws and practices endure that do not favour women, like those relating to freedom of movement, marriage, inheritance, violence against women and gender stereotypes.²⁰ Child marriage is a common practice in the northeast and deprives the girl child of education.²¹

1.3 Impact of the Crisis on Education

A recent United Nations Children's Fund (UNICEF) report estimates one million children have been displaced and three million need emergency education support as a result of the Boko Haram insurgency which began in 2009. Over 2,295 teachers were killed and 19,000 others displaced in Borno, Yobe and Adamawa in the first eight years of the insurgency.²²

With almost 1,400 schools destroyed, damaged or looted, the crisis has further devastated an education system already characterized by a severe lack of infrastructure, learning and teaching materials and overcrowded classrooms.^{23, 24}

Schools and other learning spaces continue to be targeted; some are being used as shelter by IDPs and others have been occupied by parties to the conflict,²⁵ thus negatively impacting the safety of students and their teachers. Security for students in, and traveling to and from school remains a concern for many parents as students have been kidnapped from schools and forcibly conscripted by Boko Haram in all three states.²⁶

Since 2013, over 600,000 children have lost access to education as an estimated 943 of the 1,627 schools in Borno remain closed for the fourth year running.²⁷ In Borno, almost 750,000 children and teachers remain displaced, vulnerable and in need of psychosocial support.²⁸ The absence of qualified teachers means that those still working are overburdened by heavily overpopulated classrooms. They are also hampered by the lack of scholastic materials and equipment as many items were destroyed during attacks on the schools.²⁹

With access to livelihoods constrained since 2013, a growing number of parents are unable to meet the cost of education. With a high level of food insecurity and children having to fend for their families by adopting negative coping strategies, which for some includes early marriage for girls, there has been an increase in the numbers of out-of-school children.^{30, 31}

²⁰ Social Institution and Gender Index (2017). <https://www.genderindex.org/?s=nigeria>

²¹ Alabi E.M (1990). Cultural practices in Nigeria: <https://www.ncbi.nlm.nih.gov/pubmed/12157983>

²² UNICEF (2017). More than half of all schools remain closed in Borno, epicentre of the Boko Haram crisis in northeast Nigeria. https://www.unicef.org/media/media_100953.html

²³ Ibid

²⁴ Plan International (2017). A Child Protection and Education Needs Assessment in Selected Communities in Borno and Adamawa

²⁵ HRW (2016). They Set the Classroom on Fire. https://www.hrw.org/sites/default/files/report_pdf/nigeria0416web.pdf

²⁶ Ibid

²⁷ Ibid

²⁸ UNOCHA. HNO (2018)

²⁹ HRW (2016). They Set the Classroom on Fire. https://www.hrw.org/sites/default/files/report_pdf/nigeria0416web.pdf

³⁰ Plan International (2017). A Child Protection and Education Needs Assessment in Selected Communities in Borno and Adamawa States

³¹ UNOCHA. HNO (2018)

Methodology

2.1 Overall Approach

The focus of the assessment was the education sector in the northeast states of Adamawa, Borno and Yobe. All formal schooling levels (pre-primary, primary, junior secondary and senior secondary) within the government system were included. The assessment consisted of three components: a review of secondary data, key informant interviews at the school level (cross-checked with enumerator observation checklists) and focus group discussions with teachers, parents and youth.

All accessible LGAs within Borno were considered for data collection. All LGAs in Adamawa and Yobe bordering Borno were also considered, as well as affected LGAs in Adamawa bordering Cameroon or hosting significant IDP populations (see Annex F for details of LGAs included in the assessment). Of the LGAs considered, 27 were included in primary data collection (16 in Borno, 8 in Adamawa and 3 in Yobe). More details on sampling and site collection are provided later in this section.

Data Collection Timeframe

Data collection consisted of two main phases. An initial secondary data review was made during the first two weeks of the assessment in early October 2017 while primary data collection took place between 1 November and 18 November 2017. Secondary data (including relevant in-crisis data from other sectors) continued to be collated throughout the assessment period.

2.2 Secondary Data Review (SDR)

Initial secondary data collection and analysis took place in October 2017 and focused on but was not exclusive to reports and data from the preceding 12 months. The data were analysed using the INEE Minimum Standards domains with the addition of a specific category for protection. Based on information from 35 publications, an SDR report was produced and provided to the Education in Emergencies Working Group Nigeria (EiEWGN) on 15 October 2017. Findings from the SDR were used as the basis for determining the data required for collection/collation to meet the objectives of the JENA.

Secondary data continued to be collected throughout the assessment including in-crisis secondary data from the food security sector, and from the access and security working group as well as trip reports and other sector summaries. This was utilised where appropriate during the analysis stage.

During the initial SDR there was limited access to data on status of the response³² and to historic data³³ relevant to the context so both are underrepresented in the SDR report but have been appropriately incorporated into these findings.

2.3 Primary Data Collection Design and Planning

Primary data collection centred on key informant interviews (KIIs) at the school level, with the head teacher or principal. In some cases, several ‘levels’³⁴ of education were present on one site — primary schools alongside junior secondary schools, or both levels of secondary school were present together. Whenever possible in such cases, KIIs were conducted with head teachers from all levels. Enumerators were also required to conduct an observation assessment using a checklist at the school site which allowed triangulation of data provided through KII.

2.3.1. Sampling

An initial sample of 332 schools was targeted by the assessment using a mix of purposive and convenience sampling. All 27 LGAs from Borno were considered for data collection; 12 LGAs from Adamawa and 6 from Yobe (see Annex F for selection criteria). An initial profiling of the LGAs was undertaken with secondary data to assess the security and accessibility levels. Each LGA was then given a security/accessibility rating based on three criteria:

- A risk level whether LGA was usually accessible only by helicopter or armed convoy, security incidents reported in LGA
- A logistical accessibility level—logistical constraints including distance to LGA, state of road network
- Functional size—how much of the LGA was deemed accessible (see Map 1: humanitarian access). This included data on the number of operational schools which was considered a proxy for accessibility

This allowed for one of four levels of security/accessibility rating to be given to each LGA as follows (these are displayed on Map 4 annex F):

Security/Accessibility Rating for LGAs

Level	Description
1	None or few recent security incidents. Accessible by road without the need for security escort. No significant logistical challenges in reaching LGA. Majority of LGA accessible to humanitarian actors.
2	Continuing security incidents but usually limited to outskirts of LGA. Accessible by road without the need for security escort. No significant logistical challenges in reaching LGA. Some rural areas of the LGA may not be accessible to humanitarian actors.
3	Continuing security incidents with occasional suspension of humanitarian activities. Accessible by road but either requires security escort or distance to LGA is a significant constraint. Significant portion of the LGA not accessible to humanitarian actors.
4	Inaccessible to humanitarian actors.

³² The 5W for the EiEWGN was being updated, cleaned and reviewed so was not available during the SDR period

³³ The National Education Data Survey (2015) was not included in the initial SDR

³⁴ School levels are recognised as Primary (this can include pre-primary classes), Junior Secondary and Senior Secondary. Many schools have multiple levels of education on one site though often the individual schools are run with a degree of autonomy



Based on operational constraints LGAs were then chosen to ensure a representation of each of the three security/access levels that were accessible to the assessment team. A full list of LGAs considered for the assessment can be found in Annex F. These constraints meant only three LGAs were visited in Yobe and neither of the medium security level LGAs were included in the sample. This was the biggest major drawback to sampling and analysis. In Borno several partners had indicated they could conduct assessments in some of the high security level LGAs but were unable to do so. This reduced the representation of high security level LGAs in the sample.³⁵ The table below lists the LGAs visited for the assessment. This can be seen graphically on Map 5 annex F

LGAs Included in the Assessment by Security/Accessibility Rating

Security Level	Borno (16)	Adamawa (8)	Yobe (3)
1	Hawul, Kwaya-Kusar, Bayo, Biu,	Fufore, Hong, Maiha, Mubi North, Mubi South, Yola South	Damaturu, Gujba, Tarmuwa
2	Askira/Uba, Jere, Kaga, Magumeri, Maiduguri, Nganzai	Michika	
3	Chibok, Gubio, Konduga, Kukawa, Mafa, Monguno	Madagali	

For each LGA the assessment teams targeted 10–12 open schools.³⁶ Information on the location of schools was provided by partner agencies and relevant local education authorities. For each LGA a minimum of one senior secondary school, three junior secondary schools, two primary schools with pre-primary classes and six primary schools (total) were included in the sample. In some LGAs the number of open schools was less than the targeted sample size in which case teams attempted to visit all open schools in the LGA.

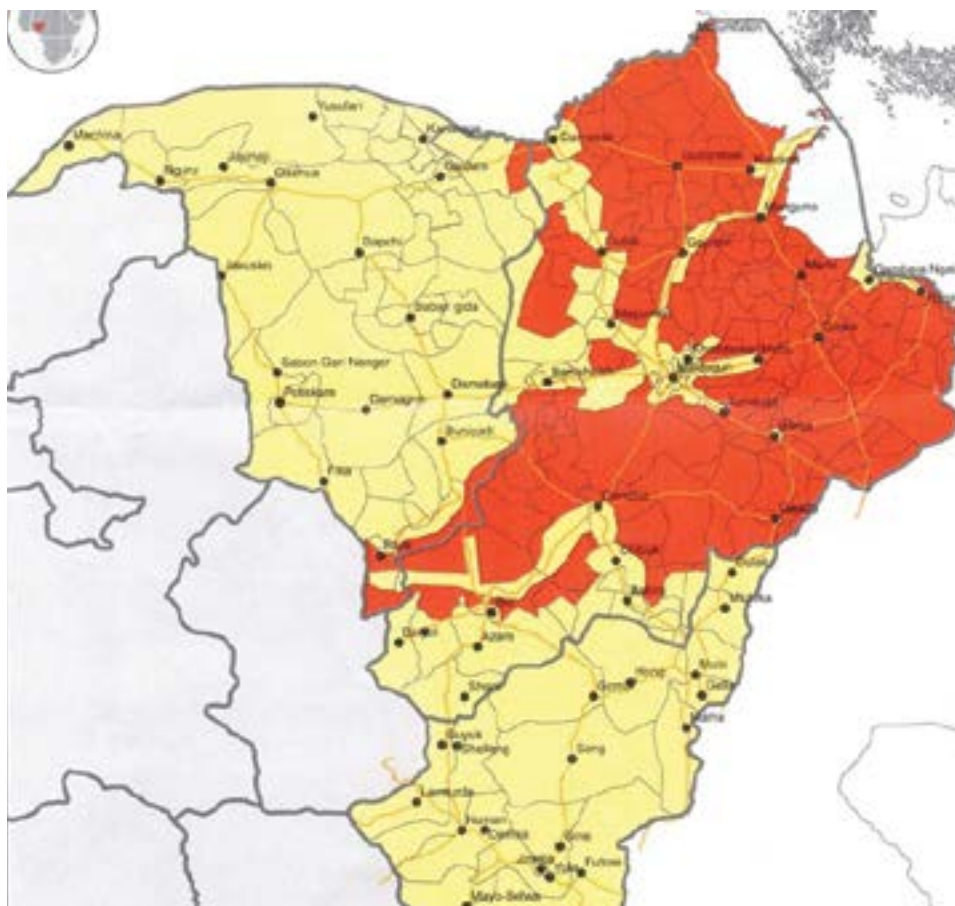
³⁵ Areas affected were Bama, Damasak (Mobbar), Dikwa and Gwoza

³⁶ Open schools are defined as: Schools that are accessible for the assessment team and recognised as “open” by the relevant authorities. These may include schools that are not functional due to lack of teachers, being used for shelter by IDPs, damaged infrastructure etc. but are officially “open”.

One further consideration in selecting LGAs, especially in Adamawa and Yobe was the inclusion of LGAs with significant IDP populations. Fufore, Yola South and Damaturu LGAs were chosen in this regard. In LGAs with IDP populations in camps, teams were instructed to visit at least two camp-based schools as part of the sample.

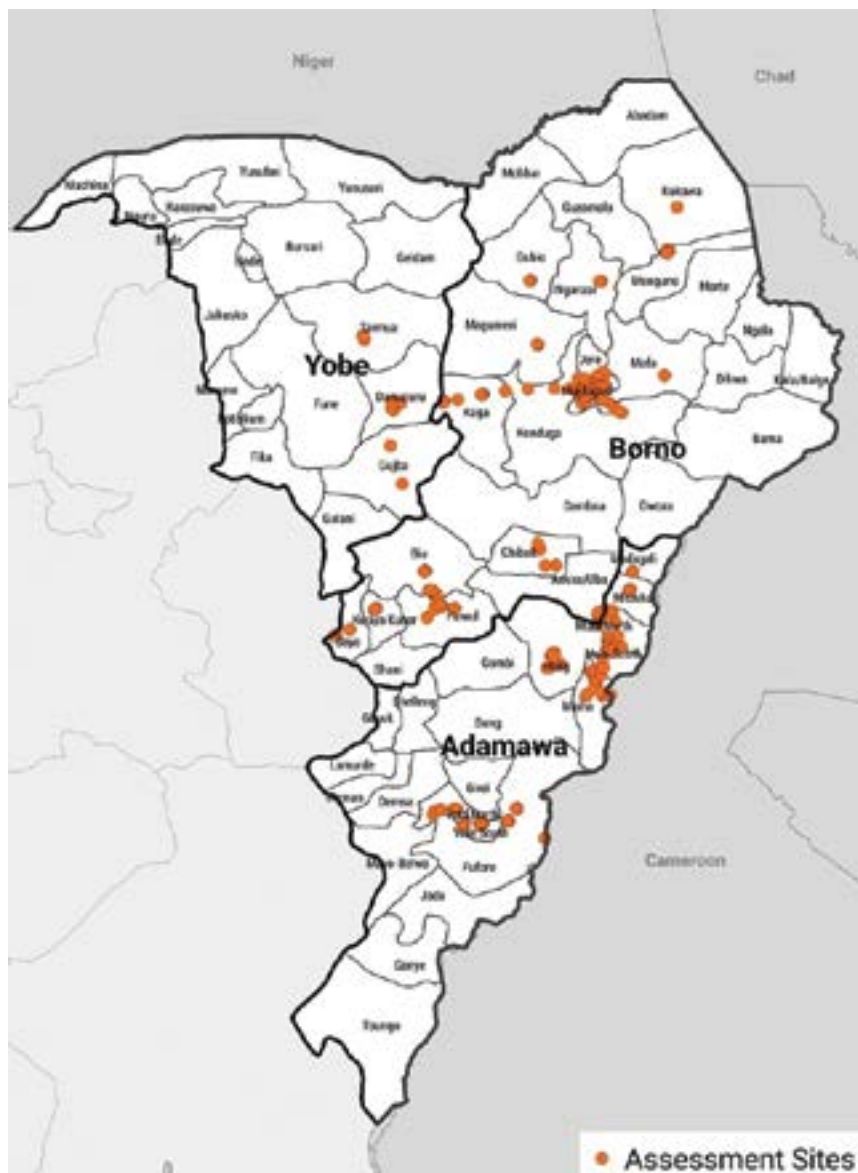
To understand accessibility, it is important to reference the accessibility map below provided by United Nations Office for the Coordination of Humanitarian Affairs which shows the corridors and isolated population centres visited by the team with large areas of the rural hinterland remaining inaccessible.

**Map 1: Accessibility in northeastern Nigeria for humanitarian activities
(United Nations OCHA September 2017)**



Map 2 shows the actual sites visited by the assessment team. The sites show how the open schools are concentrated in the accessible areas of the map above.

Map 2: Assessment sites using GPS coordinates³⁷



Key Informant Profile

During the data collection, 308 separate key informant interviews (KIIs) took place which covered 258 sites and 332 schools.³⁸ Of those interviewed, 222 (72 per cent) were head teachers, 71 (23 per cent) were deputy head teachers and 15 were teachers (5 per cent). Sixty-five of the informants were female (22 per cent). In total 220 interviews were conducted in English (69 per cent), 78 were conducted in Hausa (24 per cent), 9 in Kanuri and 1 in Babur.

³⁷ GPS coordinates for 11% of sites were not recorded so are omitted from the map

³⁸ See section 3.4.2 School and Site Level Analysis Issues for details on the difference between Key informants, sites and schools.

2.3.2. Data Collection Quality

A Kobo mobile data collection tool was used for key informant interviews, alongside a paper-based observation checklist (data from the checklist were entered later using a Kobo form). The key informant interview tool was initially piloted in Maiduguri. Unfortunately, the pilot was limited to two schools due to security issues³⁹ although the information gained from the exercise was valuable in updating and validating many of the questions. Following the pilot, teams in Borno underwent two rounds of training including a simulated interview on each occasion. Feedback from the first training, where 44 simulated interviews took place, was included in updating the tool for ease of use and comprehension by the teams. This was important as the pilot phase had been limited. Following the simulated interviews during the second training some minor modifications were also made. It was felt that the depth of this process contributed to reducing the number of issues and data anomalies encountered during analysis. All Borno teams were issued with a tablet that had Kobo collect installed and loaded with the relevant questionnaire.

Borno teams were debriefed after each week and the data collected was scanned by members of the assessment team to check for validity and consistency. In addition, each team was contacted by telephone⁴⁰ during each week of the data collection period. Upon completion of the data collection exercise, 35 interviewees were contacted by telephone to validate that the collection exercise had taken place. In all cases the informant confirmed the interviews had taken place.

Training in Adamawa and Yobe took place after data collection had begun in Borno. Lessons learned were used to highlight the more unintuitive parts of the tool. Again, all enumerators undertook a simulated KII interview as part of the training process. To support data collection and validation a UNICEF staff member accompanied the assessment teams in Adamawa and checked in with each team in the field. In Yobe, teams reported on their progress on a daily basis to the assessment supervisor.

A final validation check was a requirement for all teams to collect the GPS coordinates of the schools using the tablets provided. This was recorded for 89 per cent of schools, with those missing mostly being covered by two teams who had issues with equipment (tablets were not allocated to teams in Adamawa). Teams also provided significant photographic evidence of school infrastructure and classroom conditions.

During the analysis phase, these cleaned data were reviewed by members of the team with a view to spotting errors and inconsistencies (some schools in Kukawa LGA were excluded based on this check). Data from the Observation Checklist was also cross-checked against data from the key informant interview tool.

Ranking Questions and Heat Maps

The questions from which the ranking heat maps are extracted always imply a preference, based on the top three rankings. The calculation is derived from the theory of election systems, the Borda count.⁴¹ The rankings are interpreted as

³⁹ During the second interview, youths gathered outside the school and the team was accused of trying to vaccinate children. There is a current rumour that NGOs are infecting children with the monkey pox virus using vaccinations. The team was extricated for safety although the interview was completed.

⁴⁰ Excluding those teams who were in areas with no mobile telephone network

⁴¹ The Borda count determines the most preferred items of an election by giving each response a certain number of points corresponding to the position in which it is ranked by each respondent. Once all preferences have been counted, the item with the most points are determined as the most preferred. See ACAPS Resources: http://www.acaps.org/resourcecats/downloader/heat_maps_as_tools_to_summarise_priorities/69



Upon completion of the data collection exercise, 35 interviewees were contacted by telephone to validate that the collection exercise had taken place.



votes, and the resulting scale is treated as an interval-level scale, on which arithmetic means can be formed. Note also that a 'lower' ranking, demand, priority or preference does not imply an 'absence of need' or of the issue. It only means that other issues, items or interventions are requested, preferred and given more importance and that the item does not qualify regularly in the top three preferences as expressed by the population. Therefore, the heat maps display only the most frequently mentioned 'top three' items.

2.3.3. Focus Group Discussions

To support the quantitative data collected using the key informant interviews, focus group discussions (FGDs) were organised in six LGAs. The LGAs included were mostly security level 1 and 2 due to operational constraints. The FGDs also took place in a mixture of rural and urban settings to help ensure a range of viewpoints.

14



focus group discussions were organised with teachers with group sizes ranging from 4 to 11 and a total of 112 teachers (55 female, 57 male) were consulted.

22



focus group discussions were organised with parents with group sizes ranging from 3 to 15 and a total of 162 parents (86 female, 76 male) were consulted. Eight of the FGDs were conducted with women, eight with men, and six groups were mixed.

8



focus groups discussions were conducted with adolescent youth: four with girls and four with boys. Through the FGDs 28 girls and 29 boys were consulted.

The focus group discussions took place in LGAs in Adamawa and Borno, namely Kaga, Madagali, Maiduguri, Michika, Mubi North and Mubi South. A list of the focus group locations and number of participants can be found in Annex E.

2.4 Assessment Limitations and Constraints

2.4.1. Key Informant Data Collection

As purposive and convenience sampling methodologies were utilized for this assessment rather than random, representative sampling, the findings cannot be generalized with any degree of confidence and should be read and interpreted as applying only to the sampled schools to help understand what is taking place throughout the sector.

Issues arose in the data collection in Kukawa LGA, Borno. In part this was due to limited training of the enumerators. In addition, there was no mobile network in Kukawa so it was not possible for the enumerators to check with the assessment supervisors when they encountered issues. It was reported by the team that several of the schools did not have a head teacher present and therefore some of the basic school procedures, such as the recording of enrolment data, was not taking place. Given the cumulative effect that these issues had on data quality, only schools assessed in Kukawa where the key informant interviews took place with a head teacher or deputy head teacher were included in the assessment. Data from five schools was subsequently discarded.

2.4.2. Focus Groups

Additional focus group discussions and key informant interviews were also planned in several of the other high security (level 3) areas. However, due to operational constraints facing partners these did not take place. This particularly affected the sample range for FGDs in security level 3 areas which are therefore underrepresented in FGD findings. Similarly, the lack of partner organisations in Yobe and logistical constraints resulted in no FGDs being organised within that state.

Consultations with children were planned as part of the assessment. Again, due to challenges and constraints encountered by the partner organisations who were to undertake the consultations these were not conducted.

Due to the nature of focus group discussions it is sometimes difficult to quantify answers that come from one or two members of the group, or from the consensus of the group. Questions such as “What are the top three learning opportunities the group would be interested in?” are reasonably robust and normally the facilitator could elicit three answers per group. However, questions which are more at a personal level including, What do you want to be in the future? had a mixture of group answers (“most expect to be farmers”) and individual answers (“two members of the group wanted to be doctors”) so are harder to quantify. Where a number has been listed, this has been reflected in the tables detailing the answers. If no indication as to the number of participants who agreed to the answer is listed, this has been captured as a single response. This has been reflected upon in the analysis text.

2.4.3. School and Site Level Analysis Issues

In designing the assessment, it was felt important to be able to analyse data by school level, specifically at pre-primary/primary, junior secondary and senior secondary levels. This was to help understand barriers to the transition from primary to junior secondary, and how compulsory and ‘free’ education in Nigeria, which continues to the end of junior secondary, is different from senior secondary level.

To support this wherever possible key informant interviews were conducted with head teachers of each school level present on site. For example, at Dala 1 Primary and Junior Secondary School, two key informant interviews were conducted – one with the head teacher of the primary school and another with the head teacher of the junior secondary school. A similar process took place when junior and senior secondary schools occupied one site. This provided more accurate information regarding barriers to education for each cadre of students, numbers of teachers available and teacher student ratios, availability of learning materials, textbooks, etc.

However, there are some issues over site infrastructure and the veracity of data on latrines, classrooms and water sources. It appears that for some sites with multiple schools all available latrines were counted for each school level. There may also be assumptions and errors in the misattribution of classrooms and teachers in a few cases. For the purposes of analysis, it has been assumed that infrastructure and teacher numbers provided through the KII refer to those exclusively for that particular level. This introduces a small error into the figures, painting a slightly better picture than is the case.

A second problem arises at the 21 school sites where only a single key informant interview was carried out even though there were multiple school levels. Here the teachers, classrooms and latrines have been divided between the school levels based on the ratio of students present at each school, with a weighting towards secondary education as class sizes are on average smaller by one third. This allows all schools to be included as individual schools in the analysis but again a degree of error is introduced.

Finally, there is the analysis of data regarding attacks on education. Here the data were analysed at the site level, with attacks data merged between the two key informant interviews. If there was a contradiction, the highest incidence of attacks was used. It was assumed that any key informant reporting an attack or multiple attacks was telling the truth and contradictions were due to a lack of knowledge of the attack, or that the attack only concerned one part of the school. In addition, it is probable that a degree of error has been introduced to the data using this method, but it was necessary to prevent double counting of attacks and incidents.

Findings

This section draws heavily on Annexes A through D which provide comprehensive quantitative analysis of the data from the key informant interviews and focus group discussions. Tables within the annexes are referenced in the text and can be consulted for a more in-depth picture of the data; however, key figures and charts are presented within the findings section. The first letter in any table name is a reference to the annex in which it will be found – for example, Table C2 is the second table in Annex C. The main units of analysis are by State and by Security/Access level. An additional annex (Annex AX) provides an analytical breakdown of some of the main statistics at the LGA level, with Annex AY providing information specifically on schools located in IDP camps.

3.1 Access

3.1.1. Status of Schools

The JENA plan was to visit functional schools. However, several schools that were expected to be open were not holding classes when the assessment teams visited them. Three of the schools were in Konduga LGA, Borno, and all reported the same reason for being closed – ‘insecurity in or around school, real or perceived.’ Konduga is a large LGA located to the south and west of Maiduguri/Jere. Most of Konduga is currently inaccessible and the assessment took place mainly in Konduga Town, the main urban centre of the LGA and one of the few accessible areas. Security incidents are a regular occurrence⁴² in Konduga LGA. The fourth closed school was in Jere where the reason given was “school was damaged either deliberately or in the fighting.”

Large areas of Borno as well as northern parts of Adamawa and southern parts of Yobe -remain inaccessible to humanitarian organisations. Local education authorities report no schools are functional in these areas. Looking at the high security LGAs of Gubio, Konduga, Mafa and Monguno in Borno (see table 3.1.1.), it is clear that many of the school are still not functioning based on available data.

⁴² 20 security incidents were reported in Konduga LGA during the period of the assessment, including an IED attack on November the 11th at which time the assessment team were in Konduga town.

Table 3.1.1.: Functioning Primary and JSS Schools in Selected High Security LGAs

LGA	Schools open in 2012	# Schools assumed open at the start of the assessment	# Schools open reported by assessment team
Gubio	16	3	3
Konduga*	75	8	8
Mafa**	44	4	7
Monguno**	38	4	9
Total	173	19	27

*three closed schools were visited as part of the assessment

**three schools were in IDP camps in both Mafa and Monguno

There have been some changes, with three more schools recorded open in Mafa and five more in Monguno than were listed in the initial data provided by the FMoE during the planning of the assessment. Several of these schools are located within IDP camps. In addition, 11 open schools were visited in Kaga LGA, Borno, where previously only six⁴³ were thought to be open. The overall number of functioning schools may fluctuate depending on security incidents but over the medium term it could increase if additional areas within the LGAs become accessible and education is supported to resume. For example, several schools in Konduga LGA were closed when the assessment teams visited. This was due to security concerns although they were in the “accessible” areas, albeit though on the edge of town. Therefore, if these areas come to be regarded as safe the schools could reopen. However, to become functional they would probably need assistance in terms of materials and possibly support to teachers.

Schools being Used as Shelter

Although outside the scope of primary data collection,⁴⁴ the following seven schools are currently being used as IDP camps: Government Day Secondary School, Government Girls Secondary School, Government Secondary School, Kuya Primary School, Gardner Low Cost Primary School, Central Primary School (all in Monguno LGA) and Ngala International School, Ngala LGA.

Shifts

Currently, most schools are running only single shifts, although many students attend Qur’anic schools in the afternoon and early evening. Of those schools surveyed, 8 per cent are running two shifts to cope with increased student numbers due to displacement (see table A3.1.1.1).

3.1.2. Attitudes to Education

Secondary data indicated that there were significant numbers of out-of-school children in northeast Nigeria, with the 2015 National Education Data Survey (NEDS) indicating a gross attendance ratio of only 60.3 per cent for primary school and 34.5 per cent for secondary (see tables G2 and G3) with similar levels indicated by the 2017 Multiple Indicator Survey (MICS) (see tables G7 and G8). Also, those who do attend school will often attend Qur’anic schools either instead of government institutions, or both (see table G4).

Parents were asked their reasons in sending children to school (see table B2). Reasons specifying a ‘better future’, ‘better jobs’ or ‘better economic prospects’ were cited by 16 groups (73 per cent), closely followed by ‘to learn’ or specific references to literacy ‘learn to read and write’, mentioned by 15 groups. Two other significant reasons were versions of ‘to improve their behaviour and stop them from being idle’ (six groups) and because educated people are more respected (four groups).

⁴³ Care must be taken in direct comparisons between data from SUBEB (contained in Annex F) and that from the assessment as the assessment counted each school level (Primary, JSS, SSS) as an individual school even if they were on the same site. It is not known what the criteria for the count of schools from the SUBEB data was used.

⁴⁴ The scope of the assessment was to visit functioning schools

Most groups said that most children attend government schools, though in a few cases mostly in Kaga LGA, Borno, the split was more 50/50 between government and Qur'anic schools. Several parents stated they would send their children to private schools if they could afford it as the education is of better quality.

3.1.3. Enrolment and Attendance

Tables A3.1.3.1 to A3.1.3.4 detail the enrolment totals for the schools assessed. Tables A3.1.3.5 (shown below) and A3.1.3.6 deal with gender disaggregation.

Table A3.1.3.5: (State) Gender Disaggregation for Student Enrolment

State	Pre-P Girls	Pre-P Boys	Primary Girls	Primary Boys	JSS Girls	JSS Boys	SSS Girls	SSS Boys	Total Girls	Total Boys
Borno	53%	47%	51%	49%	46%	54%	30%	70%	49%	51%
Adamawa	50%	50%	48%	52%	51%	49%	43%	57%	48%	52%
Yobe	47%	53%	50%	50%	53%	47%	0%	100%	47%	53%
Total	52%	48%	50%	50%	48%	52%	30%	70%	48%	52%

Enrolment by gender is roughly even across primary schools and junior secondary schools (basic education). However, at senior secondary school (SSS) level, boys significantly outnumber girls. Unfortunately, results for Yobe are compromised as only boys' secondary schools were visited in the assessment. With the lower numbers of senior secondary schools surveyed, this data is not representative but a review of secondary data and focus group discussion outcomes indicating that boys are more likely to enrol in senior secondary school than girls.

Enrolment Increasing or Decreasing?

The enrolment picture is a complex one. Table A3.1.3.12 (see below) shows how surveyed schools reported current enrolment levels compared to those before the insurgency. Approximately 66 per cent of schools have reported an increase, with 32 per cent of those reporting increases of double or more. The prevalence is particularly large in the high and medium security levels for primary schools with 35 per cent and 38 per cent respectively reporting an increase in double or more.

In these LGAs, large areas outside of the main urban centre are currently inaccessible, with no schools functioning. The urban centres have significant IDP populations⁴⁵ and many of these students have now been added to the normal enrolment.

For senior secondary schools in high security LGAs the picture is different. Several senior secondary schools from these LGAs in Borno have relocated to Maiduguri. Schools from Gubio and Monguno that had relocated were visited as part of the assessment. This has had a negative effect on enrolment, with some students unable or unwilling to make the move. This also means in some areas, in Gubio Town for example, - no senior secondary schools are now open.

⁴⁵ There is some debate as to whether populations that remain in their own LGA are regarded as IDPs. Many have been forced to leave their homes in the rural areas and seek refuge in the more secure town, however some still return sporadically to their farms.

Table A3.1.3.12: (Security) Current Enrolment Compared to Pre-crisis Levels (in 2012)⁴⁶

Security level	School level	Increased slightly	Increased by around 50%	Increased by double or more	Decreased slightly	Decreased by > (25%)	Decreased by > 50% or more	Do not Know	No Change	School not open in 2012
High	Primary	41%	35%	3%	3%	3%	0%	3%	12%	0%
	JSS	30%	15%	10%	5%	20%	15%	0%	5%	0%
	SSS	0%	0%	0%	0%	33%	50%	0%	0%	17%
Medium	Primary	18%	38%	15%	10%	5%	3%	5%	0%	7%
	JSS	21%	25%	23%	8%	6%	6%	4%	2%	8%
	SSS	43%	0%	29%	0%	0%	29%	0%	0%	0%
Low	Primary	50%	14%	5%	21%	5%	4%	0%	0%	0%
	JSS	45%	16%	5%	13%	3%	18%	0%	0%	0%
	SSS	25%	13%	0%	44%	0%	13%	0%	0%	6%
Total		34%	22%	10%	13%	6%	8%	2%	2%	3%

Attendance

The KII survey asked head teachers the percentage of children in their school who attended regularly (3 or more days a week, most weeks). Only 29 per cent said almost all children attend regularly, while 61 per cent put the number at around three quarters (see tables A3.1.3.7 and A3.1.3.8). These results were surprising and contradicted by both parental and teacher groups who indicated that significant numbers of children were absent for a variety of reasons.

In terms of barriers to attendance, enrolment or what could lead to drop out, the survey asked informants for the top three barriers for girls and boys respectively.

Table A3.1.3.9: (Security) Barriers to Girls Accessing Education (Top Three Barriers Ranked by Importance)

Security level	High			Medium			Low			Overall Rating
	Primary	JSS	SSS	Primary	JSS	SSS	Primary	JSS	SSS	
Financial reasons/cannot pay										1.256
Looked for/found job/work/hawking										1.133
Planting/harvest season										0.807
Marriage/pregnancy										0.696
Parents/cultural beliefs										0.542
Distance to school too far										0.271
Security concerns/Psychological trauma										0.232
Illness										0.184
Poor quality of /lack of confidence in education system										0.148
Displaced by conflict										0.130

Heat map guide

Strong prevalence/ high priority **low prevalence/ low priority**

⁴⁶ KII's were asked to estimate current enrolment levels with those at the school pre-crisis, which for the purposes of the question was set at 2012

Table G5: Reasons for Never Attending School (Taken from NEDS 2015)

Area	Cost	Labour needed	No interest	Too young	Travel unsafe	School too far	Poor school quality	No good jobs for graduates	School not Important	Other Factors
Adamawa	17.5	17.1	21.3	8.5	1.1	20.0	3.0	0.9	1.8	22.4
Borno	16.3	5.3	5.3	1.7	5.2	21.6	30.5	0.2	5.0	10.6
Yobe	21.4	18.4	6.8	5.8	4.8	53.0	15.6	3.6	4.1	9.8
Northeast	21.7	13.5	5.5	5.8	2.7	31.2	16.3	0.9	4.6	13.4

The Cost of Free Education

Basic education which includes pre-primary, primary and junior secondary is free and compulsory. However, while this means that there is no ‘school fee’ there are several levies and charges imposed by school as well as other costs that pose a significant barrier to many children in accessing education.

Table A3.1.3.13 indicates that 75 per cent of all schools impose some financial cost. Typically, these are Parent-Teachers Association (PTA) levies, school development fees, charges for registration, exams, etc. One key informant even reported a ‘furniture levy.’ Alongside these costs, parents were asked about the typical costs they faced in sending children to school. Table B7 details the findings of the parent FGDs regarding costs. The most significant being a uniform (typically between 2,500-3,000 naira) and transport (if getting to school requires transport this can be 100 naira a day - which soon adds up to approximately 4,000 - 5,000 naira a term). If children are lucky enough to be given money for food this is estimated at 50 naira a day or 2,000 naira a term. Even without food and transport, levies and uniforms can mean costs of 4,000-6,000 naira a year even before the opportunity costs of the student not hawking or working on the farm are considered.

3.1.4. Inclusivity

It is clear there is little provision for students with special needs within mainstream education. There are special schools that cater to visually impaired students, deaf students and those with learning difficulties. It is believed that Borno has three of these schools (one in Maiduguri, one in Biu and the third in Monguno). It was understood that the Monguno school is currently closed but the other two are open. The head teacher from Yerwa Special Need Primary and Junior Secondary School (Maiduguri) was interviewed as part of the assessment and participated in a head teacher focus group discussion. His school faces the same difficulties in terms of lack of teaching and learning materials, teaching aids, appropriately skilled teachers, poor teacher salaries etc. The total enrolment at the school was under 200 students and this is the main school of its type in the state.

Some mainstream schools do have basic facilities for wheelchair access and some teachers have been trained in working with special needs children but as shown in Table A3.1.4.2, 90 per cent of schools have no provision for special needs students at all.

3.2 Protection

3.2.1. Safety and Risks to Children

In terms of safety most of the schools surveyed indicated that children feel safe coming to school (see table A3.2.1.1) with only 13 schools in Borno, 22 in Adamawa and 1 in Yobe stating that children did not feel safe. Informants were encouraged to consider all risks carefully before answering this question. Most of those who did not feel safe were in high security level LGAs where 25 per cent of schools reported children did not feel safe.



At state level, schools surveyed in Adamawa LGAs showed the highest prevalence of children not feeling safe. This correlates with security incidents during the assessment. The town of Gulak was attacked and overrun by insurgents during the assessment⁴⁷ and one of the largest casualty tolls of recent attacks occurred in the town of Mubi⁴⁸ later in the same month. In Borno although the number of security incidents is higher, attackers are often intercepted and casualty rates are much lower (although a full analysis of the security and safety of various LGAs is beyond this report). It should be noted however that some of the most insecure areas within Borno [Gwoza, Mobbar (Damasak), Kala-Balage (Rann) and Bama] were not part of the survey.

Presence of Armed Actors

Tables A3.2.1.2 and A3.2.1.3 detail the reported presence of armed actors near or in school. Forty-four schools out of those surveyed have armed guards at the gate of the school for protection purposes (these are mostly found in the high-risk security areas). Twenty schools had military personnel at the gate or in the school (one assessment team witnessed a member of the armed forces acting as a teacher within the school). This statistic is of obvious concern as to whether the presence of military forces will increase the chances of the schools being targeted and begs questions as to why military forces are present⁴⁹.



In Borno, although the number of security incidents is higher, attackers are often intercepted and casualty rates are much lower.

⁴⁷ <http://dailypost.ng/2017/11/07/boko-haram-terrorists-attack-madagali-gulak-adamawa/>.

⁴⁸ <https://www.theguardian.com/world/2017/nov/21/nigeria-mosque-attack-teenage-suicide-bomber-kills-at-least-50>

⁴⁹ This was not asked in the assessment

Finally, many schools (75 out of the 332 surveyed or 22.5 per cent) reported armed actors/military forces in close proximity to the school. To some extent, with a heavy military presence, this not surprising. However, the question is whether any precautions have been taken by schools/staff/parents given this situation.

From the parent FGDs, 'lack of security/ no fence/ no guards' was cited by eight of the groups as one of the top problems/issues with their local school, while five groups listed 'good or adequate security' as one of the top positive features. Security is clearly still a concern and the perception from parents is that guards and a fence are security features needed by schools.

3.2.2. Attacks on education

It should be noted that for the analysis of data concerning attacks on education the KII database was converted from 'by school' to 'by site'. Many sites contained multiple schools (primary and junior secondary being the most common, but also many secondary schools had JSS and SSS on the same site). In total, 258 physical school locations were surveyed during the assessment (containing the 332 mostly autonomous schools).

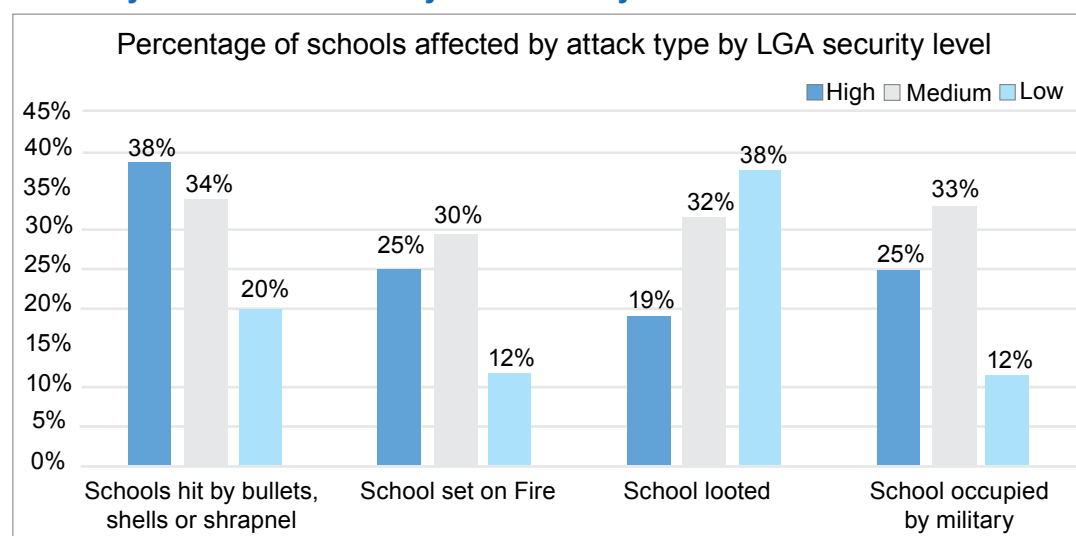
Twenty-eight per cent of sites surveyed (74 in total) reported that the schools had been hit by shells, bullets or shrapnel, 29 of these reporting incidents on multiple occasions (see tables A3.2.3.1 and A3.2.3.2). Attacks were spread across all LGA security levels, though high security LGAs were slightly more likely to have been attacked. Yobe as a state was the least affected although it must be remembered it has also recorded some horrific attacks on schools⁵⁰.

Attacks on schools by planes and helicopters (flagged by 16 school sites) and incidents involving suicide bombers (13 sites) were not as common, with Yobe seeing none of these incidents, and most of the aerial incidents were recorded in Adamawa state.

Looting and burning (see tables A3.2.3.5 and A3.2.3.6) are incidents commonly reported with 83 schools (32 per cent) reporting looting (almost half of those citing multiple instances) and 53 schools (20 per cent) reporting infrastructure being burnt. Evidence of fires was clear to the assessment teams and included books, furniture and school records. Looting frequently targeted school equipment such as computers and laboratory apparatus. This tallies with the large number of schools missing textbooks, teaching and learning materials and teaching aids (although, many may have lacked these items before the crisis).

Fifty-six school sites (22 per cent) reported occupation by some type of military force (see tables A3.2.3.7). These were evenly spread across the three states and security levels. Of concern is the possible presence of UXO and other material in schools. This may be a serious factor if more schools in the currently inaccessible areas become accessible and can reopen. It would also be interesting to find out how often the occupation was by government-backed forces.

Summary of School Attacks by LGA Security Level



⁵⁰ <http://www.independent.co.uk/news/world/africa/nigeria-massacre-boko-haram-islamists-kill-42-at-boarding-school-in-yobe-state-8695355.html>

3.3 Infrastructure

Indications from secondary data had already highlighted the extent and severity of the impact the crisis has had on education infrastructure in northeast Nigeria. The North-East Nigeria Recovery and Peacebuilding Assessment (RPBA)⁵¹ gives a total figure for damage to education infrastructure within the three states of Adamawa, Borno and Yobe as \$249 million. Field visits had also highlighted that climatic conditions were also contributing to the deterioration of infrastructure with school tents being particularly hard hit.⁵²

Findings from the assessment corroborate the dire state of education infrastructure in this region. Across the board from classrooms and WASH facilities to furniture, textbooks and learning materials, there are significant needs. The most critical aspect that came as a shock to many of the assessment team was how few schools had adequate (or in fact any) water and sanitation facilities. One-third of schools sampled in the assessment had no sanitation facilities at all. This section outlines in turn some of the key statistics and their implications.

3.3.1. Classrooms

One-third of all schools are holding classes outside with primary schools being the worst affected (46 per cent have classes under trees or outside, see tables A3.3.1.7 and A3.3.1.8). Many of the classrooms being used are in a very bad state of repair and some may well pose a safety risk to children. Schools reported on average that 38 per cent of classrooms are non-functional and 14 per cent of those that are functional are temporary structures. In numbers this equates to 1,889 non-functional classrooms across the 332 schools surveyed, an average of roughly six classrooms per school. Four-hundred and ninety-seven classrooms were listed as destroyed completely. On the positive side, there are 1,392 classrooms that could be repaired and reused. More details can be found in tables A3.3.1.3 to A3.3.1.6.

Figure 3.3.1a: Number of Classrooms that were Reported Completely Destroyed

State	Schools Visited	# Classrooms Destroyed	Avg # Classrooms Destroyed per school
Adamawa	122	180	1.48
Borno	190	278	1.46
Yobe	20	39	1.95
Total	332	497	1.50

It is clear therefore that there is a lack of classrooms at all school levels with primary the hardest hit. Many of the classrooms currently in use need repairs and rehabilitation. There are significant numbers of temporary classrooms that have been provided and continue to be used but, given recent findings, these classrooms may well need to be replaced in the next one or two years. The following pictures give an idea of the condition of classrooms in Borno with the first two pictures showing functional classrooms (one of which is makeshift). The third picture shows a crowded school in Maiduguri where kindergarten classes take place under trees in the playground and the fourth a derelict classroom block.

Finally, several teams did report seeing classroom blocks under construction and some new blocks having been built and used. In some cases, construction had started but was delayed. Data on new classrooms (built and under construction) was not part of the assessment but should be factored in when planning school construction activities.

⁵¹ Mariam, Masha et al (2016). North-East Nigeria - Recovery and peace building assessment. Washington, D.C.: World Bank Group.

⁵² For example, a recent report from the CCCM sector stated that in Banki Camp, Bama “Almost all the existing facilities used as classes to teach the children have been collapsed and destroyed by rain” (September 2017).

Figure 3.3.1b: Photos of Classrooms from the JENA Assessment



3.3.2. Water, Sanitation and Hygiene

The status of water and sanitation services within the schools is at crisis levels. In all three states and across all security levels there is an urgent need for rehabilitation and provision of WASH facilities. Of concern is Borno which has seen several cholera outbreaks⁵³ over the last year.

Clean Water

Only 34 per cent of schools sampled have clean drinking water available, with primary schools again the worst affected and senior secondary schools having water available at 50 per cent or more sites across the three states (see table A3.3.2.1). Two of the teacher groups cited providing water to schools as a key way of helping teachers do their jobs (table C7) while four parent groups, when asked to describe the two worst things about their local school, indicated the lack of water and sanitation facilities (table B4). On the plus side, 15 schools reported help from INGOs/UN agencies in the provision of water and sanitation facilities, and it was also mentioned by two parent groups.

Latrines

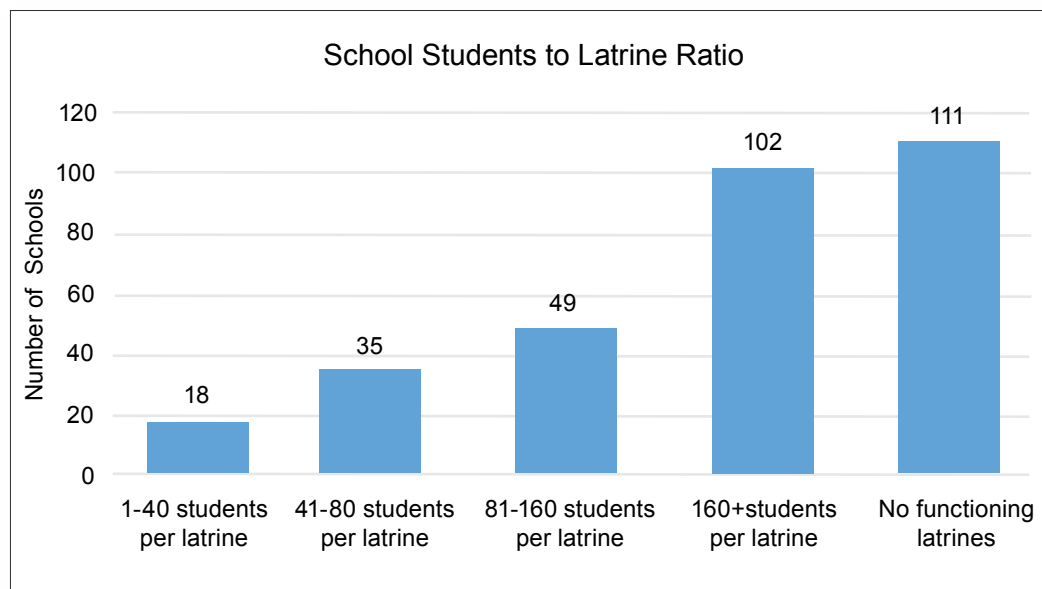
Of the schools sampled one-third (35 per cent) have no latrine facilities at all. A further 32 per cent of schools have a student to latrine ratio of more than 160 students per latrine (tables A3.3.2.2 to A3.3.2.5). Less than half the schools have separate latrines for staff with similar numbers lacking latrines segregated by gender.

⁵³ The latest cholera outbreak in north-east Nigeria started on 16 August 2017 and has claimed the lives of at least 30 individuals in Borno. There were confirmed outbreaks in Maiduguri, Dikwa and Monguno LGAs. (UN OCHA, 9 Sep 2017, Nigeria Flash Update No 3).

Only 14 per cent of schools reported having adequate handwashing facilities (table A3.3.2.6). Such a lack of facilities make hygiene promotion activities almost redundant and open defecation appears to be the norm. It was noticeable that Yobe appears to be slightly better off with almost all secondary schools indicating a student to latrine ratio of 40 to 1 or better. Finally, some schools in urban centres had been provided with new toilet blocks, but in many cases these facilities were often unusable because there was no water.

Of the assessed schools 111 had no functioning latrines.

Figure 3.3.2a: Number of Schools with a Given Student to Latrine Ratio⁵⁴



3.3.3. School Furniture, Blackboards and Chalk

Furniture

Almost 50 per cent of the schools sampled report non or almost no school furniture (desks, chairs, mats, etc.), with 25 per cent having some furniture but most classroom being without. Many assessment teams reported children sitting on rocks, tree trunks or the floor as was the case for most of the classes taking place outside. In a few cases the assessment teams reported that furnitures were partially removed from classrooms to make space for more students. Only senior secondary schools have significant numbers of furniture with primary and junior secondary both badly affected (though which is worst off varies from state to state). Lack of furniture was the joint second highest negative issues (cited by five groups, table C4) when teacher’s groups were asked to describe the state of the schools in which they worked.

LGAs with either high and low security levels appear in much worse shape than those in the middle. This is probably because the low security LGAs are mostly rural areas (such as Biu, Bayo, Hawul, Hong), whereas the middle levels are dominated by the schools in Maiduguri and Jere. In high security areas 70 per cent of JSS and 63 per cent of primary schools reported none or almost no school furniture (see tables A3.3.3.1 and A3.3.3.2).

⁵⁴ For 17 of the 332 schools surveyed there was ambiguity over whether latrines were available or not (for example “use latrines in neighbourhood” was one answer). These schools were therefore omitted from the calculations for student/latrine ratio, recorded as DNK in the database. The table represents the 315 schools for which the data is clear and reliable



Blackboards and Chalk

Blackboards and chalk are the basic teaching materials used throughout the education system in northeast Nigeria. Even so less than two-thirds of all schools had functional blackboards for all their classrooms. For primary schools in Borno this dropped to just over 50 per cent and for JSS and SSS in Adamawa it was barely over 40 per cent (see table A3.3.3.3).

Even chalk, which is the most basic commodity of all, is in short supply. Barely a quarter of the schools assessed said that they have enough. Teachers and head teachers across the region stated that chalk was paid for out of their own pockets or by using the PTA levies. During one EiEWGN meeting in Adamawa those present were asked to contribute funds to supply chalk to a local IDP school that had run out.⁵⁵ A lack of chalk and blackboards was mentioned by four of the 14 teachers' groups as a negative factor at their schools. As seen in the section on barriers to education, poverty is a key issue, yet it seems that school levies or teacher salaries are all too frequently required to provide chalk in the classrooms.

3.3.4. Teaching and Learning Materials

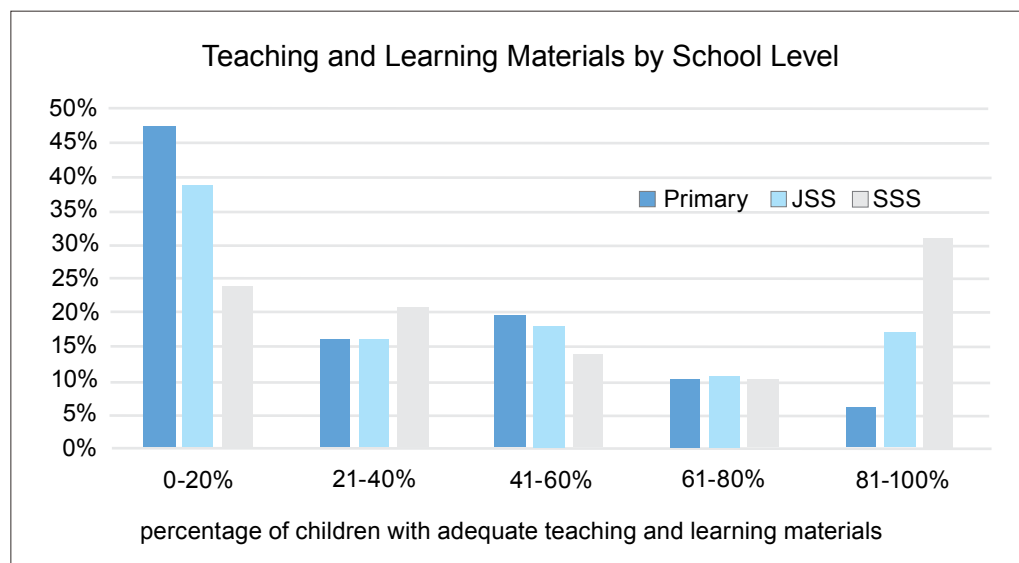
Teaching and Learning Materials

Forty-three per cent of schools report that none or only a few children have adequate teaching and learning materials. As these materials are the responsibility of the pupil or parents this is not a surprising statistic given the issues of poverty highlighted in the barriers to access section. Many of the parent FGDs stated that parents bought the materials, but it was not adequate for the needs of the child. UNICEF was mentioned as providers by six groups and the government by three other groups. It was also clear from the assessment visits that many children were seen with UNICEF backpacks, so materials are reaching many children. However, if 43 per cent is a reasonable rough estimate of children without materials, that will equate to almost half of all enrolled children in the affected areas.

Secondary schools, (especially SSS level) were better off than primary schools, although there were exceptions between the states (secondary schools in Yobe were particularly bad, though the sample size here for secondary schools was not sufficient to make generalities). Tables A3.3.4.1 and A3.3.4.2 provide more details.

⁵⁵ November 9th 2017, Yola

Teaching and Learning Materials



Textbooks

Teachers at 19 per cent of the schools sampled had no textbooks for teaching. That is almost one in every five schools. Yobe was an exception across all school levels with most teachers having textbooks for all or almost all levels. The situation in Adamawa secondary schools was significantly worse than elsewhere, with teachers in almost one-third of both JSS and SSS schools having no textbooks.

In terms of LGA security level, teachers in the highest security level LGAs are clearly in the worst situation. This is also echoed when it comes to textbooks available to students. Eighty-four per cent of primary schools and 100 per cent of the junior secondary schools assessed in high security LGAs had no textbooks for students.

Only in 14 per cent of the sampled schools do children have textbooks for all or almost all classes. Tables A3.3.4.3 to A3.3.4.6 give more details.

3.4 Teachers and Other Education Personnel

In the education sector, it is teachers who bear the brunt of any humanitarian crisis. It is sometimes forgotten that they too are often displaced or part of the affected population and at the same time are faced with more difficult and challenging conditions at work as they deal with troubled children and overpopulated classrooms in temporary sites. For northeastern Nigeria the context is even more serious as the education system and teachers themselves were targets of the insurgency. According to a UNICEF report, 2,295 teachers have been killed and a further 19,000 displaced during the crisis.⁵⁶

It is clear from the FGDs and KIIs that teacher morale is rock bottom. Low salaries, poor conditions, a lack of respect and the impact of the crisis itself have all taken their toll. Historically there have also been challenges with the recruitment and training of teachers in Nigeria. The recent FMoE policy document, 'Education for

⁵⁶ <https://uk.reuters.com/article/uk-nigeria-security-education/more-than-half-of-schools-in-boko-harams-region-are-shut-unicef-says-idUKKCN1C4009>



For northeastern Nigeria the context is even more serious as the education system and teachers themselves were targets of the insurgency.

Change, A Ministerial Strategic Plan (2016 – 2019)' states that "pre-service training has not been receiving the support and attention it deserves" and that there has been a "public outcry about the poor quality of graduates produced by teacher training institutions and the poor quality of teaching in primary and secondary schools." This issue of teacher competency has been highlighted by the recent decision in Kaduna state to ask all government primary teachers to undergo tests. Approximately 21,780 teachers from the total cadre of 33,000 failed⁵⁷ to score the 75 per cent required in the tests and many face deregistration as the state seeks to employ a significant new teaching force.

Findings from the assessment point to teacher absenteeism; significant overpopulation in classrooms; poor teaching conditions with a paucity of materials, textbooks, and teaching aids; a lack of any structured professional development and salaries that may not cover the basic living costs for a teacher and their family.

3.4.1. Teacher Presence at School⁵⁸

The KII asked two questions regarding teacher presence at school. The first looked at the number of registered teachers at the school, the second asked for the number of teachers that regularly attend and teach classes. At first glance, teacher absenteeism does not appear to be as big a problem as it appeared to be from the secondary data review. However, when some of the implications of the numbers are investigated, the negative impact becomes clearer.

Table A3.4.1.2: (Security) Teachers Regularly Attending and Teaching Classes

Security level	School level	% of teachers regularly attending
High	Primary	71%
	JSS	73%
	SSS	86%
Medium	Primary	79%
	JSS	84%
	SSS	88%
Low	Primary	81%
	JSS	87%
	SSS	80%
Total		80%

KIIs indicated that around 80 per cent or more of teachers regularly come to work and teach classes in the low and medium security LGAs, with primary schools in medium security areas being the lowest at 79 per cent. This drops significantly to only 71 per cent in primary schools and 73 per cent in JSS for the high security areas (Table A3.4.1.2).

What is more telling is the comparison between the teacher-student ratio when considering teachers that regularly attend and teach classes as opposed to the number of registered teachers.

Tables A3.4.1.4 and A3.4.1.5 show student/teacher ratios across the states and security levels. The average across all schools is that 72 per cent show a student-teacher ratio of 1:40 or better, this drops to around 60 per cent for primary schools and is worst in Borno and High Security LGAs where the number drops to 59 per cent. This means that approximately 40 per cent of primary schools have ratios worse than the 1:40 standard.

⁵⁷ <https://www.thisdaylive.com/index.php/2017/10/11/shock-as-21780-kaduna-teachers-fail-primary-four-exams/>

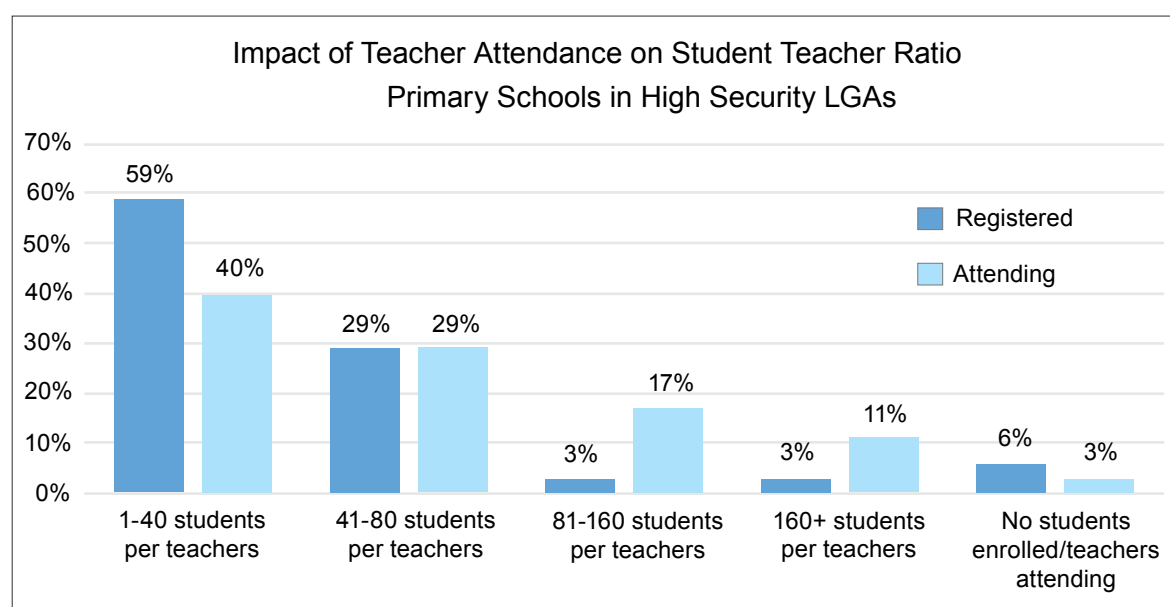
⁵⁸ Note that the figures in this section do not relate to recorded class sizes. They are a calculation of teachers attending against total students, giving the number of students per teacher in the school. Some teachers may split their time between several classes, and typically class sizes in lower grades will be larger than those in higher grades

Tables A3.4.1.6 and A3.4.1.7 (see below) show a much closer picture to the reality on the ground. Here teachers attending are used to calculate student teacher ratios. Seventeen per cent of primary schools in Borno and 20 per cent of primary schools in Yobe have a student teacher ratio of over 1:80. Ratios of over 1:160 become more common (30 per cent of primary schools in Yobe and 11 per cent of all primary schools in high security LGAs).

Table A3.4.1.7: (Security) Students per Teacher Ratio for Attending Teachers

Security level	School level	1-40 students per teacher	41-80 students per teacher	81-160 students per teacher	160+ students per teacher	No students enrolled or teachers registered/attending
High	Primary	40%	29%	17%	11%	3%
	JSS	75%	25%	0%	0%	0%
	SSS	83%	17%	0%	0%	0%
Medium	Primary	52%	28%	15%	5%	0%
	JSS	77%	21%	2%	0%	0%
	SSS	71%	14%	0%	14% ⁵⁹	0%
Low	Primary	51%	34%	10%	4%	0%
	JSS	74%	24%	3%	0%	0%
	SSS	69%	25%	6%	0%	0%
Total		60%	27%	8%	4%	0%

The next chart illustrates the impact of teacher absenteeism (based on class size) with primary schools in high security LGAs used as an example:



Schools with student-teacher ratios of 81-160 jump from 3 per cent to 17 per cent, and one in every nine primary schools is faced with a student-teacher ratio of over 160:1.

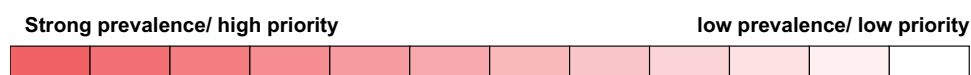
Key informants were also asked to list the top three reasons for teachers' absence in order of importance. The results (in Table A3.4.1.1) are shown below as a heat map with the higher numbers (shown in darker colours) equating to reasons that are cited more often and/or with higher importance.

⁵⁹ This percentage relates to a single SSS in Askira/Uba LGA. There were seven senior secondary schools assessed in medium security LGAs, one of these in Askira/Uba reported 7,000 students (up from 1,300 from the previous school year). Prior to the assessment only three schools of the 103 primary and junior secondary schools were reported open in this LGA. If senior secondary schools were similarly affected it maybe this was the only SSS open in the LGA. The school was also supported by a government school feeding programme. The number of teachers was listed as 53, which would be normal for around 2,000 students. These factors probably contributed to the high student teacher ratio.

Table A3.4.1.1: Barriers to Teachers' Attendance at School

School level	High			Medium			Low			Overall Rating
	Primary	JSS	SSS	Primary	JSS	SSS	Primary	JSS	SSS	
Low or poor salary	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	Dark Red	1.096
Illness	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.889
Pregnancy/maternity leave	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.852
Long distance to school	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.756
Non-payment/difficulty receiving salary	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.569
Attending training/additional schooling	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.419
Supporting family/children	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.280
Insecurity in the area/at school (real or perceived)	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.157
Lack of motivation/advancement/benefits	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.136
Lack of food	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.096
Displaced by conflict	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.078
Working at another school	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.078
Found other work	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.072
Personal/family issues	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.063
Lack of accommodation	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	0.039

Heat map guide



Low or poor salary is the main reason, particularly in the primary level. In the focus group discussions (see table C6) salary was the most common complaint with nine groups highlighted that this lack of salary did not cover all their basic needs such as transport, rent and looking after the needs of their families. Illness comes second almost tied with pregnancy/maternity leave. The long distance to school (another common complaint from the focus group discussions) is fourth along with salary payment issues (delays in payment was mentioned by seven of the teacher FGDs as an issue). This last issue is much more problematic in the relative stable rural areas that are typical of the profile of 'low security' LGAs. Full details of the reasons cited can be found in table A3.4.1.1a. Several parent groups recognised the hardship and poor salaries of teachers and felt their lack of attendance was understandable.

Salaries and Policy

It was clear from discussions with many of the assessment teams, head teachers and from the results of the survey, focus group discussions and the secondary data review that the failure to implement salary increments and promotions is the single largest complaint from the teaching cadre. Recent hiring of teachers under the N-Power scheme⁶⁰ has rankled many with newly appointed N-Power teachers earning higher salaries (sometimes double) than long standing members of staff. The following text comes from a study on in-service teachers' training in Nassarawa state:

As well as the low basic salary when teachers are awarded promotions the associated salary increases, and other benefits are not actualised. In some cases, payment can be late. This differs from state to state but 3-6 month delays in the payment of salaries are common⁶¹

This comes from research conducted in 2005 and yet could easily be heard in discussions with any teacher in northeast Nigeria today. While clearly this is an issue beyond the humanitarian community, it is a problem that will continue to undermine efforts to strengthen the education sector in Nigeria until it is addressed.

⁶⁰ The N-Power Nigeria Graduate Teacher Corps is designed to engage and train 500,000 young unemployed Nigerian graduates. <https://newshabour.blogspot.co.uk/2016/07/npowergovng-apply-for-n-power-nigeria.html>

⁶¹ Sparkes James, (2005), Can In-Service Teacher Training make a Meaningful Impact in Nigeria's Primary Education Sector?

3.4.2. Teacher Support and Training

Teachers were asked directly what would be the best way to help them do their job (see table C7). Perhaps, unsurprisingly, issues relating to salary came top, with 12 groups citing the implementation of salary increments and promotions as being a key issue. Capacity building was also mentioned by 9 groups and included workshops or sponsoring of teachers to continue their education.

There were several areas teachers highlighted that related to the conditions in the classroom. Eight groups asked for more learning materials, seven for the building and rehabilitation of classrooms and others for furniture, staff rooms and WASH facilities. (Several of the assessment teams were shown a few chairs either under a tree or next to a classroom and told that this was the ‘staff room’).

Five groups highlighted two other answers; one was raising awareness in the community on the importance of education and of teachers, the second was to implement school feeding programmes.

The KIIs also contained information on training that teachers had recently received at the school in the last 12 months (see tables A3.4.2.3 and A3.4.2.4). Thirty-nine per cent reported none, a further 40 per cent reported training in pedagogy. Twenty-six per cent reported training in Psychosocial Support (PSS), and there were small numbers of other subjects.⁶² It should be noted that this indicates only that some teachers at the school received training and not all, nor any information on the length or quality of the training. In the focus group discussions, PSS training was mentioned as being useful and welcome by several of the participants.

In a change to previous data it was the secondary schools that had the most negative numbers with 88 per cent of SSS schools in Adamawa and 55 per cent in Borno reporting no training of teachers in the last year. It would be interesting to investigate how much of the support from INGOs and United Nations agencies focuses on primary schools, or on basic education (up to JSS, but not SSS⁶³).

Finally, there were noticeably higher levels of School Based Management Committee (SBMC) training in the middle security level LGAs (around 15 per cent of schools had received training in this subject).

Volunteer and IDP Teachers⁶⁴

Questions around IDP teachers were explicitly included in the FGDs but counts of IDP or volunteer teachers were not included in the assessment plan. It was clear several IDP teachers did not feel supported. They felt more at risk as they felt isolated in the community and ‘on their own’ should there be a security incident or attack. They requested support especially in terms of accommodation. Volunteer teachers in several communities reported that they had received no payment for their work. In Monguno, one member of the assessment team was told that volunteer teachers should at least be given food in return for their services.



The failure to implement salary increments and promotions is the single largest complaint from the teaching cadre

⁶² Subjects listed were: Pedagogy, PSS, Curriculum Subjects, Health and/or Hygiene, D/ERR, Peace Building or Conflict Resolution, UXO/Mine Awareness. For other the following three were the most common: SBMC, Education Crisis and response (ECR) and UNICEF (this is a specific project), school record keeping. A full list can be seen in the dataset.

⁶³ The UNICEF programme for teacher training focuses on Basic Education therefore does not include teachers from SSS

⁶⁴ FGDs with volunteer teacher groups were planned but due to capacity constraints on the partner agencies involved these sessions did not materialise

3.5 Response and Community

3.5.1. Community Support

The clear majority of schools (86 per cent) reported having functioning school based management committees or parent-teacher associations. Borno showed the lowest prevalence with only 75 per cent of primary schools indicating such a committee existing. In Yobe a JSS level only 75 per cent reported such committees but this may be due to the low sample size for JSS schools.

It should be noted that in many of the parents group discussions, parents were unaware of these committees and several stated that the only time they heard about PTAs was for the collection of a PTA levy. However, generally the attitude to such community support is positive and there appears to be a well-founded understanding of the importance of community support to schools through such committees. The main functions highlighted in the FGDs included support for education awareness campaigns, school enrolment and outreach as well as support school improvements and the provision of teaching and learning materials.

Table A3.5.1.1: Schools with Functioning School Based Management Committee or Parent – Teacher Association

State	School level	Yes
Borno	Primary	75%
	JSS	84%
	SSS	100%
Adamawa	Primary	97%
	JSS	85%
	SSS	100%
Yobe	Primary	90%
	JSS	75%
	SSS	100%
Total		86%

Community Support to Schools

More than half the schools surveyed (176 from 332) reported no support from the community (see tables A3.5.1.2 and A3.5.1.3) meaning only 47 per cent of schools received support from their communities. This support included maintenance and repairs (51 schools), provision of teaching and learning materials (44), provision of volunteer teachers (37). Yobe listed only 3 schools from 20 (15 per cent) receiving community assistance, otherwise the spread of support was uniform across states and school levels. In terms of security levels, only 31 per cent of schools in the high security LGAs received community support, meaning these LGAs were on an average significantly worse off.

3.5.2. Government and Local Authority Assistance

There is a clear difference in terms of support to schools in Borno compared to Yobe and Adamawa (see tables A3.5.2.1 to A3.5.2.4). Fifty-eight per cent of all primary/ JSS schools in Borno have received government or local authority assistance either in the present year or the previous year. This contrasts with 39 per cent of primary/JSS schools in Yobe and only 13 per cent of primary/JSS schools in Adamawa. Government support to senior secondary schools was low across all states.

Support included construction and rehabilitation of school buildings (classrooms, offices and staff quarters) for 23 schools and fencing in 6, while 2 schools were provided with latrines. Teaching and learning materials, textbooks, teaching aids, laboratory equipment and cartons of chalk were also distributed (see tables A3.5.2.5 and A3.5.2.6). Sixteen schools also received furnitures.

3.5.3. International Assistance

Sixty-five per cent of schools sampled reported receiving assistance from international organisations (see table A3.5.3.1 below). Borno again has been receiving the bulk of assistance with 84 per cent of primary schools reporting support. Also, it is clear the high/medium security areas are also receiving more support than the LGAs at a low security level. Primary schools are generally more likely to have received assistance than secondary schools, with senior secondary schools generally worst off (again sampling constraints may have skewed the results for Yobe).

Table A3.5.3.1: (State and Security) Schools Receiving Assistance from INGOs or United Nations Agencies

State	School level	Yes
Borno	Primary	84%
	JSS	79%
	SSS	45%
Adamawa	Primary	49%
	JSS	30%
	SSS	38%
Yobe	Primary	60%
	JSS	25%
	SSS	100%
Total		65%

Security level	School level	Yes
High	Primary	83%
	JSS	65%
	SSS	67%
Medium	Primary	80%
	JSS	75%
	SSS	29%
Low	Primary	56%
	JSS	45%
	SSS	44%
Total		65%

In terms of actual assistance tables A3.5.3.2 to A3.5.3.5 show the types of support provided. The clear majority of support from international organisations came in the shape of materials (141 schools), textbooks (85 schools) and teachers' training (80 schools). Rehabilitation of infrastructure took place in 33 schools while a further 33 reported the provision of temporary or semi-permanent learning spaces. Among the other support reported, 27 schools reported health and hygiene promotion (of these 3 schools had no functioning latrines, 13 had a ratio of over 160 students per latrine, 3 schools stated, 'no water source available' and most listed their water source as 'buying from vendors').

3.6 Emergency Curriculum and Wider Education Opportunities

3.6.1. Emergency Curriculum

Seventy-three per cent of the schools sampled do not teach any additional subjects outside the normal curriculum relating to the current emergency (see tables A3.6.1.1 and A3.6.1.2). Some schools report teaching hygiene promotion, psychosocial support sessions, peacebuilding, life skills and UXO/landmine awareness. The lack of UXO awareness (only 1 per cent of schools) is of concern with the reporting of two UXO incidents leading to the injury and death of children (see Annex H).

3.6.2. Wider Education Opportunities and Adolescents/Youth

With low enrolment, constraints on attendance and the loss of many months of schooling due to the emergency, there is a large cadre of adolescent youth present in northeast Nigeria who have limited education options available to them.⁶⁵ FGDs indicated that many would like the opportunity to re-join formal education,- (over one-third of answers to the question: "what could be done to support young people more?" involved providing support to help youth stay in or resume education, see table D2).

⁶⁵ Defined as youth aged 14 – 18 years for the purposes of the assessment

In terms of ambition many of those consulted indicated they would like the opportunity to study to become doctors, civil servants, nurses, lawyers, policemen or politicians, although at the same time the option of more vocational professions was also popular, for example becoming tailors, running own businesses and becoming farmers (see table D3). It is interesting to see the dilemma between longer term ambition (doctor, civil servant etc.) and the need to take up a profession that would give a fast track to income-generating activities. This ties in with findings that indicate the main barrier to education continues to be financial and the longer children are out of school, the harder it will be for them to resume education. One participant had planned to become a soldier but had to drop out of school and now was running an import/export business. He stated he would probably have to stick with this option now as he could not afford to stop earning money to go back to school.

When looking at vocational opportunities, groups were mainly positive although it was clear there were limited opportunities available. The main routes into a ‘trade’ were either to be apprenticed by an existing tradesperson, or to pay for vocational training⁶⁶ which was far beyond the ability of any of those present to afford. Provision of learning centres as a means of support for young people was mentioned by three groups. Secondary education does contain vocational subjects with these slated to be revised as part of the ‘Education for Change, A Ministerial Strategic Plan (2016 – 2019)’⁶⁷, therefore supporting adolescents through secondary education is another possibility, although fees for SSE are significantly higher than that of JSS.

Top three Learning Opportunities as Indicated by Group Consensus (Table D1)

Learning opportunities of most interest to girls	Count	Learning opportunities of most interest to boys	Count
Tailoring	3	Farming (Modern/Irrigation farming)	3
Cosmetology/Hair salon	3	Carpenter	2
Frying/Grinding (Food production)	2	Mechanic	2
Computer Training	1	Welder	2
Farming	1	Electrician	1
Knitting (hats)	1	Import/Export business	1
Making of soap and shampoo	1	Tailoring	1

Several participants suggested that with the right support and training many would welcome the opportunity to start their own business. Several professed ambitions such as to ‘own their own garage’ or to ‘gain knowledge’ about modern farming methods such as irrigation farming or animal husbandry’-.

Non-formal learning centres have been set up by some organisations that aim to help students, in particular IDPs, to re-enter the formal education system. The emphasis of these programmes tends to be on literacy and numeracy along with the provision of psychosocial support or similar services.⁶⁸

Integrated Qur’anic Education (IQE) which includes elements of the national curriculum can be an alternative non-formal learning opportunity. In a recent study the flexibility of these schools is highlighted as a mitigating factor on the need for children to support agricultural activities.

*Because these schools have multiple entry points (children can enrol [sic] in the schools at any time of the year provided they are in session), parents can schedule their child’s school attendance around seasonal agricultural activities. This flexibility also allows students to progress at their own pace.*⁶⁹

From the 2015 national education survey (Table G4), many families already send their children to Qur’anic schools as echoed by parents in the focus group discussions.

⁶⁶ The figure of 80,000 Naira was mentioned as a typical fee to take a vocational course

⁶⁷ Federal Ministry of Education, (2016), Education for Change, A Ministerial Strategic Plan (2016 – 2019)

⁶⁸ The Education Crisis Response Program is one such initiative, run by members of theEiEWGN: <https://www.creativeassociatesinternational.com/projects/nigeria-education-crisis-response-program/>

⁶⁹ Semere Solomon, Creative Associates, (2015), Integrated Qur’anic Education: Nigeria Case Study

3.7 Schools in IDP Camps

This section draws upon Annex AY which contains specific information on schools in IDP camps. Eighteen camp schools were assessed in the following LGAs: Monguno (3), Maiduguri (6), Nganzi (2), Mafa (3), Madagali (1), Fufore (1), Yola South (1) and Gujba (1). (Note that for 39 other schools in the database IDPs made up 10 per cent or more of the student population.)

In comparison to the general findings, IDP camp schools faced more issues and were worse off than normal government schools. Student to classroom ratio was over 160:1 for 10 schools out of the 18 surveyed, with 1 school having no functional classrooms (see table AY2). Almost one-third were without adequate blackboards (table AY10), and 11 of the 18 had none or almost no furniture (with the other 7 only having furniture for 21–40 per cent of classrooms, see table AY11 for details).

Water supply and sanitation were poor, 11 schools from 18 reporting no access to clean drinking water (table AY3). Data for latrines was not recorded for one school, but for the other 17. Four reported no latrines, and seven more reported a student to latrine ratio of 160:1 or more (table AY4).

Two areas where camps schools had slightly better statistics were in terms of teaching and learning materials and support received. Although nearly half the schools reported no textbooks for teachers (table AY8), half of the schools reported that 61 per cent or more children had adequate learning materials (compared to 23 per cent across the whole assessment, see table AY6 for details). In addition, 17 schools reported receiving assistance from INGOs/United Nations agencies with only the school in Yobe indicating that it had not received assistance from this source (see table AY15). Again, this was far above the overall figure of 65 per cent for schools assessed.

The availability of teachers is well below the overall picture (details in tables AY12 to AY14). Thirty-nine per cent of camp schools have a student-teacher ratio of 80:1 or worse (four schools report a ratio greater than 160:1). This is far worse than the overall average of 12 per cent.

It is clear support is reaching IDP camp schools and that this is mainly in respect to provision of infrastructure and teaching and learning materials. However, the secondary data review and recent reports from the Camp Coordination and Camp Management (CCCM) Working Group⁷⁰ highlight the need for repairs and replacement of classrooms as the condition of many tents had deteriorated significantly. Access to water and latrines are both major issues and it would be interesting to know what provision there is within the camps. Many schools highlight the need for more teachers and in several camps the lack of food is a major issue. In the September CCCM update, four camps in Monguno were listed as not having any educational services available.⁷¹ Enumerators also reported that the schools they visited in Monguno were generally empty from 10.30 a.m. after the morning break, although the reasons for children to leave school and return home were not clarified



Many schools highlight the need for more teachers and in several camps the lack of food is a major issue

⁷⁰ For example, the Borno CCCM Weekly Report from September 2nd to 15th 2017, UNHCR

⁷¹ Gardner Low Cost Camp, Stadium Camp, Water Board Camp and NRC 1&2 Camp

Based on this data and discussions with EiEWGN partners, the education situation for most of the camp schools can be rated poor and below average in terms of infrastructure and teacher availability. The high security areas are suffering from lack of teachers and degradation of infrastructure as well as the occupation of schools for shelter by IDPs. A recent report⁷² on Bama town for example outlined how the Government Senior Secondary School was being used as a new camp to alleviate overcrowding at the existing camp based in the General Hospital. A more comprehensive assessment/monitoring of the situation in the high security areas, and IDP populations in those areas would be useful in guiding targeted assistance.



⁷² UN OCHA, (12/12/2017), Fact Sheet Northeast Nigeria, Bama town, Bama LGA. https://reliefweb.int/sites/reliefweb.int/files/resources/11122017_nga_borno_bama_factsheet.pdf

Summary of Recommendations

4.1 Humanitarian Priorities for the Education Sector

Water and Sanitation

The state of water and sanitation facilities within schools is at a critical level. Only 34 per cent of schools have clean drinking water available, 35 per cent do not have any sanitation facilities at all and only 16 per cent have adequate facilities for handwashing. Added to these statistics are the recent outbreaks of cholera in Borno.

Provision of sanitation facilities and clean water points should be prioritised. Schools lacking any facilities should be assisted first, with student/latrine ratio a useful marker for urgency. With the current emergency and cholera outbreaks there should be several strong WASH actors who can be utilised to support this work. Also, Temporary Learning Space (TLS) establishment/classroom renovation should be systematically accompanied by a review and (where necessary) rehabilitation or provision of WASH facilities.

The Barrier of Poverty

The single biggest barrier for most out-of-school children in northeast Nigeria is poverty. Unless action can be taken to either reduce the cost of education or provide financial support to families, many children will continue to miss out on education even if issues such as infrastructure and quality are addressed.

Two specific interventions could be considered in addressing this barrier. The use of cash transfers (both conditional and unconditional) have been shown to increase school attendance.⁷³ With cash working groups being set up in Maiduguri and Mubi there is an opportunity to use cash transfers as a low transaction cost option in support of the poorest households. A multi-sector approach could be possible which helps alleviate the issue of funds given in support of one sector being diverted to others by the beneficiaries. Equally, a conditional transfer system that tied payments to enrolment or attendance could be tested. The first option is easier to implement and would benefit more from expertise across clusters and reduce the transaction cost. The second option may give slightly better results and will support data collection and tracking of children supported but would have higher overheads.

A second solution would be to strengthen the role and capacity of school based management committees in the identification of and support for poor households in sending children to school (such as through training).

⁷³ https://www.campbellcollaboration.org/media/k2/attachments/Baird_Cash_Transfers_Review.pdf

Systems in other countries in providing support to orphans and vulnerable children (OVCs) include using communities to identify those children most in need and then providing a small stipend per child to pay levies, transport costs and for TLM. This could be tied in to wider support to school based management committees, strengthening their role and that of the community in supporting their local schools.

School feeding programmes could be considered, both as a quasi-financial incentive to families but also to improve students' ability to engage in the classroom as many now attend school without having breakfast (hunger being one of the challenges to learning highlighted by teacher groups). To be manageable, targeting could be based on a composite of poverty levels, food security and school enrolment/attendance.

Finally, the subject of school levies was discussed during the Maiduguri validation workshop.⁷⁴ The Director of Schools, Borno SUBEB, stated that schools are mandated to collect only N200-300 per student as a levy and that every other charge is illegal. A workshop recommendation suggested that some type of levy monitoring could be introduced to try and ensure levies did not exceed this threshold.

Provision of Education Facilities in High Security LGAs

Recent reports from the CCCM Working Group indicate that there are a number IDP communities in Bama, Mobbar, Monguno and Ngala without access to education services. The reports also indicate that for many of the other IDP communities in the high security areas the current provision is not enough. It is likely that there are similar issues in other areas such as Dikwa, Gwoza, Kukawa and Kala-Balge. It is recommended that a systematic evaluation is carried out across these sites in turn to determine the exact needs in terms of teaching and learning materials, educational infrastructure and the presence of teachers.

While there have been several issues with the deterioration of tents, these should not be discounted for areas where there is no current education provision. Where possible, semi-permanent structures should be considered that can last 3–5 years.

Provision of infrastructure and materials should also be tied in with identification and support to teachers in these areas. Partner agencies within the EiEWGN suggested that hardship allowances be provided to government teachers and monetary support of some kind should also be given to volunteer teachers (see below).

In several of these areas schools are occupied by IDPs. Therefore, work with CCCM and the Shelter sectors (along with local education authorities) could help free up education infrastructure and provide better habitation solutions to the IDP population. This would also be of direct benefit to host communities.

Finally, strategies should be discussed for support within IDP camps and how that should be prioritised and targeted differently compared to support to host community schools.

School Safety and Security

With the education sector as the target of many of the insurgent attacks during the first years of the crisis, it would be expected that the safety of children in school would be central to any response. However, the findings of the assessment have thrown up a few surprises. Firstly, there seems to have been little awareness or training on the risks of UXO or landmines. Only one per cent of schools sampled had provided lessons on this topic (see table A3.6.1.1). Life skills, another key area as children navigate through life in an emergency were only being provided by 5 per cent of schools. Alongside this, 29 per cent of schools reported armed groups or military presence in or in close proximity to the school site. More than 13 per cent of schools saw the necessity to employ armed guards at the school gate.

Therefore, what is the education strategy for ensuring safety at school for learners and teachers as education restarts in many of the security-constrained areas of Borno, Adamawa and Yobe? A reflection of the progress

⁷⁴ A validation workshop for officers from SUBEB, FMoE from the three states and EiEWGN members was held in Maiduguri on December 12th 2017



From top left in clockwise order, JENA enumerators inspect damaged classrooms in Gubio town, JENA enumerators tour school construction in Chibok, aclass in session in Kukawa, amakeshift classroom at a secondary school in Madagali.
© JENA Nigeria 2017

of the Safe Schools Initiative for Nigeria⁷⁵ (launched in 2014) was beyond the scope of this assessment, but should this programme and similar initiatives work together to provide the necessary guidelines and support to schools in higher risk areas as well as dealing with issues such as UXO and other dangers associated with displacement and emergencies that face children in the northeast? It is recommended that the issue of school safety with a reflection on the current context is undertaken and school safety programmes and funding are orientated appropriately.

Support for Volunteer Teachers

Several schools, especially in high security areas are reliant on volunteer teachers. Many of these volunteers received little or no support. Identifying and supporting these volunteer teachers through partner agencies will help to ensure the continuity of education in these areas until security allows the formal education system to restart in earnest. There is a danger that if these volunteers are not supported that they will cease their efforts and the education situation will relapse. In the long term, it could be investigated whether volunteer teachers should be trained and then officially recruited.

The simplest solution to implement would be a regular stipend, facilitated by local partners or through local authorities/education officers. Alternatively, food baskets or NFI provision along with continued training and support will help retain the volunteer teachers.



Identifying and supporting these volunteer teachers through partner agencies will help to ensure the continuity of education in these areas until security allows the formal education system to restart in earnest.

⁷⁵ <http://www.protectingeducation.org/news/first-2400-students-be-enrolled-nigeria%E2%80%99s-safe-schools-initiative>

Provision of Teaching and Learning Materials Including Chalk

With 45 per cent of schools reporting little or no teaching and learning materials available to children, the continued push to providing materials should continue. Children having materials has a knock-on effect in other areas as they will be more motivated to attend class and will probably be more engaged. This will also support the teaching staff. It removes a cost from the family and encourages them to send their children to school. The issue of TLM needs a longer-term solution and is touched on under development priorities.

Given the issues reported across all states and school levels regarding chalk, including chalk provision to schools as part of the TLM distribution is recommended.

4.2 Development Priorities for the Education Sector⁷⁶

Solving the Teacher Issue

As was outlined in the findings section, teacher morale in the northeast is at rock bottom. Low salaries, poor conditions, a lack of respect and the impact of the crisis itself have all taken their toll. In one FGD, a teacher declared he would disown his children if they themselves decided to become teachers, such was his disillusionment with the profession.

The major issue is the salary with expected promotions and increments not actioned, salary arriving late with unspecified deductions and teachers facing increasing costs for transport and accommodation. Alongside salary, the conditions facing teachers in the region are also extremely tough. They include overcrowded classrooms, a lack of teaching materials, textbooks and classroom equipment. Even chalk is in short supply.

To move education forward in the northeast, teachers need to be better supported and reasonably compensated. One suggestion from partner agencies is to incorporate a hardship allowance for many of the more insecure LGAs. In addition, helps such as food baskets or NFI could also provide a short-term boost.

For many the cost of accommodation and transport (when affordable accommodation is far from the school) are also big issues. Provision of more accommodation blocks for teachers in schools, or transport allowances can also be considered.

For the medium to long term, the only viable solution would seem to be ensuring that the remuneration system is functioning, that promotions and increments are actioned and that there is a level playing field of salary provision across the affected areas.⁷⁷

If options such as the drastic measures taken in Kaduna State are to be avoided, in-service training and supervision needs to be strengthened so that teachers can learn and improve their skills. These training programmes can often be supported by the local teacher training colleges, aligning INSET training with pre-service training to build a more comprehensive professional development structure for teachers. However, in the short to medium term, strengthening and broadening training in PSS, life-skills and other emergency subject areas would be beneficial. UXO/landmine awareness which is virtually absent should be prioritised.

Classroom Infrastructure and Teaching and Learning Materials

Even without the recent crisis the education infrastructure in northern Nigeria was in a poor state. The recently published 'Education for Change, A Ministerial Strategic Plan (2016 – 2019)' acknowledges the "non-availability of schools for some communities and the learner unfriendly school environment". The Plan's aim

⁷⁶ These issues are to an extent prevalent across the Nigeria education system to mostly a lesser degree, but may have been exacerbated by the crisis, possibly to critical levels

⁷⁷ Current federal funding to support salaries is divided amongst the LGAs per their teacher pay role. The result is that many teachers do not receive their full entitlement although there is a lack of transparency on the disbursement of the budget. (comments from discussions with partners and teacher unions, November 2017, Maiduguri)

to construct 71,875 classrooms annually over four years tells its own story. Data from the NEDs (see table G6) indicates that 27.3 per cent of those dropping out of school in the northeast rates lack of school quality as a significant contributory factor.

Data from assessment points to a chronic lack of classrooms (one-third of all schools are holding classes under trees and a rough average of six classrooms per school are currently non-functional). The situation for furniture is not any better, with 50 per cent of schools reporting no furniture or almost no furniture for their classrooms. The textbook story is worse with almost one in five schools lacking textbooks even for the teachers, let alone children (only 14 per cent of schools surveyed had textbooks for all or almost all children). As mentioned previously, the lack of water and sanitation infrastructure is a critical gap, and much of the more expensive classroom material (computers, laboratory equipment etc.) has been looted or destroyed.

A comprehensive strategy is needed to strengthen school infrastructure and classroom materials. With such significant need, it may be prudent to pool donor resources in support of, and alongside government efforts to take a more holistic and comprehensive approach to rehabilitating and rebooting the education sector in the northeast.

One option is to look at how mechanisms such as multi-donor supported transition funding can be used alongside government plans and funding to strengthen key countrywide sectors. Such mechanisms have seen success in supporting the education sector in countries like Zimbabwe where the Education Transition Fund⁷⁸ provided textbooks to all government primary and secondary schools nationwide (including schools for special needs children). The mechanisms⁷⁹ of such a fund allow alignment of funding to the overall sector strategy often with clearly defined goals and outcomes (such as the provision of textbooks, or rehabilitation of classrooms). Goals and targets for the fund can also be set to specific geographic outputs (worst affected areas) or targeted schools (those meeting certain criteria such as class size or IDP presence).

Experience, has shown such funds, managed by a committee including donor, agency and government representation can achieve results at scale in support of a wider government sector plan.

School Based Management Committees

Encouragingly 86 per cent of schools reported functional⁸⁰ school based management committees or parent-teacher associations. As with all developmental interventions issues of the long-term sustainability of an intervention and maintenance of infrastructure and equipment provided need to be addressed. The SBMC is one avenue to try and support communities to play a larger stake in the management and support of their local schools. While the current economic situation makes it difficult for parents to make financial contributions, there is some availability of labour within the community. A multi-year approach at building the capacity of SBMCs and the provision of small grants for school improvements can help localise solutions and build a culture of community engagement and responsibility.

As mentioned in the humanitarian priorities section, the SBMC can also be utilised in identifying and supporting OVCs to access education. Small grants per child can be administered by the board. In addition, board members can be used to monitor and canvass for school attendance and enrolment.

Support and Services for Adolescents and Youth

Adolescents and youth need a variety of learning pathways. Non-formal vocational training pathways accompanied by structured support in transitioning to income generating activities is a clear ask and a strong linkage with market demands and opportunities would be important to make such programming successful.

⁷⁸ https://www.unicef.org/education/zimbabwe_65331.html

⁷⁹ <https://core.ac.uk/download/pdf/81285092.pdf>

⁸⁰ Enumerators were trained to probe on “functional” SBMCs, with a focus on the group meeting regularly and recently (in the last six months, at least a couple of times a year), and to ask what the SBMC had achieved

Therefore, one recommendation is to conduct a youth assessment to triangulate the needs, interests, and priorities of youth with the needs and opportunities in the market. Such a youth assessment should not be limited to livelihoods and markets but should also aim to understand better the social environment and place of youth in the community given the importance of family, friends and community for youth well-being (as emphasised in the youth groups, see table D4). Cash based programming could be considered that helps youth learn skills and develop livelihoods combined with non-formal education programmes aimed at increasing literacy and numeracy levels.

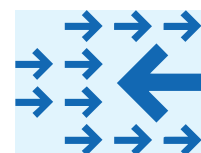
There is also a clear demand for structured education opportunities which provide a bridge to formal education to allow youth to pursue their ambitions, this would entail financial support to ensure unhindered access to the learning opportunities including secondary education.

Youth, community, and well-being

Youth describe learning, education, and access to livelihoods as central to their well-being and key to them avoiding negative social behaviours. As such, designing and implementation of programmes targeted at youth should incorporate a strong psychosocial component to ensure their meaningful engagement and sense of ownership in the programme. This is also critical given the finding that the two main concerns expressed by youth when asked what things they fear they may be forced to do are: joining a gang or armed group and getting married. Any psychosocial component of the programme should target the personal, social, and emotional well-being of youth as well as raising their (and community) awareness on issues such as recruitment and early marriage.

As highlighted previously focus group outcomes indicate that youth place strong emphasis on their well-being and linkages with their family, friends, and community. Youth programmes/initiatives should incorporate strong linkages with the community more widely to ensure both relevance and further strengthening of social and community networks for youth. Youth programmes which support youth in building skills which they can then apply in their communities or in a social context would simultaneously address the issues of idleness and negative social behaviours.

It would also be beneficial to evaluate existing non-formal education programmes and see if these can be expanded or replicated as well as to build on any lessons learned for future programmes.



Youth describe learning, education, and access to livelihoods as central to their wellbeing and key to them avoiding negative social behaviours.

4.3 Validation Workshops: Coordination, Planning, and Advocacy

Members of SUBEB from Adamawa, Borno and Yobe, alongside representatives from the State Level Federal Ministry of Education met with Education in Emergencies working group partners in Maiduguri on 12 December 2017 to discuss the findings outlined in the draft assessment report. The following recommendations came from the group:

Coordination and Planning

- It is important to engage with political leaders and bring on board government decision makers so that challenges within the system can be addressed. UNICEF and other EiEWGN organisations can take on a proactive role in advocating and supporting government to strengthen their role.
- CSOs and NGOs should continue to coordinate through the EiEWGN to ensure as much as possible a holistic and consistent approach and avoid duplication and conflict. It is important that partners understand how to work through the correct channels (SUBEB, FMOE, EiEWGN) to ensure better coordination and accountability.
- The EiEWGN Strategic Plan (under the HRP) should be aligned with the government's Strategic Education Sector Response Plan (SESOP). The assessment can also be used as a basis to revise the SESOP where gaps have been identified.

Advocacy

- The report should be used to galvanise funding for the education response, especially given the current climate of support. Apart from donors and philanthropists, the net could be widened to corporate donors and initiatives that aim at forging public private partnerships.
- One option is to convene a post-emergency summit to strengthen coordination, planning and advocacy for increased funding. It is recommended that the Abuja EiEWGN, given its proximity to major donors and government, takes a more active advocacy role.



Annexes

- Annex A : Tables and Charts from Key Informant Interviews
- Annex AX : Key Informant Interview Data at LGA Level
- Annex AY : Summary of Analysis for IDP Camp Schools
- Annex B : Focus Group Summaries – Parents
- Annex C : Focus Group Summaries – Teachers
- Annex D : Focus Group Summaries – Youth
- Annex E : Focus Group Listing
- Annex F : Profile of LGAs Considered/Included in Primary Data Collection
- Annex G : Education Statistics from National Surveys
- Annex H : Security Situation during the Assessment
- Annex I : Assessment Timeline
- Annex J : Relevant Attachments

Annex A: Tables and Charts from Key Informant Interviews

Tables have data from 258 site visits, which included 332 distinct schools.

A2 Methodology Data

State	School level	# of sites/schools
Borno	sites	134
	Primary	103
	JSS	76
	SSS	11
Adamawa	sites	110
	Primary	79
	JSS	27
	SSS	16
Yobe	sites	14
	Primary	10
	JSS	8
	SSS	2
Total		258/332

Security level	School level	# of sites/schools
High	sites	52
	Primary	35
	JSS	20
	SSS	6
Medium	sites	86
	Primary	61
	JSS	53
	SSS	7
Low	sites	120
	Primary	96
	JSS	38
	SSS	16
Total		258/332

Below figures are for the 332 individual schools

State	# of schools
Borno	57%
Adamawa	37%
Yobe	6%
Total	100%

Security level	# of schools
High	18%
Low	45%
Medium	36%
Total	100%

School level	# of schools
Primary	58%
JSS	33%
SSS	9%
Total	100%

Sex	% of key informants
Female	21%
Male	79%
Grand Total	100%

Role	% of key informants
Headmaster/ mistress/principal	72%
Deputy headmaster/ mistress/Vice principal	23%
Teacher	5%
Total	100%

A3 Findings

Usually separate tables are given, aggregated by state and security level. These are indicated in the title (State) or (Security). In some cases, one table is used combining both. This is then indicated by: (State and Security).

Often the data provided by percentage carries more meaning than sets of numbers, so many tables are provided in this format. Due to rounding some totals may add up to slightly less or slightly more than 100 per cent. The data along with the tables are available in the “KII Analysis JENA 2017_12_18.xlsm” file provided to the EiEWGN so that if a different format is required, the data can be drawn quite easily from the various pivot tables created within the file.

A3.1 Access

A3.1.1 Status of Schools

Only 1 per cent (4/332) of sampled schools report being non-functional

Table A3.1.1.1: (State) Schools running more than one shift

State	One shift	Two shifts	One shift	Two shifts	# Schools
Borno	95%	5%	181	9	190
Adamawa	88%	12%	107	15	122
Yobe	90%	10%	18	2	20
Total	92%	8%	306	26	332

A3.1.2. Attitudes to Education

See parents and teachers focus group discussion (Annexes B and C)

A3.1.3. Enrolment and Access

Table A3.1.3.1: (State) Student enrolment numbers primary schools surveyed

State	KG Girls	KG Boys	KG Total	Primary Girls	Primary Boys	Primary Total
Borno	8,224	7,371	15,595	69,350	67,288	136,638
Adamawa	1,806	1,809	3,615	21,176	23,197	44,373
Yobe	1,240	1,382	2,622	10,261	10,243	20,504
Total	11,270	10,562	21,832	100,787	100,728	201,515

Table A3.1.3.2: (State) Student enrolment numbers secondary schools surveyed

State	JSS Girls	JSS Boys	JSS Total	SSS Girls	SSS Boys	SSS Total
Borno	18,817	22,227	41,044	3,782	9,014	12,796
Adamawa	4,115	3,961	8,076	2,755	3,692	6,447
Yobe	3,993	3,562	7,555	0	2,421	2,421
Total	26,925	29,750	56,675	6,537	15,127	21,664

Table A3.1.3.3: (Security) Student enrolment numbers primary schools surveyed

Security level	KG Girls	KG Boys	KG Total	Primary Girls	Primary Boys	Primary Total
High	1,716	1,449	3,165	13,754	14,028	27,782
Medium	5,858	5,247	11,105	51,489	48,827	100,316
Low	3,696	3,866	7,562	35,544	37,873	73,417
Total	11,270	10,562	21,832	100,787	100,728	201,515

Table A3.1.3.4 (Security) Student enrolment numbers secondary schools surveyed

Security level	JSS Girls	JSS Boys	JSS Total	SSS Girls	SSS Boys	SSS Total
High	3,609	3,604	7,213	962	1,168	2,130
Medium	13,863	16,255	30,118	2,864	7,933	10,797
Low	9,453	9,891	19,344	2,711	6,026	8,737
Total	26,925	29,750	56,675	6,537	15,127	21,664

Gender Disaggregation of Student Enrolment

Table A3.1.3.5: (State) Gender disaggregation for student enrolment

State	KG Girls	KG Boys	Primary Girls	Primary Boys	JSS Girls	JSS Boys	SSS Girls	SSS Boys	Total Girls	Total Boys
Borno	53%	47%	51%	49%	46%	54%	30%	70%	49%	51%
Adamawa	50%	50%	48%	52%	51%	49%	43%	57%	48%	52%
Yobe	47%	53%	50%	50%	53%	47%	0%	100%	47%	53%
Total	52%	48%	50%	50%	48%	52%	30%	70%	48%	52%

Table A3.1.3.6: (Security) Gender disaggregation for student enrolment

Security level	KG Girls	KG Boys	Primary Girls	Primary Boys	JSS Girls	JSS Boys	SSS Girls	SSS Boys	Total Girls	Total Boys
High	54%	46%	50%	50%	50%	50%	45%	55%	50%	50%
Medium	53%	47%	51%	49%	46%	54%	27%	73%	49%	51%
Low	49%	51%	48%	52%	49%	51%	31%	69%	47%	53%
Total	52%	48%	50%	50%	48%	52%	30%	70%	48%	52%

Table A3.1.3.7: (State) Estimated percentage of students who attend regularly

State	School level	All or almost all (100%)	Around three quarters (75%)	Around a half (50%)	Around a quarter (25%)	None (0%)
Borno	Primary	24%	61%	7%	3%	5%
	JSS	26%	67%	3%	4%	0%
	SSS	18%	73%	9%	0%	0%
Adamawa	Primary	38%	58%	3%	0%	1%
	JSS	44%	48%	4%	4%	0%
	SSS	13%	75%	13%	0%	0%
Yobe	Primary	20%	60%	20%	0%	0%
	JSS	38%	50%	13%	0%	0%
	SSS	50%	50%	0%	0%	0%
Total		29%	61%	5%	2%	2%

Table A3.1.3.8: (Security) Estimated percentage of students who attend regularly

Security level	School level	All or almost all (100%)	Around three quarters (75%)	Around a half (50%)	Around a quarter (25%)	None (0%)
High	Primary	40%	37%	6%	6%	11%
	JSS	40%	50%	0%	10%	0%
	SSS	50%	50%	0%	0%	0%
Medium	Primary	28%	62%	7%	2%	2%
	JSS	34%	62%	2%	2%	0%
	SSS	0%	100%	0%	0%	0%
Low	Primary	27%	67%	5%	0%	1%
	JSS	24%	66%	8%	3%	0%
	SSS	13%	69%	19%	0%	0%
Total		29%	61%	5%	2%	2%

Table A3.1.3.9: (Security) Barriers to Girls accessing education (top 3 ranked by importance)

	Security level			High			Medium			Low			Total
	School level	Primary	JSS	SSS	Primary	JSS	SSS	Primary	JSS	SSS			
Financial reasons/cannot pay		1.486	1.550	2.000	1.312	1.226	2.143	1.052	1.290	0.750	1.256		
Looked for/found job/work/hawking		0.800	0.700	0.000	1.361	1.038	0.714	1.490	0.895	0.875	1.133		
Planting/harvest season		0.800	0.550	0.000	0.689	0.623	0.143	1.260	0.658	0.438	0.807		
Marriage/pregnancy		0.743	0.600	0.667	0.525	1.057	0.571	0.354	1.132	1.250	0.696		
Parents/cultural beliefs		0.314	0.500	1.167	0.262	0.698	0.429	0.563	0.763	0.813	0.542		
Distance to school too far		0.171	0.300	0.500	0.344	0.340	0.286	0.229	0.316	0.000	0.271		
Security concerns/Psychological trauma		0.600	0.950	0.833	0.082	0.208	0.571	0.063	0.079	0.188	0.232		
Illness		0.229	0.250	0.000	0.180	0.226	0.000	0.198	0.079	0.188	0.184		
Poor quality of education/Lack of confidence in the education system		0.086	0.000	0.333	0.213	0.000	0.000	0.177	0.237	0.313	0.148		
Displaced by conflict		0.400	0.100	0.000	0.049	0.113	0.143	0.115	0.079	0.188	0.130		

Heat map guide

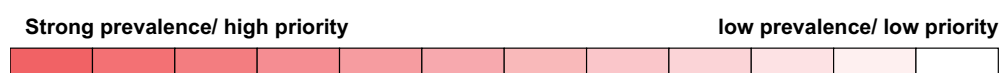


Table A3.1.3.9a: (Security) Barriers to girls accessing education (top 3 ranked by importance)

Barriers to girls attending schools	Top reason	2nd reason	3rd reason	Total (Count)	Weighted Total*
Financial reasons/cannot pay	102	41	41	184	429
Looked for/found job/work/hawking	65	68	55	188	386
Planting/harvest season	38	58	43	139	273
Marriage/pregnancy	29	50	52	131	239
Parents/cultural beliefs	37	26	30	93	193
Distance to school too far	12	19	17	48	91
Security concerns/Psychological trauma	14	10	16	40	78
Illness	10	11	12	33	64
Poor quality of /Lack of confidence in education system	8	10	10	28	54
Displaced by conflict	2	10	17	29	43
Parental illiteracy	3	1	5	9	16
Not applicable	4	1	1	6	15
Lack of conducive classrooms/ materials/uniforms	1	4	2	7	13
Lack of desire		2	6	8	10
Hunger/Lack of school feeding	1	1	4	6	9
Illiteracy	2			2	6
Orphan		2	2	4	6
Fear of vaccination	1	1		2	5
Language issue		2	1	3	5
Lack of teachers		2		2	4
Prefer Qur'anic school/programmes		2		2	4
Peer pressure		1	1	2	3
Lack of jobs after graduation			1	1	1
Receiving humanitarian distributions			1	1	1

*Weighted total is calculated by summing the score of 3 points for each top reason, 2 points for each 2nd Reason and 1 point for each 3rd reason. This is like the Borda methodology which was used to create the heat maps for A3.1.3.9 and A3.1.3.10

Table A3.1.3.10: (Security) Barriers to boys accessing education (top 3 ranked by importance)

Security level	High			Medium			Low			Total
	Primary	JSS	SSS	Primary	JSS	SSS	Primary	JSS	SSS	
Looked for/found job/work/hawking	1.000	1.350	0.667	1.607	1.717	1.000	1.490	1.237	1.125	1.416
Financial reasons/cannot pay	1.971	1.050	2.333	1.279	1.226	1.857	1.031	1.632	1.563	1.343
Planting/harvest season	1.257	1.250	1.000	1.279	1.076	0.571	1.656	1.290	0.813	1.310
Distance to school too far	0.171	0.550	0.333	0.213	0.377	1.000	0.354	0.184	0.000	0.301
Illness	0.229	0.250	0.000	0.131	0.189	0.000	0.198	0.105	0.000	0.163
Security concerns/Psychological trauma	0.257	0.600	0.333	0.066	0.038	0.286	0.083	0.105	0.250	0.142
Lack of desire	0.143	0.150	0.000	0.148	0.132	0.143	0.104	0.158	0.375	0.142
Displaced by conflict	0.343	0.150	0.000	0.066	0.057	0.143	0.177	0.079	0.188	0.139
Poor quality of /Lack of confidence in the education system	0.114	0.200	0.000	0.098	0.000	0.000	0.063	0.053	0.063	0.069

Table A3.1.3.10a: (Security) Barriers to boys accessing education (top 3 ranked by importance)

Barriers to boys attending schools	Top reason	2nd reason	3rd reason	Total (Count)	Weighted Total*
Looked for/found job/work/hawking	69	105	87	261	504
Financial reasons/cannot pay	112	45	35	192	461
Planting/harvest season	85	77	31	193	440
Distance to school too far	16	18	16	50	100
Illness	5	12	15	32	54
Security concerns/Psychological trauma	5	7	20	32	49
Lack of desire	4	9	18	31	48
Displaced by conflict	3	11	15	29	46
Not applicable	5	5	9	19	34
Poor quality of /Lack of confidence in education system	2	5	9	16	25
Parents/cultural beliefs	2	3	10	15	22
Peer pressure	4	3	4	11	22
Joined an armed group/military	3	3	6	12	21
Taking care of animals/Cattle market	4	3	3	10	21
Parental illiteracy	1	2	5	8	12
Prefer Islamic school/programs	2	1		3	8
Lack of jobs after graduation	1	1	2	4	7
Hunger/Lack of school feeding	1	1	1	3	6
Language issue		1	4	5	6
Lack of classrooms/materials/uniforms			4	4	4
Lack of males in society	1			1	3
Orphan		1	1	2	3
Lack of encouragement/sensitization			3	3	3
Drug abuse		1		1	2
Lack of teachers		1		1	2
Politics		1		1	2
Marriage			2	2	2
Nomadic behaviour			1	1	1
Thuggery			1	1	1

*See Table A3.1.3.9a

Table A3.1.3.11: (State) Current enrolment compared to pre-crisis levels (in 2012)

State	School level	Increased slightly	Increased by around 50%	Increased by double or more	Decreased slightly	Decreased by > (25%)	Decreased by > 50% or more	Do not Know	No Change	school not open in 2012
Borno	Primary	30%	35%	10%	9%	3%	2%	3%	4%	4%
	JSS	32%	24%	16%	5%	9%	5%	3%	1%	5%
	SSS	18%	9%	18%	27%	18%	9%	0%	0%	0%
Adamawa	Primary	45%	13%	4%	23%	8%	5%	1%	0%	0%
	JSS	26%	7%	11%	22%	4%	26%	0%	4%	0%
	SSS	19%	6%	0%	25%	0%	38%	0%	0%	13%
Yobe	Primary	60%	20%	20%	0%	0%	0%	0%	0%	0%
	JSS	38%	25%	13%	0%	0%	25%	0%	0%	0%
	SSS	100%	0%	0%	0%	0%	0%	0%	0%	0%
Total		34%	22%	10%	13%	6%	8%	2%	2%	3%

Table A3.1.3.12: (Security) Current enrolment compared to pre-crisis levels (in 2012)

Security level	School level	Increased slightly	Increased by around 50%	Increased by double or more	Decreased slightly	Decreased by > (25%)	Decreased by > 50% or more	Do not Know	No Change	school not open in 2012
High	Primary	41%	35%	3%	3%	3%	0%	3%	12%	0%
	JSS	30%	15%	10%	5%	20%	15%	0%	5%	0%
	SSS	0%	0%	0%	0%	33%	50%	0%	0%	17%
Medium	Primary	18%	38%	15%	10%	5%	3%	5%	0%	7%
	JSS	21%	25%	23%	8%	6%	6%	4%	2%	8%
	SSS	43%	0%	29%	0%	0%	29%	0%	0%	0%
Low	Primary	50%	14%	5%	21%	5%	4%	0%	0%	0%
	JSS	45%	16%	5%	13%	3%	18%	0%	0%	0%
	SSS	25%	13%	0%	44%	0%	13%	0%	0%	6%
Total		34%	22%	10%	13%	6%	8%	2%	2%	3%

Table A3.1.3.13: (State and Security) Percentage of schools charging fees/levies

State	School Level	Yes
Borno	Primary	69%
	JSS	84%
	SSS	100%
Adamawa	Primary	63%
	JSS	100%
	SSS	100%
Yobe	Primary	50%
	JSS	63%
	SSS	50%
Total		75%

School level	Security level	Yes
Primary	High	47%
	Medium	75%
	Low	66%
JSS	High	80%
	Medium	85%
	Low	92%
SSS	High	100%
	Medium	100%
	Low	94%
Total		75%

Table A3.1.3.14: (State and Security) Percentage of schools with school feeding programmes

State	School level	% with school feeding	Security level	School level	% with school feeding
Borno	Primary	6%	High	Primary	0%
	JSS	11%		JSS	10%
	SSS	55%		SSS	67%
Adamawa	Primary	0%	Medium	Primary	8%
	JSS	7%		JSS	8%
	SSS	31%		SSS	29%
Yobe	Primary	0%	Low	Primary	1%
	JSS	0%		JSS	11%
	SSS	100%		SSS	44%
Total		9%	Total		9%

A3.1.4. Inclusivity

Table A3.1.4.1: (State) Percentage of schools with provision for children with special needs

State	School level	No provisions for children with disabilities, health issues or special needs	Teachers trained to help children with /learning difficulties/ poor vision/ poor hearing	Ramps (Wheel chair access)	Other
Borno	Primary	86%	9%	4%	2%
	JSS	89%	5%	4%	3%
	SSS	91%	9%	0%	0%
Adamawa	Primary	94%	5%	0%	1%
	JSS	96%	4%	0%	0%
	SSS	94%	6%	0%	0%
Yobe	Primary	90%	10%	0%	0%
	JSS	100%	0%	0%	0%
	SSS	100%	0%	0%	0%
Total		90%	6%	2%	1%

Table A3.1.4.2: (Security) Percentage of schools with provision for children with special needs

State	School level	No provisions for children with disabilities, health issues or special needs	Teachers trained to help children with learning difficulties/ poor vision/ poor hearing	Ramps (Wheel chair access)	Other
High	Primary	85%	12%	0%	3%
	JSS	90%	5%	0%	5%
	SSS	100%	0%	0%	0%
Medium	Primary	80%	11%	6%	3%
	JSS	87%	5%	5%	2%
	SSS	86%	14%	0%	0%
Low	Primary	97%	3%	0%	0%
	JSS	97%	3%	0%	0%
	SSS	94%	6%	0%	0%
Total		90%	6%	2%	1%

A3.2 Protection

A3.2.1. Risks

Table A3.2.1.1: (State and Security) Do children feel safe coming to school

State	Children feel safe	# of schools	Security Level	No	Yes
Borno	No	13	High	25%	75%
	Yes	177	Medium	7%	93%
Adamawa	No	22	Low	11%	89%
	Yes	100	Total	12%	88%
Yobe	No	1			
	Yes	19			
Total		332			

Table A3.2.1.2: (State) Are armed actors present or nearby the school

State	Armed groups/ militia/ military in close proximity to the school	Armed groups/ militia/ military in the school or at the school gate	Armed guards at the school gate for protection	None of the above	Total
Borno	42	16	37	95	190
Adamawa	28	4	6	84	122
Yobe	5	0	1	14	20
Total	75	20	44	193	332

Table A3.2.1.3: (Security) Are armed actors present or nearby the school

Security Level	Armed groups/ militia/ military in close proximity to the school	Armed groups/ militia/ military in the school or at the school gate	Armed guards at the school gate for protection	None of the above	Total
High	14	4	27	16	61
Low	25	3	7	115	150
Medium	36	13	10	62	122
Total	75	20	44	192	332

Table A3.2.1.4: (State) Biggest safety risk for children attending school

State	School level	Heavy traffic	Crossing rivers to/ from school	Passing check points	Harassment walking to or from school	Lack of fence and adequate security	UXO, mines	Harassment at school	Other
Borno	Primary	38%	16%	18%	16%	10%	3%	1%	3%
	JSS	40%	15%	19%	6%	9%	3%	0%	4%
	SSS	22%	0%	11%	0%	11%	0%	0%	22%
Adamawa	Primary	37%	28%	12%	17%	3%	0%	1%	12%
	JSS	19%	35%	15%	27%	4%	0%	4%	4%
	SSS	20%	27%	47%	47%	0%	0%	0%	7%
Yobe	Primary	40%	0%	0%	0%	0%	0%	0%	20%
	JSS	25%	0%	0%	0%	0%	0%	0%	13%
	SSS	50%	0%	50%	0%	0%	0%	0%	0%
Total		35%	19%	17%	15%	6%	1%	1%	7%

Table A3.2.1.5: (Security) Biggest safety risk for children attending school

State	School level	Heavy traffic	Crossing rivers to/ from school	Passing check points	Harassment walking to or from school	Lack of fence and adequate security	UXO, mines	Harassment at school	Other
High	Primary	35%	12%	42%	27%	4%	4%	4%	8%
	JSS	19%	25%	31%	19%	6%	0%	0%	0%
	SSS	0%	17%	83%	50%	0%	0%	0%	17%
Medium	Primary	40%	17%	13%	23%	15%	2%	0%	2%
	JSS	48%	17%	21%	6%	10%	4%	0%	6%
	SSS	33%	17%	33%	17%	0%	0%	0%	17%
Low	Primary	37%	25%	6%	9%	2%	0%	1%	11%
	JSS	22%	19%	5%	14%	3%	0%	3%	5%
	SSS	29%	14%	14%	21%	7%	0%	0%	7%
Total		35%	19%	17%	15%	6%	1%	1%	7%

A3.2.2. Counsellor Support Available

Table A3.2.2.1: (State and Security) Do schools have a counsellor available

State	School level	Yes	Security level	School level	Yes
Borno	Primary	11%	High	Primary	0%
	JSS	28%		JSS	5%
	SSS	64%		SSS	33%
Adamawa	Primary	6%	Medium	Primary	11%
	JSS	7%		JSS	28%
	SSS	13%		SSS	43%
Yobe	Primary	50%	Low	Primary	15%
	JSS	63%		JSS	32%
	SSS	100%		SSS	38%
Total		18%	Total		18%

18% of the schools sampled have a school counsellor

A3.2.3. Attacks on Education

Attacks on education are recorded by school site. 260 different sites (housing 332 schools) were sampled during the assessment.

Table A3.2.3.1: (State) Schools hit by bullets, shells or shrapnel (number and percentage)

State	Once	Multiple Times	Never	Total	State	Once	Multiple Times	Never	Total
Adamawa	29	6	75	110	Adamawa	26%	5%	68%	100%
Borno	15	20	99	134	Borno	11%	15%	74%	100%
Yobe	1	3	10	14	Yobe	7%	21%	71%	100%
Total	45	29	184	258	Total	17%	11%	71%	100%

Table A3.2.3.2: (Security) Schools hit by bullets, shells or shrapnel (number and percentage)

Security Level	Once	Multiple Times	Never	Total
High	13	7	32	52
Medium	14	16	56	86
Low	18	6	96	120
Total	45	29	184	258

Security Level	Once	Multiple Times	Never	Total
High	25%	13%	62%	100%
Medium	16%	19%	65%	100%
Low	15%	5%	80%	100%
Total	17%	11%	71%	100%

Table A3.2.3.3: (State and Security) Number of schools hit/ attacked by planes or helicopters

Security Level	Once	Multiple Times	Never	Total
High	3		49	52
Medium	7		79	86
Low	5	1	114	120
Total	15	1	242	258

State	Once	Multiple Times	Never	Total
Adamawa	11	1	98	110
Borno	4		130	134
Yobe			14	14
Total	15	1	242	258

Table A3.2.3.4: (State and Security) Number of schools hit by suicide bombings

Security Level	Once	Multiple Times	Never	Total
High	4		48	52
Medium	2	4	80	86
Low	3		117	120
Total	9	4	245	258

State	Once	Multiple Times	Never	Total
Adamawa	6	1	103	110
Borno	3	3	128	134
Yobe			14	14
Total	9	4	245	258

Table A3.2.3.5: (State and Security) Number of schools deliberately burnt or set on fire

Security Level	Once	Multiple Times	Never	Total
High	11	2	39	52
Medium	15	11	60	86
Low	12	2	106	120
Total	38	15	205	258

State	Once	Multiple Times	Never	Total
Adamawa	14	2	94	110
Borno	19	11	104	134
Yobe	5	2	7	14
Total	38	15	205	258

Table A3.2.3.6: (State and Security) Number of schools looted

Security Level	Once	Multiple Times	Never	Total
High	7	3	42	52
Medium	11	17	58	86
Low	25	20	75	120
Total	43	40	175	258

State	Once	Multiple Times	Never	Total
Adamawa	27	15	68	110
Borno	14	22	98	134
Yobe	2	3	9	14
Total	43	40	175	258

Table A3.2.3.7: (State and Security) Number of schools occupied by military

Security Level	Once	Multiple Times	Never	Total
High	9	4	39	52
Medium	23	6	57	86
Low	10	4	106	120
Total	42	14	202	258

State	Once	Multiple Times	Never	Total
Adamawa	16	5	89	110
Borno	22	8	104	134
Yobe	4	1	9	14
Total	42	14	202	258

Table A3.2.3.8: (State and Security) Number of Schools threatened verbally or by letter

Security Level	Once	Multiple Times	Never	Total	State	Once	Multiple Times	Never	Total
High	4	6	42	52	Adamawa	9	5	96	110
Medium	13	12	61	86	Borno	11	15	108	134
Low	3	2	115	120	Yobe			14	14
Total	20	20	218	258	Total	20	20	218	258

A3.3 Infrastructure

A3.3.1 Classrooms

Table A3.3.1.1: (State) Percentage of schools by students per classroom

State	School level	1-40 students per classroom	41-80 students per classroom	81-160 students per classroom	160+ students per classroom	No functioning classrooms
Borno	Primary	17%	23%	30%	26%	3%
	JSS	28%	38%	22%	12%	0%
	SSS	36%	18%	27%	18%	0%
Adamawa	Primary	27%	34%	28%	11%	0%
	JSS	37%	44%	11%	4%	4%
	SSS	38%	50%	13%	0%	0%
Yobe	Primary	10%	0%	40%	50%	0%
	JSS	0%	38%	50%	13%	0%
	SSS	0%	50%	50%	0%	0%
Total		24%	32%	26%	16%	1%

Table A3.3.1.2: (Security) Percentage of schools by students per classroom

Security level	School level	1-40 students per classroom	41-80 students per classroom	81-160 students per classroom	160+ students per classroom	No functioning classrooms
High	Primary	19%	25%	28%	22%	6%
	JSS	25%	50%	15%	5%	5%
	SSS	50%	17%	33%	0%	0%
Medium	Primary	22%	22%	28%	28%	0%
	JSS	30%	30%	28%	11%	0%
	SSS	29%	29%	29%	14%	0%
Low	Primary	21%	30%	31%	17%	1%
	JSS	26%	47%	16%	11%	0%
	SSS	31%	50%	13%	6%	0%
Total		24%	32%	26%	16%	1%

Table A3.3.1.3: (State) Number of classrooms – damaged, destroyed and temporary

State	School level	# total functioning classrooms	# total classrooms that are not functioning	# functioning classrooms that are temporary structures	# total classrooms that could be repaired	# total classrooms completely destroyed
Borno	Primary	1197	703	177	522	181
	JSS	552	279	85	204	75
	SSS	163	81	18	59	22
Adamawa	Primary	628	417	75	292	125
	JSS	168	178	25	145	33
	SSS	124	114	20	92	22
Yobe	Primary	155	37	11	29	8
	JSS	75	57	10	29	28
	SSS	27	23	5	20	3
Total		3,089	1,889	426	1,392	497

Table A3.3.1.4: (Security) Number of classrooms – damaged, destroyed and temporary

Security level	School level	# total functioning classrooms	# total classrooms that are not functioning	# functioning classrooms that are temporary structures	# total classrooms that could be repaired	# total classrooms completely destroyed
High	Primary	337	293	71	241	52
	JSS	123	137	36	97	40
	SSS	63	76	27	62	14
Medium	Primary	794	362	109	250	112
	JSS	401	187	58	143	44
	SSS	96	48	2	40	8
Low	Primary	849	502	83	352	150
	JSS	271	190	26	138	52
	SSS	155	94	14	69	25
Total		3089	1889	426	1392	497

Table A3.3.1.5: (State) Percentage of classrooms – damaged, destroyed and temporary

State	School level	% classrooms that are functioning	% total classrooms that are not functioning	% functioning classrooms that are temporary structures	% total classrooms that could be repaired	% total classrooms completely destroyed
Borno	Primary	63%	37%	15%	27%	10%
	JSS	66%	34%	15%	25%	9%
	SSS	67%	33%	11%	24%	9%
Adamawa	Primary	60%	40%	12%	28%	12%
	JSS	49%	51%	15%	42%	10%
	SSS	52%	48%	16%	39%	9%
Yobe	Primary	81%	19%	7%	15%	4%
	JSS	57%	43%	13%	22%	21%
	SSS	54%	46%	19%	40%	6%
Total		62%	38%	14%	28%	10%

Table A3.3.1.6: (Security) Percentage of classrooms – damaged, destroyed and temporary

Security level	School level	% classrooms that are functioning	% total classrooms that are not functioning	% functioning classrooms that are temporary structures	% total classrooms that could be repaired	% total classrooms completely destroyed
High	Primary	53%	47%	21%	38%	8%
	JSS	47%	53%	29%	37%	15%
	SSS	45%	55%	43%	45%	10%
Low	Primary	63%	37%	10%	26%	11%
	JSS	59%	41%	10%	30%	11%
	SSS	62%	38%	9%	28%	10%
Medium	Primary	69%	31%	14%	22%	10%
	JSS	68%	32%	14%	24%	7%
	SSS	67%	33%	2%	28%	6%
Total		62%	38%	14%	28%	10%

Table A3.3.1.7: Schools holding classes outside

School level	Yes
Primary	46%
JSS	15%
SSS	11%
Total	33%

Table A3.3.1.8: (State and Security) Schools holding classes outside

State	School level	Yes
Borno	Primary	42%
	JSS	8%
	SSS	0%
Adamawa	Primary	55%
	JSS	30%
	SSS	19%
Yobe	Primary	20%
	JSS	13%
	SSS	0%
Total		33%

Security level	School level	Yes
High	Primary	43%
	JSS	21%
	SSS	0%
Medium	Primary	48%
	JSS	13%
	SSS	17%
Low	Primary	46%
	JSS	13%
	SSS	13%
Total		33%

A3.3.2. Water, Sanitation and Hygiene

Table A3.3.2.1: (State and Security) Percentage of schools with adequate clean drinking water

State	School level	Yes
Borno	Primary	31%
	JSS	32%
	SSS	64%
Adamawa	Primary	32%
	JSS	26%
	SSS	63%
Yobe	Primary	50%
	JSS	25%
	SSS	50%
Total		34%

Security level	School level	Yes
High	Primary	26%
	JSS	20%
	SSS	83%
Medium	Primary	34%
	JSS	34%
	SSS	57%
Low	Primary	33%
	JSS	29%
	SSS	56%
Total		34%

Table A3.3.2.2: (State and Security) Percentage of schools sampled that have separate latrines for staff and students

State	School level	Yes	Security level	School level	Yes
Borno	Primary	38%	High	Primary	26%
	JSS	49%		JSS	30%
	SSS	91%		SSS	83%
Adamawa	Primary	46%	Medium	Primary	46%
	JSS	26%		JSS	42%
	SSS	56%		SSS	57%
Yobe	Primary	90%	Low	Primary	49%
	JSS	63%		JSS	55%
	SSS	0%		SSS	63%
Total		46%	Total		46%

Table A3.3.2.3: (State and Security) Percentage of schools sampled that have separate latrines for girls

State	School level	Yes	Security level	School level	Yes
Borno	Primary	35%	High	Primary	26%
	JSS	54%		JSS	20%
	SSS	64%		SSS	67%
Adamawa	Primary	32%	Medium	Primary	38%
	JSS	15%		JSS	49%
	SSS	44%		SSS	57%
Yobe	Primary	90%	Low	Primary	40%
	JSS	75%		JSS	55%
	SSS	0%		SSS	38%
Total		41%	Total		41%

Table A3.3.2.4: (State) School student latrine ratio by percentage

State	School level	1-40 students per latrine	41-80 students per latrine	81-160 students per latrine	160+ students per latrine	No functioning latrines
Borno	Primary	2%	7%	13%	40%	38%
	JSS	11%	22%	21%	28%	18%
	SSS	9%	0%	27%	64%	0%
Adamawa	Primary	1%	6%	14%	30%	48%
	JSS	7%	19%	7%	7%	59%
	SSS	19%	6%	19%	25%	31%
Yobe	Primary	10%	0%	20%	50%	20%
	JSS	0%	25%	13%	38%	25%
	SSS	0%	0%	0%	50%	50%
Total		6%	11%	16%	32%	35%

Table A3.3.2.5: (Security) School-student latrine ratio by percentage

Security level	School level	1-40 students per latrine	41-80 students per latrine	81-160 students per latrine	160+ students per latrine	No functioning latrines
High	Primary	0%	3%	19%	25%	53%
	JSS	0%	30%	25%	5%	40%
	SSS	17%	0%	50%	33%	0%
Medium	Primary	4%	10%	18%	45%	24%
	JSS	10%	24%	16%	27%	22%
	SSS	14%	0%	0%	43%	43%
Low	Primary	2%	5%	10%	35%	47%
	JSS	13%	13%	13%	29%	32%
	SSS	13%	6%	19%	44%	19%
Total		6%	11%	16%	32%	35%

Table A3.3.2.6: (State and Security) Schools with adequate handwashing stands by percentage

State	School level	Yes
Borno	Primary	10%
	JSS	11%
	SSS	27%
Adamawa	Primary	20%
	JSS	7%
	SSS	19%
Yobe	Primary	50%
	JSS	13%
	SSS	0%
Total		14%

Security level	School level	Yes
High	Primary	14%
	JSS	5%
	SSS	17%
Medium	Primary	10%
	JSS	9%
	SSS	29%
Low	Primary	21%
	JSS	13%
	SSS	19%
Total		14%

A3.3.3. School Furniture

Table A3.3.3.1: (State) Classrooms with furniture by percentage

State	School level	None or almost no furniture (0 - 20%)	Some furniture, most classrooms are without (21 - 40%)	About half the classrooms have furniture (41 - 60%)	Most classrooms have furniture (61 - 80%)	Almost all classrooms have furniture (81 - 99%)	All classrooms have furniture
Borno	Primary	52%	21%	8%	8%	6%	5%
	JSS	29%	30%	13%	13%	8%	7%
	SSS	18%	18%	18%	18%	18%	9%
Adamawa	Primary	68%	22%	8%	0%	0%	3%
	JSS	74%	15%	7%	0%	4%	0%
	SSS	44%	19%	13%	6%	19%	0%
Yobe	Primary	10%	80%	0%	10%	0%	0%
	JSS	38%	50%	13%	0%	0%	0%
	SSS	0%	50%	0%	50%	0%	0%
Total		49%	25%	9%	7%	5%	4%

Table A3.3.3.2: (Security) Classrooms with furniture by percentage

Security level	School level	None or almost no furniture (0 - 20%)	Some furniture, most classrooms are without (21 - 40%)	About half the classrooms have furniture (41 - 60%)	Most classrooms have furniture (61 - 80%)	Almost all classrooms have furniture (81 - 99%)	All classrooms have furniture
High	Primary	63%	20%	11%	3%	0%	3%
	JSS	70%	10%	5%	10%	5%	0%
	SSS	17%	17%	0%	33%	33%	0%
Medium	Primary	44%	21%	7%	11%	10%	7%
	JSS	30%	28%	11%	11%	9%	9%
	SSS	43%	14%	14%	0%	14%	14%
Low	Primary	63%	28%	6%	1%	0%	2%
	JSS	39%	37%	16%	5%	3%	0%
	SSS	31%	25%	19%	13%	13%	0%
Total		49%	25%	9%	7%	5%	4%

Table A3.3.3.3: (State and Security) Classrooms with adequate blackboards

State	School level	Yes
Borno	Primary	53%
	JSS	80%
	SSS	82%
Adamawa	Primary	58%
	JSS	41%
	SSS	44%
Yobe	Primary	100%
	JSS	88%
	SSS	100%
Total		63%

Security level	School level	Yes
High	Primary	58%
	JSS	60%
	SSS	50%
Medium	Primary	55%
	JSS	70%
	SSS	43%
Low	Primary	59%
	JSS	79%
	SSS	75%
Total		63%

Table A3.3.3.4: (State and Security) Classrooms with adequate chalk

State	School level	Yes
Borno	Primary	37%
	JSS	34%
	SSS	45%
Adamawa	Primary	5%
	JSS	4%
	SSS	19%
Yobe	Primary	30%
	JSS	75%
	SSS	100%
Total		27%

Security level	School level	Yes
High	Primary	34%
	JSS	25%
	SSS	0%
Medium	Primary	34%
	JSS	32%
	SSS	43%
Low	Primary	13%
	JSS	29%
	SSS	44%
Total		27%

A3.3.4. Teaching and Learning Materials

Table A3.3.4.1: (State) Percentage of children with adequate basic learning materials

State	School level	0-20%	21-40%	41-60%	61-80%	81-100%
Borno	Primary	40%	16%	23%	14%	8%
	JSS	33%	13%	21%	12%	21%
	SSS	0%	18%	18%	18%	45%
Adamawa	Primary	57%	14%	16%	8%	5%
	JSS	52%	19%	15%	7%	7%
	SSS	38%	19%	13%	6%	25%
Yobe	Primary	50%	40%	10%	0%	0%
	JSS	51%	25%	0%	13%	13%
	SSS	50%	50%	0%	0%	0%
Total		43%	16%	19%	11%	12%

Table A3.3.4.2: (Security) Percentage of children with adequate basic learning materials

Security level	School level	0-20%	21-40%	41-60%	61-80%	81-100%
High	Primary	52%	14%	20%	11%	3%
	JSS	55%	15%	10%	10%	10%
	SSS	17%	50%	0%	17%	17%
Medium	Primary	39%	11%	25%	13%	12%
	JSS	43%	11%	17%	11%	17%
	SSS	43%	0%	0%	14%	43%
Low	Primary	51%	20%	17%	8%	4%
	JSS	24%	21%	24%	11%	21%
	SSS	19%	19%	25%	6%	31%
Total		43%	16%	19%	11%	12%

Table A3.3.4.3: (State) Teachers with access to textbooks

State	School level	For all or almost all subjects	For core subjects only	For one or two subjects	No textbooks
Borno	Primary	23%	38%	22%	18%
	JSS	38%	28%	14%	20%
	SSS	55%	27%	18%	0%
Adamawa	Primary	13%	44%	25%	18%
	JSS	15%	22%	30%	33%
	SSS	38%	31%	0%	31%
Yobe	Primary	80%	20%	0%	0%
	JSS	88%	0%	0%	13%
	SSS	100%	0%	0%	0%
Total		29%	34%	19%	19%

Table A3.3.4.4: (Security) Teachers with access to textbooks

Security level	School level	For all or almost all subjects	For core subjects only	For one or two subjects	No textbooks
High	Primary	6%	35%	21%	38%
	JSS	10%	25%	10%	55%
	SSS	50%	33%	0%	17%
Medium	Primary	31%	31%	20%	18%
	JSS	45%	21%	13%	21%
	SSS	43%	14%	0%	43%
Low	Primary	21%	47%	24%	8%
	JSS	37%	29%	26%	8%
	SSS	50%	31%	13%	6%
Total		29%	34%	19%	19%

Table A3.3.4.5: (State and Security) Schools with no textbooks for children by percentage

State	School level	No textbooks
Borno	Primary	69%
	JSS	66%
	SSS	33%
Adamawa	Primary	48%
	JSS	71%
	SSS	58%
Yobe	Primary	50%
	JSS	75%
	SSS	50%
Total		60%

Security level	School level	No textbooks
High	Primary	84%
	JSS	100%
	SSS	60%
Medium	Primary	62%
	JSS	64%
	SSS	50%
Low	Primary	48%
	JSS	53%
	SSS	42%
Total		60%

Table A3.3.4.6: (State and Security) Schools with adequate textbooks for children

State	School level	% of schools where children have textbooks for most/all classes
Borno	Primary	24%
	JSS	5%
	SSS	18%
Adamawa	Primary	4%
	JSS	7%
	SSS	25%
Yobe	Primary	40%
	JSS	50%
	SSS	0%
Total		14%

Security level	School level	% of schools where children have textbooks for most/all classes
High	Primary	24%
	JSS	5%
	SSS	17%
Medium	Primary	21%
	JSS	4%
	SSS	14%
Low	Primary	10%
	JSS	18%
	SSS	25%
Total		14%

A3.4 Teachers and other Education Personnel

A3.4.1. Teacher's Presence

Table A3.4.1.1: Barriers to teacher's attendance at school (top 3 reasons ranked in order of importance)

	Security level			High			Medium			Low			Total
	School level	Primary	JSS	SSS	Primary	JSS	SSS	Primary	JSS	SSS			
Low or poor salary		1.857	1.600	1.000	1.131	1.170	1.143	0.844	0.868	0.500	1.096		
Illness		0.714	0.500	1.000	1.082	0.887	0.857	0.802	1.026	1.188	0.889		
Pregnancy/maternity leave		0.514	0.500	0.333	0.984	0.981	0.571	0.771	1.263	0.938	0.852		
Long distance to school		0.600	0.750	0.833	0.869	1.057	0.714	0.521	0.816	0.938	0.756		
Non-payment/difficulty receiving salary		0.400	0.050	0.000	0.180	0.076	0.286	1.438	0.447	0.125	0.569		
Attending training/additional schooling		0.314	0.100	0.667	0.328	0.396	0.286	0.521	0.474	0.688	0.419		
Supporting family/children		0.314	0.400	0.667	0.098	0.151	0.000	0.333	0.447	0.438	0.280		
Insecurity in the area/at school (real or perceived)		0.200	1.050	0.833	0.230	0.019	0.000	0.042	0.000	0.000	0.157		
Lack of motivation/advancement/benefits		0.143	0.000	0.000	0.148	0.189	0.286	0.073	0.211	0.250	0.136		
Lack of food		0.086	0.000	0.000	0.098	0.038	0.000	0.125	0.105	0.313	0.096		
Displaced by conflict		0.286	0.650	0.167	0.033	0.000	0.000	0.000	0.000	0.000	0.078		
working at another school		0.086	0.150	0.000	0.066	0.057	0.000	0.083	0.105	0.063	0.078		
Found other work		0.086	0.050	0.000	0.131	0.000	0.000	0.125	0.000	0.000	0.072		
Personal/family issues		0.029	0.000	0.000	0.016	0.057	0.143	0.115	0.053	0.125	0.063		
Lack of accommodation		0.000	0.000	0.333	0.082	0.000	0.000	0.000	0.079	0.188	0.039		

Heat map guide

Strong prevalence/ high priority

low prevalence/ low priority

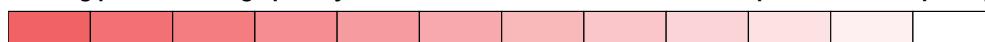


Table A3.4.1.1a: Barriers to teacher's attendance at school (top 3 reasons ranked in order of importance)

Barriers to teacher's attending schools	Top reason	2nd reason	3rd reason	Total (Count)	Weighted Total*
Low or poor salary	97	29	19	145	368
Illness	54	48	43	145	301
Pregnancy/maternity leave	24	84	49	157	289
Long distance to school	37	53	39	129	256
Non-payment/difficulty receiving salary	50	18	7	75	193
Attending training/additional schooling	26	15	41	82	149
Supporting family/children	9	21	24	54	93
Insecurity in the area or at the school (real or perceived)	9	5	15	29	52
Lack of motivation/advancement/benefits	2	14	15	31	49
Lack of food	3	7	9	19	32
Displaced by conflict	1	8	7	16	26
Working at another school	3	3	11	17	26
Found other work	2	3	12	17	24
Personal/family issues	1	5	8	14	21
Lack of accommodation	3	2		5	13
Lack of teaching materials	1	1		2	5
Planting/harvest season		1	2	3	4
Politics		2		2	4
Transferred	1			1	3
Attack/occupation of school		1	1	2	3
Leave or absence			3	3	3
Rainy season			3	3	3
Injured/hurt in attack on the school		1		1	2
Lack of monitoring			2	2	2
Traveling			1	1	1

*Weighted total is calculated by summing the score of 3 points for each top reason, 2 points for each 2nd Reason and 1 point for each 3rd reason. This is like the Borda methodology which was used to create the heat maps for A3.1.3.9 and A3.1.3.10.

Table A3.4.1.2: (State and Security) Percentage of teachers regularly coming to work and teaching classes

State	School level	% of teachers regularly attending	Security level	School level	% of teachers regularly attending
Borno	Primary	77%	High	Primary	71%
	JSS	82%		JSS	73%
	SSS	86%		SSS	86%
Adamawa	Primary	79%	Medium	Primary	79%
	JSS	86%		JSS	84%
	SSS	84%		SSS	88%
Yobe	Primary	88%	Low	Primary	81%
	JSS	85%		JSS	87%
	SSS	75%		SSS	80%
Total		80%	Total		80%

80% of teachers in the sampled schools are regularly coming to work and teaching classes

Table A3.4.1.3: (State) Breakdown of registered teachers by gender

State	School level	% registered teachers that are male	% registered teachers that are female	% attending teachers that are male	% attending teachers that are female
Borno	Primary	36%	64%	35%	65%
	JSS	52%	48%	51%	49%
	SSS	68%	32%	71%	29%
Adamawa	Primary	48%	52%	49%	51%
	JSS	52%	48%	52%	48%
	SSS	65%	35%	64%	36%
Yobe	Primary	42%	58%	42%	58%
	JSS	52%	48%	60%	40%
	SSS	56%	44%	51%	49%
Total		45%	55%	45%	55%

Table A3.4.1.4: (State) Students per teacher ratio for registered teachers

State	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	No students enrolled, or teachers registered
Borno	Primary	59%	32%	6%	1%	2%
	JSS	87%	13%	0%	0%	0%
	SSS	64%	27%	9%	0%	0%
Adamawa	Primary	73%	19%	8%	0%	0%
	JSS	96%	4%	0%	0%	0%
	SSS	94%	6%	0%	0%	0%
Yobe	Primary	20%	40%	10%	30%	0%
	JSS	25%	63%	13%	0%	0%
	SSS	100%	0%	0%	0%	0%
Total		72%	22%	5%	1%	1%

Table A3.4.1.5: (Security) Students per teacher ratio for registered teachers

Security level	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	No students enrolled or teachers registered
High	Primary	59%	29%	3%	3%	6%
	JSS	90%	10%	0%	0%	0%
	SSS	83%	17%	0%	0%	0%
Medium	Primary	64%	29%	7%	0%	0%
	JSS	87%	13%	0%	0%	0%
	SSS	71%	14%	14%	0%	0%
Low	Primary	64%	25%	8%	3%	0%
	JSS	79%	18%	3%	0%	0%
	SSS	88%	13%	0%	0%	0%
Total		72%	22%	5%	1%	1%

Table A3.4.1.6: (State) Students per teacher ratio for attending teachers

State	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	No students enrolled or teachers registered/ attending
Borno	Primary	45%	32%	17%	6%	1%
	JSS	76%	22%	1%	0%	0%
	SSS	64%	27%	0%	9%	0%
Adamawa	Primary	61%	29%	8%	3%	0%
	JSS	93%	7%	0%	0%	0%
	SSS	75%	19%	6%	0%	0%
Yobe	Primary	10%	40%	20%	30%	0%
	JSS	13%	75%	13%	0%	0%
	SSS	100%	0%	0%	0%	0%
Total		60%	27%	8%	4%	0%

Table A3.4.1.7: (Security) Students per teacher ratio for Attending teachers

Security level	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	No students enrolled or teachers registered/attending
High	Primary	40%	29%	17%	11%	3%
	JSS	75%	25%	0%	0%	0%
	SSS	83%	17%	0%	0%	0%
Medium	Primary	52%	28%	15%	5%	0%
	JSS	77%	21%	2%	0%	0%
	SSS	71%	14%	0%	14%	0%
Low	Primary	51%	34%	10%	4%	0%
	JSS	74%	24%	3%	0%	0%
	SSS	69%	25%	6%	0%	0%
Total		60%	27%	8%	4%	0%

A3.4.2. Teacher Support and Training

Table A3.4.2.1: (State) Teacher's salary arrives on time

State	School level	Always or almost always	Sometimes it comes, sometimes it does not	No salary or it always takes a very long time (3 months or more)
Borno	Primary	93%	6%	1%
	JSS	93%	5%	1%
	SSS	100%	0%	0%
Adamawa	Primary	8%	43%	49%
	JSS	81%	11%	7%
	SSS	94%	6%	0%
Yobe	Primary	100%	0%	0%
	JSS	100%	0%	0%
	SSS	100%	0%	0%
Total		73%	14%	13%

Table A3.4.2.2: (Security) Teacher's salary arrives on time

Security level	School level	Always or almost always	Sometimes it comes, sometimes it does not	No salary or it always takes a very long time (3 months or more)
High	Primary	77%	14%	9%
	JSS	85%	15%	0%
	SSS	100%	0%	0%
Medium	Primary	87%	8%	5%
	JSS	91%	8%	2%
	SSS	100%	0%	0%
Low	Primary	33%	31%	35%
	JSS	95%	0%	5%
	SSS	94%	6%	0%
Total		73%	14%	13%

Table A3.4.2.3: (State) Training received by teachers in the last 12 months

State	School level	None	Pedagogy	PSS	Curriculum/ Subject Training	SBMC	Health or Hygiene Training	Education crisis response	E/DRR	Peacebuilding or Conflict Resolution	UXO Awareness	Other
Borno	Primary	20%	52%	43%	9%	11%	8%	9%	8%	7%	7%	7%
	JSS	28%	49%	37%	7%	12%	8%	12%	4%	3%	1%	4%
	SSS	55%	36%	18%	0%	9%	0%	0%	0%	0%	0%	0%
Adamawa	Primary	51%	32%	5%	11%	1%	4%	0%	4%	4%	1%	3%
	JSS	70%	19%	0%	4%	0%	0%	0%	4%	4%	0%	0%
	SSS	88%	13%	0%	0%	0%	6%	0%	0%	0%	0%	0%
Yobe	Primary	50%	50%	30%	20%	0%	0%	0%	0%	10%	0%	10%
	JSS	50%	13%	38%	0%	0%	13%	0%	0%	0%	13%	0%
	SSS	0%	50%	50%	50%	0%	0%	0%	0%	0%	0%	0%
Total		39%	40%	26%	8%	7%	6%	5%	5%	4%	3%	4%

Table A3.4.2.4: (Security) Training received by teachers in the last 12 months

State	School level	None	Pedagogy	PSS	Curriculum/ Subject Training	SBMC	Health or Hygiene Training	Education crisis response	E/DRR	Peacebuilding or Conflict Resolution	UXO Awareness	Other
High	Primary	34%	40%	51%	9%	9%	3%	0%	9%	9%	17%	3%
	JSS	60%	30%	30%	0%	0%	5%	0%	5%	5%	5%	5%
	SSS	83%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Medium	Primary	18%	54%	31%	10%	13%	11%	15%	8%	7%	2%	10%
	JSS	17%	51%	38%	9%	17%	9%	17%	4%	4%	0%	4%
	SSS	57%	29%	29%	0%	14%	0%	0%	0%	0%	0%	0%
Low	Primary	45%	39%	15%	11%	1%	3%	0%	3%	4%	1%	3%
	JSS	61%	26%	13%	3%	0%	3%	0%	3%	0%	3%	0%
	SSS	69%	25%	6%	6%	0%	6%	0%	0%	0%	0%	0%
Total		39%	40%	26%	8%	7%	6%	5%	5%	4%	3%	4%

A3.5 Response and Community Support

A3.5.1. Community

Table A3.5.1.1: (State and Security) Does the school have a functioning parent-teacher association

State	School level	Yes	No	Total
Borno	Primary	75%	25%	100%
	JSS	84%	16%	100%
	SSS	100%	0%	100%
Adamawa	Primary	97%	3%	100%
	JSS	85%	15%	100%
	SSS	100%	0%	100%
Yobe	Primary	90%	10%	100%
	JSS	75%	25%	100%
	SSS	100%	0%	100%
Total		86%	14%	100%

Security level	School level	Yes	No	Total
High	Primary	77%	23%	100%
	JSS	80%	20%	100%
	SSS	100%	0%	100%
Medium	Primary	72%	28%	100%
	JSS	77%	23%	100%
	SSS	100%	0%	100%
Low	Primary	96%	4%	100%
	JSS	95%	5%	100%
	SSS	100%	0%	100%
Total		86%	14%	100%

Notes for reading tables below on support provided

In the following tables the # of schools for each category is included for reference, however schools can list multiple items in terms of assistance, so the # of schools should NOT be read as a total for the row, but is provided for comparison. For example, in the table below 12 out of 103 primary schools in Borno received community support in terms of maintenance and repairs.

Table A3.5.1.2: (State) Number of schools provided with community support

State	School level	None	Maintenance and repairs	Providing TLM	Providing volunteer teachers	Providing guards for the school	Providing school furniture/ mats	Providing drinking water	Advocacy/ community mobilisation	Classroom construction/ rehabilitation	School feeding	Other	# of schools
Borno	Primary	51	12	14	10	7	1	6	4	2	0	3	103
	JSS	34	12	9	16	6	5	1	4	1	0	6	76
	SSS	5	2	1	1	1	0	1			0	2	11
Adamawa	Primary	45	19	12	5	4	5	2	2	2	0	0	79
	JSS	16	3	4	3	3	2	1			0	1	27
	SSS	8	3	3	2	2	5	1			0	0	16
Yobe	Primary	9	0	1	0	0	0	0			0	0	10
	JSS	7	0	0	0	0	0	0			0	1	8
	SSS	1	0	0	0	0	0	0			0	1	2
Total		176	51	44	37	23	18	12	10	5	0	14	332

Table A3.5.1.3: (Security) Number of schools provided with community support

State	School level	None	Maintenance and repairs	Providing TLM	Providing volunteer teachers	Providing guards for the school	Providing school furniture/ mats	Providing drinking water	Advocacy/ community mobilisation	Classroom construction/ rehabilitation	School feeding	Other	# of schools
High	Primary	25	0	3	3	2	0	3			0	0	35
	JSS	15	0	0	3	2	0	0			0	0	20
	SSS	2	2	2	0	0	2	1			0	0	6
Medium	Primary	25	11	12	4	3	1	2	5	1	0	2	61
	JSS	25	10	8	12	4	6	1	4		0	1	53
	SSS	6	0	0	1	1	1	0			0	0	7
Low	Primary	55	20	12	8	6	5	3	1	3	0	1	96
	JSS	17	5	5	4	3	1	1		1	0	7	38
	SSS	6	3	2	2	2	2	1			0	3	16
Total		176	51	44	37	23	18	12	10	5	0	14	332

A3.5.2. Government and Local Authority Assistance

Table A3.5.2.1: (State) Percentage of Schools receiving assistance from government or local authorities

State	School level	This year	Last year	> two years ago	Never
Borno	Primary	39%	15%	19%	27%
	JSS	50%	14%	9%	26%
	SSS	9%	9%	27%	55%
Adamawa	Primary	8%	6%	56%	30%
	JSS	7%	4%	26%	63%
	SSS	19%	6%	38%	38%
Yobe	Primary	30%	10%	30%	30%
	JSS	25%	13%	0%	63%
	SSS	0%	0%	100%	0%
Total		29%	11%	28%	33%

Table A3.5.2.2: (State) Number of Schools receiving assistance from government or local authorities

State	School level	This year	Last year	> two years ago	Never	# Schools
Borno	Primary	40	15	20	28	103
	JSS	38	11	7	20	76
	SSS	1	1	3	6	11
Adamawa	Primary	6	5	44	24	79
	JSS	2	1	7	17	27
	SSS	3	1	6	6	16
Yobe	Primary	3	1	3	3	10
	JSS	2	1		5	8
	SSS			2		2
Total		95	36	92	109	332

Table A3.5.2.3: (Security) Percentage of schools receiving assistance from government or local authorities

Security level	School level	This year	Last year	> two years ago	Never
High	Primary	20%	14%	26%	40%
	JSS	10%	20%	20%	50%
	SSS	33%	0%	67%	0%
Medium	Primary	39%	15%	20%	26%
	JSS	57%	13%	8%	23%
	SSS	14%	14%	14%	57%
Low	Primary	19%	7%	48%	26%
	JSS	26%	5%	16%	53%
	SSS	6%	6%	38%	50%
Total		29%	11%	28%	33%

Table A3.5.2.4: (Security) Number of schools receiving assistance from government or local authorities

Security level	School level	This year	Last year	> two years ago	Never	# Schools
High	Primary	7	5	9	14	35
	JSS	2	4	4	10	20
	SSS	2		4		6
Medium	Primary	24	9	12	16	61
	JSS	30	7	4	12	53
	SSS	1	1	1	4	7
Low	Primary	18	7	46	25	96
	JSS	10	2	6	20	38
	SSS	1	1	6	8	16
Total		95	36	92	109	332

Table A3.5.2.5: (State) Type of assistance received by schools from government

State	School level	TLM (textbooks, bags, chalk, etc.)	Classroom & office construction / rehab	School furniture	Science lab equipment	School fence	School uniform	School feeding	Latrine Construction	# Schools
Borno	Primary	18	10	6		2	3	1	1	103
	JSS	14	11	7	9	4		1	1	76
	SSS							1		11
Adamawa	Primary	2	1	1						79
	JSS	1								27
	SSS	1	1	1						16
Yobe	Primary	2								10
	JSS	2		1						8
	SSS									2
Total		40	23	16	9	6	3	3	2	332

Table A3.5.2.6: (Security) Type of assistance received by schools from government

Security Level	School level	TLM (textbooks, bags, chalk, etc.)	Classroom & office construction / rehab	School furniture	Science lab equipment	School fence	School uniform	School feeding	Latrine Construction	# Schools
High	Primary	4	1				1			35
	JSS	1		1						20
	SSS		1							6
Medium	Primary	12	6	6		2	2	1	1	61
	JSS	11	10	6	6	4		1	1	53
	SSS							1		7
Low	Primary	6	4	1						96
	JSS	5	1	1	3					38
	SSS	1		1						16
Total		40	23	16	9	6	3	3	2	332

A3.5.3.: International Assistance

Table A3.5.3.1: (State and Security) Schools receiving assistance from INGOs or United Nations agencies

State	School level	Yes	Security level	School level	Yes
Borno	Primary	84%	High	Primary	83%
	JSS	79%		JSS	65%
	SSS	45%		SSS	67%
Adamawa	Primary	49%	Medium	Primary	80%
	JSS	30%		JSS	75%
	SSS	38%		SSS	29%
Yobe	Primary	60%	Low	Primary	56%
	JSS	25%		JSS	45%
	SSS	100%		SSS	44%
Total		65%	Total		65%

Table A3.5.3.2: (State) Type of assistance received from INGOs/United Nations agencies by percentage

State	School level	T&L Materials	Textbooks	Teacher training	Infrastructure repair/ rehabilitation	Health & hygiene awareness	TLS	Semi-permanent learning spaces	PTA Training	School feeding	Teacher incentives/ allowances	Other	# of Schools
Borno	Primary	66%	47%	44%	8%	9%	9%	5%	0%	2%	1%	3%	103
	JSS	57%	29%	36%	5%	11%	5%	5%	1%	0%	0%	3%	76
	SSS	9%	18%	0%	9%	9%	0%	0%	0%	0%	0%	0%	11
Adamawa	Primary	24%	14%	6%	18%	9%	5%	1%	8%	1%	1%	1%	79
	JSS	7%	0%	4%	4%	4%	0%	0%	0%	4%	0%	0%	27
	SSS	6%	0%	6%	6%	0%	0%	0%	6%	6%	0%	0%	16
Yobe	Primary	50%	20%	10%	20%	0%	30%	20%	0%	0%	0%	0%	10
	JSS	13%	0%	0%	13%	13%	13%	0%	0%	0%	0%	0%	8
	SSS	50%	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%	2
Total		42%	26%	24%	10%	8%	6%	4%	2%	2%	1%	2%	332

Table A3.5.3.3: (State) Type of assistance received from INGOs/United Nations agencies by number of schools

State	School level	T&L Materials	Textbooks	Teacher training	Infrastructure repair/rehabilitation	Health & hygiene awareness	TLS	Semi-permanent learning spaces	PTA Training	School feeding	Teacher incentives/allowances	Other	# of Schools
Borno	Primary	68	48	45	8	9	9	5	0	2	1	3	103
	JSS	43	22	27	4	8	4	4	1	0	0	2	76
	SSS	1	2	0	1	1	0	0	0	0	0	0	11
Adamawa	Primary	19	11	5	14	7	4	1	6	1	1	1	79
	JSS	2	0	1	1	1	0	0	0	1	0	0	27
	SSS	1	0	1	1	0	0	0	1	1	0	0	16
Yobe	Primary	5	2	1	2	0	3	2	0	0	0	0	10
	JSS	1	0	0	1	1	1	0	0	0	0	0	8
	SSS	1	0	0	1	0	0	0	0	0	0	0	2
Total		141	85	80	33	27	21	12	8	5	2	6	332

Table A3.5.3.4: (Security) Type of assistance received from INGOs/United Nations agencies by number of schools

State	School level	T&L Materials	Textbooks	Teacher training	Infrastructure repair/rehabilitation	Health & hygiene awareness	TLS	Semi-permanent learning spaces	PTA Training	School feeding	Teacher incentives/allowances	Other	# of Schools
High	Primary	57%	49%	51%	14%	11%	14%	6%	0%	3%	0%	3%	103
	JSS	35%	30%	20%	5%	10%	5%	5%	0%	0%	0%	0%	76
	SSS	33%	17%	0%	17%	0%	0%	0%	0%	0%	0%	0%	11
Medium	Primary	62%	44%	34%	8%	10%	7%	5%	0%	2%	2%	5%	79
	JSS	57%	26%	40%	4%	9%	6%	6%	2%	2%	0%	4%	27
	SSS	0%	14%	0%	14%	0%	0%	0%	0%	14%	0%	0%	16
Low	Primary	35%	18%	13%	15%	6%	7%	3%	6%	1%	1%	0%	10
	JSS	24%	5%	8%	8%	8%	3%	0%	0%	0%	0%	0%	8
	SSS	6%	0%	6%	6%	6%	0%	0%	6%	0%	0%	0%	2
Total		42%	26%	24%	10%	8%	6%	4%	2%	2%	1%	2%	332

Table A3.5.3.5: (Security) Type of assistance received from INGOs/United Nations agencies by number of schools

State	School level	T&L Materials	Textbooks	Teacher training	Infrastructure repair/rehabilitation	Health & hygiene awareness	TLS	Semi-permanent learning spaces	PTA Training	School feeding	Teacher incentives/allowances	Other	# of Schools
High	Primary	20	17	18	5	4	5	2	0	1	0	1	35
	JSS	7	6	4	1	2	1	1	0	0	0	0	20
	SSS	2	1	0	1	0	0	0	0	0	0	0	6
Medium	Primary	38	27	21	5	6	4	3	0	1	1	3	61
	JSS	30	14	21	2	5	3	3	1	1	0	2	53
	SSS	0	1	0	1	0	0	0	0	1	0	0	7
Low	Primary	34	17	12	14	6	7	3	6	1	1	0	96
	JSS	9	2	3	3	3	1	0	0	0	0	0	38
	SSS	1	0	1	1	1	0	0	1	0	0	0	16
Total		141	85	80	33	27	21	12	8	5	2	6	332

A3.6 Emergency Curriculum and Wider Education Opportunities

A3.6.1. Emergency Curriculum

Table A3.6.1.1: (State) Additional emergency subjects taught at the school

State	School level	None	Hygiene promotion	PSS	Peacebuilding	Life skills	UXO awareness
Borno	Primary	67%	18%	15%	8%	5%	0%
	JSS	58%	18%	13%	11%	12%	3%
	SSS	82%	0%	0%	0%	9%	0%
Adamawa	Primary	85%	3%	3%	8%	0%	0%
	JSS	89%	4%	0%	7%	0%	0%
	SSS	88%	0%	6%	6%	6%	0%
Yobe	Primary	70%	10%	30%	0%	0%	0%
	JSS	75%	0%	13%	0%	13%	0%
	SSS	50%	0%	0%	0%	50%	0%
Total		73%	11%	10%	8%	5%	1%

73% of the schools sampled do not teach any additional subjects outside the normal curriculum relating to the current emergency. Some schools report teaching hygiene promotion, psychosocial support sessions, peacebuilding, life skills and UXO/landmine awareness.

Table A3.6.1.2: (Security) Additional emergency subjects taught at the school

State	School level	None	Hygiene promotion	PSS	Peacebuilding	Life skills	UXO awareness
High	Primary	80%	17%	20%	3%	0%	0%
	JSS	90%	5%	5%	0%	0%	0%
	SSS	83%	0%	0%	0%	0%	0%
Low	Primary	80%	4%	7%	8%	0%	0%
	JSS	82%	8%	3%	3%	5%	0%
	SSS	81%	0%	6%	6%	19%	0%
Medium	Primary	62%	20%	10%	8%	8%	0%
	JSS	47%	21%	17%	17%	15%	4%
	SSS	86%	0%	0%	0%	0%	0%
Total		73%	11%	10%	8%	5%	1%

Annex AX: Key Informant Interview Data at LGA Level

Table AX1: Borno, classroom to student ratios (number of schools)

LGA	School level	1-40 students per classroom	41-80 students per classroom	81-160 students per classroom	160+ students per classroom	No functioning classrooms	Total
Askira/Uba	Primary	1	4	3			8
	JSS		2	1			3
	SSS				1		1
Bayo	Primary			1		1	2
	JSS	1	2				3
	SSS	1					1
Biu	Primary		1	4	2		7
	JSS	1			2		3
	SSS				1		1
Chibok	Primary	3	2	1			6
	JSS	1	3	1			5
	SSS			1			1
Gubio	Primary	1	1	1	1		4
	JSS	1					1
	SSS	1					1
Hawul	Primary		2	3			5
	JSS	1	4	1			6
	SSS	1	1	1			3
Jere	Primary	2	3	5	7		17
	JSS	3	4	4	3		14
	SSS			1			1
Kaga	Primary	2	2	1			5
	JSS	4	2				6
Konduga	Primary	1	3	1	1		6
	JSS	1	1				2
Kukawa	Primary		1				1
	JSS		2				2
Kwaya Kusar	Primary			1	1		2
	JSS		2		1		3
	SSS		1				1
Mafa	Primary	1		1	1	1	4
	JSS			2	1		3
Magumeri	Primary		2				2
	JSS	1					1
Maiduguri	Primary	6	1	5	9		21
	JSS	6	6	8	2		22
	SSS	1					1
Monguno	Primary		1	2	3	1	7
	JSS	1	1				2
Nganzai	Primary			1	1		2
		42	54	50	37	3	186

Table AX2: Adamawa State, classroom to student ratios (number of schools)

LGA	School level	1-40 students per classroom	41-80 students per classroom	81-160 students per classroom	160+ students per classroom	No functioning classrooms	Total
Fufore	Primary	1	5	2	1		9
	JSS		1	1			2
	SSS		1				1
Hong	Primary	2	7	2	1		12
	JSS	2	1				3
Madagali	Primary			3	1		4
	JSS	1	3			1	5
	SSS	2	1	1			4
Maiha	Primary	5	5	1	1		12
	JSS	2	1				3
	SSS	1	1				2
Michika	Primary	2	1	2			5
	JSS	2	2	2	1		7
	SSS	1	2	1			4
Mubi North	Primary	4	4	4	1		13
	JSS		1				1
	SSS		1				1
Mubi South	Primary	3	1	7	2		13
	JSS	1	2				3
	SSS	1	1				2
Yola South	Primary	4	4	1	2		11
	JSS	2	1				3
	SSS	1	1				2
		37	47	27	10	1	122

Table AX3: Yobe, classroom to student ratios (number of schools)

LGA	School level	1-40 students per classroom	41-80 students per classroom	81-160 students per classroom	160+ students per classroom	Total	
Damaturu	Primary				3	4	7
	JSS			1	3	1	5
	SSS				1		1
Gujba	Primary					1	1
	JSS			1	1		2
Tarmua	Primary	1			1		2
	JSS			1			1
	SSS			1			1
		1	4	9	6	20	

Table AX4: Borno, classroom to student ratios (percentage of schools)

LGA	School level	1-40 students per classroom	41-80 students per classroom	81-160 students per classroom	160+ students per classroom	No functioning classrooms
Askira/Uba	Primary	13%	50%	38%	0%	0%
	JSS	0%	67%	33%	0%	0%
	SSS	0%	0%	0%	100%	0%
Bayo	Primary	0%	0%	50%	0%	50%
	JSS	33%	67%	0%	0%	0%
	SSS	100%	0%	0%	0%	0%
Biu	Primary	0%	14%	57%	29%	0%
	JSS	33%	0%	0%	67%	0%
	SSS	0%	0%	0%	100%	0%
Chibok	Primary	50%	33%	17%	0%	0%
	JSS	20%	60%	20%	0%	0%
	SSS	0%	0%	100%	0%	0%
Gubio	Primary	25%	25%	25%	25%	0%
	JSS	100%	0%	0%	0%	0%
	SSS	100%	0%	0%	0%	0%
Hawul	Primary	0%	40%	60%	0%	0%
	JSS	17%	67%	17%	0%	0%
	SSS	33%	33%	33%	0%	0%
Jere	Primary	12%	18%	29%	41%	0%
	JSS	21%	29%	29%	21%	0%
	SSS	0%	0%	100%	0%	0%
Kaga	Primary	40%	40%	20%	0%	0%
	JSS	67%	33%	0%	0%	0%
Konduga	Primary	17%	50%	17%	17%	0%
	JSS	50%	50%	0%	0%	0%
Kukawa	Primary	0%	100%	0%	0%	0%
	JSS	0%	100%	0%	0%	0%
Kwaya Kusar	Primary	0%	0%	50%	50%	0%
	JSS	0%	67%	0%	33%	0%
	SSS	0%	100%	0%	0%	0%
Mafa	Primary	25%	0%	25%	25%	25%
	JSS	0%	0%	67%	33%	0%
Magumeri	Primary	0%	100%	0%	0%	0%
	JSS	100%	0%	0%	0%	0%
Maiduguri	Primary	29%	5%	24%	43%	0%
	JSS	27%	27%	36%	9%	0%
	SSS	100%	0%	0%	0%	0%
Monguno	Primary	0%	14%	29%	43%	14%
	JSS	50%	50%	0%	0%	0%
Nganzai	Primary	0%	0%	50%	50%	0%

Table AX5: Adamawa State, classroom to student ratios (percentage of schools)

LGA	School level	1-40 students per classroom	41-80 students per classroom	81-160 students per classroom	160+ students per classroom	No functioning classrooms
Fufore	Primary	11%	56%	22%	11%	0%
	JSS	0%	50%	50%	0%	0%
	SSS	0%	100%	0%	0%	0%
Hong	Primary	17%	58%	17%	8%	0%
	JSS	67%	33%	0%	0%	0%
Madagali	Primary	0%	0%	75%	25%	0%
	JSS	20%	60%	0%	0%	20%
	SSS	50%	25%	25%	0%	0%
Maiha	Primary	42%	42%	8%	8%	0%
	JSS	67%	33%	0%	0%	0%
	SSS	50%	50%	0%	0%	0%
Michika	Primary	40%	20%	40%	0%	0%
	JSS	29%	29%	29%	14%	0%
	SSS	25%	50%	25%	0%	0%
Mubi North	Primary	31%	31%	31%	8%	0%
	JSS	0%	100%	0%	0%	0%
	SSS	0%	100%	0%	0%	0%
Mubi South	Primary	23%	8%	54%	15%	0%
	JSS	33%	67%	0%	0%	0%
	SSS	50%	50%	0%	0%	0%
Yola South	Primary	36%	36%	9%	18%	0%
	JSS	67%	33%	0%	0%	0%
	SSS	50%	50%	0%	0%	0%
		30%	39%	22%	8%	1%

Table AX6: Yobe, classroom to student ratios (percentage of schools)

LGA	School level	1-40 students per classroom	41-80 students per classroom	81-160 students per classroom	160+ students per classroom
Damaturu	Primary	0%	0%	43%	57%
	JSS	0%	20%	60%	20%
	SSS	0%	0%	100%	0%
Gujba	Primary	0%	0%	0%	100%
	JSS	0%	50%	50%	0%
Tarmua	Primary	50%	0%	50%	0%
	JSS	0%	100%	0%	0%
	SSS	0%	100%	0%	0%
		5%	20%	45%	30%

Table AX7: Borno, Teacher (attending) to student ratios (number of schools)

LGA	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	No students enrolled or teachers registered/ attending	Total
Askira/ Uba	Primary	8					8
	JSS	2	1				3
	SSS				1		1
Bayo	Primary	1	1				2
	JSS	3					3
	SSS	1					1
Biu	Primary	3	3	1			7
	JSS	1	2				3
	SSS		1				1
Chibok	Primary	3	2	1			6
	JSS	3	2				5
	SSS		1				1
Gubio	Primary	1	2	1			4
	JSS	1					1
	SSS	1					1
Hawul	Primary	2	2	1			5
	JSS	5	1				6
	SSS	2	1				3
Jere	Primary	5	8	4	1		18
	JSS	11	3				14
	SSS	1					1
Kaga	Primary	4	1				5
	JSS	6					6
Konduga	Primary	4	2		2	1	9
	JSS	2					2
Kukawa	Primary	1					1
	JSS	1	1				2
Kwaya Kusar	Primary		2				2
	JSS	3					3
	SSS	1					1
Mafa	Primary	1	2	1			4
	JSS	2	1				3
Magumeri	Primary	1	1				2
	JSS	1					1
Maiduguri	Primary	10	6	4	1		21
	JSS	15	6	1			22
	SSS	1					1
Monguno	Primary	2	1	3	1		7
	JSS	2					2
Nganzai	Primary			1	1		2
		111	53	18	7	1	190

Table AX8: Adamawa State, teacher (attending) to student ratios (number of schools)

LGA	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	Total
Fufore	Primary	1	5	2	1	9
	JSS	2				2
	SSS		1			1
Hong	Primary	10	2			12
	JSS	3				3
Madagali	Primary	2	1		1	4
	JSS	4	1			5
	SSS	4				4
Maiha	Primary	7	2	3		12
	JSS	3				3
	SSS	2				2
Michika	Primary	4	1			5
	JSS	6	1			7
	SSS	3	1			4
Mubi North	Primary	11	2			13
	JSS	1				1
	SSS		1			1
Mubi South	Primary	5	8			13
	JSS	3				3
	SSS	2				2
Yola South	Primary	8	2	1		11
	JSS	3				3
	SSS	1		1		2
		85	28	7	2	122

Table AX9: Yobe, teacher (attending) to student ratios (number of schools)

LGA	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	Total
Damaturu	Primary	1	2	1	3	7
	JSS		4	1		5
	SSS	1				1
Gujba	Primary			1		1
	JSS	1	1			2
Tarmua	Primary		2			2
	JSS		1			1
	SSS	1				1
		4	10	3	3	20

Table AX10: Borno, teacher (attending) to student ratios (percentage of schools)

LGA	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	No students enrolled or teachers registered/ attending
Askira/ Uba	Primary	100%	0%	0%	0%	0%
	JSS	67%	33%	0%	0%	0%
	SSS	0%	0%	0%	100%	0%
Bayo	Primary	50%	50%	0%	0%	0%
	JSS	100%	0%	0%	0%	0%
	SSS	100%	0%	0%	0%	0%
Biu	Primary	43%	43%	14%	0%	0%
	JSS	33%	67%	0%	0%	0%
	SSS	0%	100%	0%	0%	0%
Chibok	Primary	50%	33%	17%	0%	0%
	JSS	60%	40%	0%	0%	0%
	SSS	0%	100%	0%	0%	0%
Gubio	Primary	25%	50%	25%	0%	0%
	JSS	100%	0%	0%	0%	0%
	SSS	100%	0%	0%	0%	0%
Hawul	Primary	40%	40%	20%	0%	0%
	JSS	83%	17%	0%	0%	0%
	SSS	67%	33%	0%	0%	0%
Jere	Primary	28%	44%	22%	6%	0%
	JSS	79%	21%	0%	0%	0%
	SSS	100%	0%	0%	0%	0%
Kaga	Primary	80%	20%	0%	0%	0%
	JSS	100%	0%	0%	0%	0%
Konduga	Primary	44%	22%	0%	22%	11%
	JSS	100%	0%	0%	0%	0%
Kukawa	Primary	100%	0%	0%	0%	0%
	JSS	50%	50%	0%	0%	0%
Kwaya Kusar	Primary	0%	100%	0%	0%	0%
	JSS	100%	0%	0%	0%	0%
	SSS	100%	0%	0%	0%	0%
Mafa	Primary	25%	50%	25%	0%	0%
	JSS	67%	33%	0%	0%	0%
Magumeri	Primary	50%	50%	0%	0%	0%
	JSS	100%	0%	0%	0%	0%
Maiduguri	Primary	48%	29%	19%	5%	0%
	JSS	68%	27%	5%	0%	0%
	SSS	100%	0%	0%	0%	0%
Monguno	Primary	29%	14%	43%	14%	0%
	JSS	100%	0%	0%	0%	0%
Nganzai	Primary	0%	0%	50%	50%	0%
		58%	28%	9%	4%	1%

Table AX11: Adamawa State, teacher (attending) to student ratios (percentage of schools)

LGA	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers
Fufore	Primary	11%	56%	22%	11%
	JSS	100%	0%	0%	0%
	SSS	0%	100%	0%	0%
Hong	Primary	83%	17%	0%	0%
	JSS	100%	0%	0%	0%
Madagali	Primary	50%	25%	0%	25%
	JSS	80%	20%	0%	0%
	SSS	100%	0%	0%	0%
Maiha	Primary	58%	17%	25%	0%
	JSS	100%	0%	0%	0%
	SSS	100%	0%	0%	0%
Michika	Primary	80%	20%	0%	0%
	JSS	86%	14%	0%	0%
	SSS	75%	25%	0%	0%
Mubi North	Primary	85%	15%	0%	0%
	JSS	100%	0%	0%	0%
	SSS	0%	100%	0%	0%
Mubi South	Primary	38%	62%	0%	0%
	JSS	100%	0%	0%	0%
	SSS	100%	0%	0%	0%
Yola South	Primary	73%	18%	9%	0%
	JSS	100%	0%	0%	0%
	SSS	50%	0%	50%	0%
		70%	23%	6%	2%

Table AX12: Yobe, teacher (attending) to student ratios (percentage of schools)

LGA	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers
Damaturu	Primary	14%	29%	14%	43%
	JSS	0%	80%	20%	0%
	SSS	100%	0%	0%	0%
Gujba	Primary	0%	0%	100%	0%
	JSS	50%	50%	0%	0%
Tarmua	Primary	0%	100%	0%	0%
	JSS	0%	100%	0%	0%
	SSS	100%	0%	0%	0%
		20%	50%	15%	15%

Table AX13: Borno, student to latrine ratio (number of schools)

LGA	School level	1-40 students per latrine	41-80 students per latrine	81-160 students per latrine	160+ students per latrine	No functioning latrines	Total
Askira/Uba	Primary			1	2	5	8
	JSS		1		1	1	3
	SSS				1		1
Bayo	Primary					2	2
	JSS	1		2			3
	SSS			1			1
Biu	Primary				3	4	7
	JSS	1			2		3
	SSS				1		1
Chibok	Primary		1		1	4	6
	JSS		1		1	3	5
	SSS			1			1
Gubio	Primary			1		3	4
	JSS					1	1
	SSS			1			1
Hawul	Primary				4	1	5
	JSS			2	3	1	6
	SSS				3		3
Jere	Primary		1	1	5	3	10
	JSS	1	2	2	4	1	10
	SSS				1		1
Kaga	Primary	1	2	1		1	5
	JSS	2	3			1	6
Konduga	Primary			4	1	1	6
	JSS		1	1			2
Kukawa	Primary					1	1
	JSS		1			1	2
Kwaya Kusar	Primary				1	1	2
	JSS	1			1	1	3
	SSS				1		1
Mafa	Primary				2	2	4
	JSS		1	1		1	3
Magumeri	Primary			1	1		2
	JSS		1				1
Maiduguri	Primary	1	2	3	12	2	20
	JSS	2	4	6	8	2	22
	SSS	1					1
Monguno	Primary				3	4	7
	JSS		1	1			2
Nganzai	Primary				1		1
		11	22	30	63	47	173

Table AX14: Adamawa State, student to latrine ratio (number of schools)

LGA	School level	1-40 students per latrine	41-80 students per latrine	81-160 students per latrine	160+ students per latrine	No functioning latrines	Total
Fufore	Primary	1		1	4	3	9
	JSS					2	2
	SSS			1			1
Hong	Primary			1	4	7	12
	JSS		1		1	1	3
Madagali	Primary			1	1	2	4
	JSS		1	2		2	5
	SSS	1		1	2		4
Maiha	Primary			4	1	7	12
	JSS	1	2				3
	SSS	1		1			2
Michika	Primary			2	2	1	5
	JSS		1			6	7
	SSS				1	3	4
Mubi North	Primary		1		1	11	13
	JSS				1		1
	SSS		1				1
Mubi South	Primary		2	1	9	1	13
	JSS	1				2	3
	SSS	1				1	2
Yola South	Primary		2	1	2	6	11
	JSS					3	3
	SSS				1	1	2
		6	11	16	30	59	122

Table AX15: Yobe, student to latrine ratio (number of schools)

LGA	School level	1-40 students per latrine	41-80 students per latrine	81-160 students per latrine	160+ students per latrine	No functioning latrines	Total
Damaturu	Primary			2	4	1	7
	JSS		1	1	2	1	5
	SSS				1		1
Gujba	Primary				1		1
	JSS		1			1	2
Tarmua	Primary	1				1	2
	JSS				1		1
	SSS					1	1
		1	2	3	9	5	20

Table AX16: Borno, student to latrine ratio (percentage of schools)

LGA	School level	1-40 students per latrine	41-80 students per latrine	81-160 students per latrine	160+ students per latrine	No functioning latrines
Askira/Uba	Primary	0%	0%	13%	25%	63%
	JSS	0%	33%	0%	33%	33%
	SSS	0%	0%	0%	100%	0%
Bayo	Primary	0%	0%	0%	0%	100%
	JSS	33%	0%	67%	0%	0%
	SSS	0%	0%	100%	0%	0%
Biu	Primary	0%	0%	0%	43%	57%
	JSS	33%	0%	0%	67%	0%
	SSS	0%	0%	0%	100%	0%
Chibok	Primary	0%	17%	0%	17%	67%
	JSS	0%	20%	0%	20%	60%
	SSS	0%	0%	100%	0%	0%
Gubio	Primary	0%	0%	25%	0%	75%
	JSS	0%	0%	0%	0%	100%
	SSS	0%	0%	100%	0%	0%
Hawul	Primary	0%	0%	0%	80%	20%
	JSS	0%	0%	33%	50%	17%
	SSS	0%	0%	0%	100%	0%
Jere	Primary	0%	10%	10%	50%	30%
	JSS	10%	20%	20%	40%	10%
	SSS	0%	0%	0%	100%	0%
Kaga	Primary	20%	40%	20%	0%	20%
	JSS	33%	50%	0%	0%	17%
Konduga	Primary	0%	0%	67%	17%	17%
	JSS	0%	50%	50%	0%	0%
Kukawa	Primary	0%	0%	0%	0%	100%
	JSS	0%	50%	0%	0%	50%
Kwaya Kusar	Primary	0%	0%	0%	50%	50%
	JSS	33%	0%	0%	33%	33%
	SSS	0%	0%	0%	100%	0%
Mafa	Primary	0%	0%	0%	50%	50%
	JSS	0%	33%	33%	0%	33%
Magumeri	Primary	0%	0%	50%	50%	0%
	JSS	0%	100%	0%	0%	0%
Maiduguri	Primary	5%	10%	15%	60%	10%
	JSS	9%	18%	27%	36%	9%
	SSS	100%	0%	0%	0%	0%
Monguno	Primary	0%	0%	0%	43%	57%
	JSS	0%	50%	50%	0%	0%
Nganzai	Primary	0%	0%	0%	100%	0%
		6%	13%	17%	36%	27%

Table AX17: Adamawa State, student to latrine ratio (percentage of schools)

LGA	School level	1-40 students per latrine	41-80 students per latrine	81-160 students per latrine	160+ students per latrine	No functioning latrines
Fufore	Primary	11%	0%	11%	44%	33%
	JSS	0%	0%	0%	0%	100%
	SSS	0%	0%	100%	0%	0%
Hong	Primary	0%	0%	8%	33%	58%
	JSS	0%	33%	0%	33%	33%
Madagali	Primary	0%	0%	25%	25%	50%
	JSS	0%	20%	40%	0%	40%
	SSS	25%	0%	25%	50%	0%
Maiha	Primary	0%	0%	33%	8%	58%
	JSS	33%	67%	0%	0%	0%
	SSS	50%	0%	50%	0%	0%
Michika	Primary	0%	0%	40%	40%	20%
	JSS	0%	14%	0%	0%	86%
	SSS	0%	0%	0%	25%	75%
Mubi North	Primary	0%	8%	0%	8%	85%
	JSS	0%	0%	0%	100%	0%
	SSS	0%	100%	0%	0%	0%
Mubi South	Primary	0%	15%	8%	69%	8%
	JSS	33%	0%	0%	0%	67%
	SSS	50%	0%	0%	0%	50%
Yola South	Primary	0%	18%	9%	18%	55%
	JSS	0%	0%	0%	0%	100%
	SSS	0%	0%	0%	50%	50%
		5%	9%	13%	25%	48%

Table AX18: Yobe, student to latrine ratio (percentage of schools)

LGA	School level	1-40 students per latrine	41-80 students per latrine	81-160 students per latrine	160+ students per latrine	No functioning latrines
Damaturu	Primary	0%	0%	29%	57%	14%
	JSS	0%	20%	20%	40%	20%
	SSS	0%	0%	0%	100%	0%
Gujba	Primary	0%	0%	0%	100%	0%
	JSS	0%	50%	0%	0%	50%
Tarmua	Primary	50%	0%	0%	0%	50%
	JSS	0%	0%	0%	100%	0%
	SSS	0%	0%	0%	0%	100%
		5%	10%	15%	45%	25%

Annex AY: Summary of Analysis for IDP Camp Schools

Table AY1: IDP Camp schools included in assessment

School Level	# of schools
JSS	6
Primary	12
Grand Total	18

Table AY2: Student to classroom ratio (IDP Camp schools)

State	School level	1-40 students per classroom	41-80 students per classroom	81-160 students per classroom	160+ students per classroom	No functioning classrooms	Total
Borno	Primary	1	1	1	5	1	9
	JSS			2	3		5
Adamawa	Primary			1	2		3
Yobe	JSS		1				1
Total		1	2	4	10	1	18

Table AY3: Schools with adequate drinking water (IDP Camp schools)

State	School level	Yes	No	Total
Borno	Primary	2	7	9
	JSS	2	3	5
Adamawa	Primary	3		3
Yobe	JSS		1	1
Total		7	11	18

Table AY4: Student to latrine ratio (IDP Camp schools)

State	School level	41-80 students per latrine	81-160 students per latrine	160+ students per latrine	No functioning latrines	Total
Borno	Primary			6	2	8
	JSS	3	2			5
Adamawa	Primary			1	2	3
Yobe	JSS	1				1
Total		4	2	7	4	17

Table AY5: Schools running multiple shifts (IDP Camp schools)

State	# of Shifts	# of schools
Borno	One	12
	Two	2
Adamawa	One	2
	Two	1
Yobe	One	1
Total		18

Table AY6: Students with adequate teaching and learning materials (IDP Camp schools)

State	School level	0%	1-20%	41-60%	61-80%	81-99%	Total
Borno	Primary	2	2		4	1	9
	JSS		2		2	1	5
Adamawa	Primary		1	1	1		3
Yobe	JSS	1					1
Total		3	5	1	7	2	18

Table AY7: Do teachers have adequate textbooks (IDP Camp schools)

State	School level	For all or almost all subjects	For core subjects only	For one or two subjects	No textbooks	Total
Borno	Primary	2		3	4	9
	JSS	1		1	3	5
Adamawa	Primary		1	1	1	3
Yobe	JSS	1				1
Total		4	1	5	8	18

Table AY8: Do students have adequate textbooks (IDP Camp schools)

State	School level	Yes	No	Total
Borno	Primary	2	7	9
	JSS		5	5
Adamawa	Primary		3	3
Yobe	JSS		1	1
Total		2	16	18

Table AY9: Do schools have adequate blackboards (IDP Camp schools)

State	School level	Yes	No	Total
Borno	Primary	5	4	9
	JSS	4	1	5
Adamawa	Primary	3		3
Yobe	JSS	1		1
Total		13	5	18

Table AY10: Do Schools have adequate furniture (IDP Camp schools)

State	School level	None or almost no furniture (0 - 20%)	Some furniture but most classrooms are without (21 - 40%)	Total
Borno	Primary	6	3	9
	JSS	2	3	5
Adamawa	Primary	2	1	3
Yobe	JSS	1		1
Total		11	7	18

Table AY11: Student-teacher ratio for registered teachers (IDP Camp schools)

State	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	Total*
Borno	Primary	3	2	1	1	7
	JSS	5				5
Adamawa	Primary	3				3
Yobe	JSS	1				1
Total		12	2	1	1	16

*Two schools in IDP camps had no registered teachers but were staffed by volunteer teachers

Table AY12: Student-teacher ratio for attending teachers (IDP Camp schools)

State	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	Total
Borno	Primary	1	3	2	3	9
	JSS	3	1	1		5
Adamawa	Primary	2			1	3
Yobe	JSS	1				1
Total		7	4	3	4	18

Table AY13: Student-teacher ratio for attending teachers by percentage (IDP Camp schools)

State	School level	1-40 students per teachers	41-80 students per teachers	81-160 students per teachers	160+ students per teachers	Total
Borno	Primary	11%	33%	22%	33%	100%
	JSS	60%	20%	20%	0%	100%
Adamawa	Primary	67%	0%	0%	33%	100%
Yobe	JSS	100%	0%	0%	0%	100%
Total		39%	22%	17%	22%	100%

Table AY14: Schools receiving assistance from United Nations agencies/INGOs (IDP Camp schools)

State	School level	Yes	No	Total
Borno	Primary	9		9
	JSS	5		5
Adamawa	Primary	3		3
Yobe	JSS		1	1
Total	17	1	18	

Table AY15: Schools receiving assistance from government (IDP Camp schools)

State	School level	This year	Last year	More than two years ago	Never	Total
Borno	Primary	4	1		4	9
	JSS	2	3			5
Adamawa	Primary		1	2		3
Yobe	JSS				1	1
Total		6	5	2	5	18

Annex B: Focus Group Summaries–Parents

Twenty-two focus group discussions were organised with parents with group sizes ranging from 3 to 15 and a total of 162 parents were consulted (86 female, 76 male). Eight of the FGDs were conducted with women, 8 FGDs were conducted with men and 6 groups were mixed. The focus group discussions took place in Kaga, Madagali, Maiduguri, Michika, Mubi North and Mubi South.

The following tables summarise data taken from specific questions asked during the discussions. The tools used are available from the Borno EiEWGN, Nigeria.

Table B1

What reasons other than cost prevents children from going to school or causes them to drop out?	Count
Hawking/Farming/Income Generating activities	8
Ignorance about the importance of education (Parents)	7
Lack of ambition (child)	5
Lack of Food/Hunger	5
Lack of quality in education system	4
No, money is the only reason	4
Lack of support for orphans	3
Marriage/Pregnancy	3
To focus on livelihood as lack of jobs for graduates	3
Religious/Cultural beliefs stop girls	3
Insecurity	2
Sickness	2
Illiteracy of parents	1
Got to primary school but cannot afford secondary education	1
Drug abuse	1
Family chores	1
Total	53

Table B2

What are your reasons for sending our children to school?	Count
Better future for their children, better opportunities, better jobs	16
To gain knowledge, learn how to read and write	15
To improve their behaviour and stop them being idle	6
Educated persons have more respect in society	4
To be successful in life	2
If they are educated, they will not be part of the insurgency	2
To make them self-reliant/self-sufficient	2
We want them to be able to be leaders in the society in future	1
To be good citizens	1
Total	49

Table B3

What are the top two good things about your local school?	Count
Structure/facilities are good	8
Good/Adequate/OK Security	5
Teachers are good/competent/effective	5
Teachers are trying their best	3
Unity and respect among students	3
Unity amongst teachers	2
Students get certificates upon completion	2
Have nothing good to say about the school	1
The teachers are still coming despite the situation of the school	1
The children are zealous	1
No matter what, parents still send their children there	1
The quality of education is very high	1
When the children come together to play	1
They acquire good knowledge there	1
School Fence	1
Total	36

Table B4

What are the two worst things about your local school?	Count
Inadequate facilities, classrooms, furniture.	12
Lack of security/ no fence/ no guards	8
Lack of teachers	6
Classrooms are overcrowded	6
No water/lack of toilets	4
Lack of learning materials	3
Lack of uniforms	3
Teachers are stressed/ not motivated/ not doing a good job	3
Lack of school feeding program	1
Total	46

Table B5

Does your school have enough teachers?	Count
No (reasons/justification below)	13
Children tell them they spend the whole day playing	
Children report teachers often don't come to school	
We can see as we pass the school	
Teachers have told them they don't come or teach because of non-payment of salaries	
Yes (reasons/justification below)	8
Apart from registered teachers there are N-power teachers and others	
Yes, but we can't speak for other schools outside the camp	
Yes, but they don't always attend	

Table B6

What circumstances, in terms of overall health, comfort and happiness, affect the children's ability to be in school and participate actively in the learning process?	Count
Children are hungry because parents can't afford food	20
Health/Sickness/ lack of Medical facilities	6
Sitting on the floor	4
No water/Sanitation facilities and poor hygiene	4
Overpopulation	4
harsh learning environment	2
Negligence of the parents	1
Attitude of teachers	1
Lack of uniforms	1
Total	43

Table B7

Typical Costs	Cost (in Naira)	Average per year (primary)
Uniform	2500-3000	2,750
Transport	100 per day	12,000
PTA Levy	150-200 term	525
Exam Levy	150 per term	450
Learning Materials	100 - 2000	1,000
Food	50 per day	6,000
Report card	200 year	200
Registration Primary	200 year	200
Registration JSS	500 year	
Registration SSS	1000 year	
National Exam Fees	12-15000 one off	
Total		23,125

Table B8

How do your children get learning materials like pens, pencils, notebooks and rulers?	Count
Parents provide but they cannot afford what is required	12
NGOs/UNICEF provide some/all	7
Parents	6
Government	3
The school provides as prizes to hard working students	1
Some children have to provide for themselves	1
Total	30

Annex C: Focus Group Summaries–Teachers

Fourteen focus group discussions were organised with teachers with group sizes ranging from 4 to 11 and a total of 112 teachers (55 female, 57 male) were consulted. The focus group discussions took place in Kaga and Maiduguri.

The following tables summarise data taken from specific questions asked during the discussions. The tools used are available from the BornoEiEWGN, Nigeria.

Table C1

Why do some children not enrol or drop out of school?	Count
Parents do not value education	12
Poverty	10
Lack of interest/motivation	4
Early marriage	4
Lack of sponsors/parents (financial reasons)	4
Hunger/Lack of food	3
Hawking/Trading	3
Children working on farm or hunting	3
Long distance to school	2
Due to their displacement	1
Religious beliefs	1
Cultural beliefs	1
Orphans have nobody to encourage them to go to school	1
Lack of good quality teachers	1
Community pressure	1
Peer pressure	1
Children did not have access to education before coming to the camp	1
Total	53

Table C2

Why do children not attend school all the time?	Count
Hawking/Trading	9
Lack of parental interest or support	8
Working on the farm/ family business/ chores	7
Poor Quality of education (various reasons)	4
Lack of motivation/interest	3
Rainy season/cold weather	2
NGO food or other distributions	2
No one to encourage them to go to school	2
Hunger/Lack of school feeding	2
Lack of transportation, especially for children with special needs	1
Very late breakfast at camp	1
Rumours about children getting immunised at the school	1
Peer pressure	1
Poverty	1
Total	44

Table C3

What issues hamper learning?	Count
Overpopulation of classes	11
Inadequate learning materials	9
Poor attendance	8
Hunger	7
Language barrier	3
Harshness of the weather	1
Lack of quality teachers	1
Poverty	1
Psychological problems	1
Total	42

Table C4

What is the general state of repair of classrooms in terms of furniture, blackboards, equipment, etc.?	Count
Negative	
Insufficient/lack of textbooks	6
No textbooks at all for children	4
Teachers sometimes have to use their own money to buy books for themselves	1
Children have no learning materials	3
Lack of teaching aids	2
Lack of furniture	5
Lack of blackboards and chalk in some classrooms	4
Lack of classrooms/ overpopulated classrooms/ classrooms need rehabilitation	5
Some rehabilitation is being done but classrooms are insufficient	1
No furniture/equipment for the children whose classes are held outside	1
No staff room for teachers	1
Negative Total	33
Positive	
70% or more of classrooms have furniture	5
Enough classrooms in the school	1
There are enough blackboards/ almost all classrooms have blackboards	5
Positive Total	11

Table C5

How are IDP teachers affected? Have they received any support for their well-being?	Count
IDP teachers and they have not received any support for their well being	4
No accommodation for IDP teachers	1
IDP teachers in the school face challenges of accommodation and security in the community	1

Table C6

Are teachers paid regularly? What challenges do they face in terms of costs?	Count
Yes, they are paid regularly	2
Salaries regularly paid but are delayed	7
Salary is paid but it is low/not enough	2
Salary paid but there are frequent deductions	1
Poor salary means teachers cannot pay house rent, transport, look after their own families, causes debts	9
Low salary makes it difficult to cover transport and accommodation	3
The highest paid teacher earns N30,000 per month. The rest of us receive 8,000 - 15,000	1
No promotion for teachers, no incentives or bonuses no motivation.	3
Teachers are looked down upon in society	1
It affects our teaching and parenting	1
It affects their capacity to deliver quality education	1
The new minimum wage hasn't been implemented for primary and junior secondary school teachers	1
Total	32

Table C7

What is the best way to support teachers to do their job better?	Count
Salaries/Financial help	
Salary increment and promotion of teachers	12
Implement minimum wage	3
Accommodation and transport allowances	3
Bonuses and gifts during festivities	3
Regular and timely payment of our salaries and entitlement	1
Health and hazard insurance for teachers	1
Capacity building	
Workshops/ Sponsoring teachers to further their education	9
Infrastructure and Materials	
Provision of instructional materials and textbooks	8
More classrooms/ rehabilitation of classrooms	7
Provision of staff room and staff quarters	3
Tables, chairs, desks for teachers	3
Provision of water to the school	2
Provision and repair of latrines	1
Need regular maintenance and supervision of ICT facilities	1
Other	
School feeding program me	5
Raising awareness in the community about the important role teachers play	5
Employ more teachers	1
Payment of teachers should be monitored to prevent fraud	1
Regular supervisor to be visiting every school to see if teachers are doing their job	1
Extra uniform will motivate the children to come to school	1
Total	71

Annex D: Focus Group Summaries–Youth

Eight focus groups discussions were conducted with youth, 4 with girls and 4 with boys. Twenty-eight girls and 29 boys were consulted. The focus group discussions took place in Madagali, Michika, Mubi North and Mubi South.

The following tables summarise data taken from specific questions asked during the discussions. The tools used are available from the BornoEiEWGN, Nigeria.

Table D1

Learning opportunities girls are most interested in	Count	Learning opportunities boys are most interested in	Count
Tailoring	3	Farming (Modern/ Irrigation farming)	3
Cosmetology/Hair salon	3	Carpenter	2
Frying/Grinding (Food production)	2	Mechanic	2
Computer Training	1	Welder	2
Farming	1	Electrician	1
Knitting (hats)	1	Import/Export business	1
Making of soap and shampoo	1	Tailoring	1

Table D2

What could be done to support young people more?	Count
Provide support to allow youth to go back to school (scholarship/materials/uniform etc.)	9
Centres or Classes that teach skills/trades	4
Provide support/grants to those starting own business/trade	3
Rehabilitation of school (e.g. provide a playground)	2
More and better qualified/experienced trainers	1
Educate them about the importance of school	1
Provision of health centres	1
Provision of shelters	1
Total	22

Table D3

What do you want to be in the future? What do you want to learn to do?	Count
Return to School (but need financial support)	3
Doctor	7
To have own business (and employ people)	5
Civil servant	3
Soldier	3
Tailor	3
Farmer	3
Nurse	2
Lawyer	2
Join Police	2
Politician	2
Engineer	1
Teacher	1
Learn practical skill over next 5 years and settle down	2
Total	39

Table D4

What are the three most important factors that positively influence your state of being comfortable, healthy, or happy?	Count
Being with friends and family	5
Access to fruit/vegetable, good food	5
Peace	4
Unity	3
Freedom (to choose, to do anything profitable)	2
Availability of water	2
Working	1
Community spirit	1
A good home/house	1
Count	24

Table D5

What are the three most important factors that negatively influence your state of being comfortable, healthy, or happy?	Count
Lack of work/job	4
Lack of money	4
Sickness	3
Current Crisis	2
No electricity (light)	2
Being displaced	1
Danger of herdsmen	1
Hunger	1
Idleness	1
Illiteracy	1
Lack of business	1
Lack of education	1
No good road	1
No health centre	1
No unity amongst us in the community	1
Religious sentiments	1
State of community (no social centre)	1
Stress such as going to farm	1
Total	28

Annex E: Focus Group Listing

Annex E: Focus Group Listing

#	Type	Date	State	LGA	Ward/ Community	Female	Male
1	Youth	09 Nov	Adamawa	Mubi North	Digil, Wuro Hardi	8	
2	Youth	09 Nov	Adamawa	Mubi North	Digil, Wuro Hardi		8
3	Youth	10 Nov	Adamawa	Mubi South	Madanya	8	1
4	Youth	10 Nov	Adamawa	Mubi South	Madanya		9
5	Youth	10 Nov	Adamawa	Michika	Madzi/Wotu		3
6	Youth	10 Nov	Adamawa	Michika	Madzi/Wotu	6	
7	Youth	10 Nov	Adamawa	Madagali	Jalingo, Gulak		8
8	Youth	10 Nov	Adamawa	Madagali	Jalingo, Gulak	6	
1	Parents	09 Nov	Adamawa	Mubi North	Digil, Wuro Hardi	15	
2	Parents	09 Nov	Adamawa	Mubi North	Digil, Wuro Hardi		10
3	Parents	13 Nov	Borno	MMC	Wuleri, Jerusalem/ Lamisula Jabbamari	9	
4	Parents	13 Nov	Borno	MMC	Kamsulem/Kamisula		8
5	Parents	16 Nov	Borno	MMC	Bulumkutu		12
6	Parents	16 Nov	Borno	MMC	Maisandari/Bulumkutu	8	
7	Parents	15 Nov	Borno	MMC	Dalori/Dalori IDP Camp		8
8	Parents	15 Nov	Borno	MMC	Dalori 1/Dalori	8	
9	Parents	14 Nov	Borno	MMC	Gwange 1/Filling Parade	11	
10	Parents	14 Nov	Borno	MMC	Gwange II		8
11	Parents	13 Nov	Borno	Kaga	Benisheik	1	5
12	Parents	15 Nov	Borno	Kaga	Ngamdu	1	3
13	Parents	17 Nov	Borno	Kaga	Ngamdu		5
14	Parents	16 Nov	Borno	Kaga	Benisheik	4	3
15	Parents	14 Nov	Borno	Kaga	Benisheik	2	4
16	Parents	14 Nov	Borno	Kaga	Mainok	2	2
17	Parents	13 Nov	Adamawa	Madagali	Jalingo, Gulak		3
18	Parents	13 Nov	Adamawa	Madagali	Jalingo, Gulak	11	
19	Parents	10 Nov	Adamawa	Michika	Madzi Wotu	6	
20	Parents	10 Nov	Adamawa	Michika	Madzi Wotu		5
21	Parents	14 Nov	Adamawa	Mubi South	Gypalma/Mandanya	8	
22	Parents	14 Nov	Adamawa	Mubi South	Gypalma/Mandanya		4
1	Teachers	13 Nov	Borno	MMC	Kamisula/ Kamsulem		8
2	Teachers	13 Nov	Borno	MMC	Wulari Jerusalem/Kamisula Jabbamari	10	
3	Teachers	14 Nov	Borno	Kaga	Benisheik	3	3
4	Teachers	16 Nov	Borno	MMC	Maisadari	5	5
5	Teachers	16 Nov	Borno	MMC	Bulumkutu	3	6
6	Teachers	15 Nov	Borno	MMC	Dalori/Dalori IDP Camp		8
7	Teachers	15 Nov	Borno	MMC	Dalori/Dalori IDP Camp	8	
8	Teachers	14 Nov	Borno	MMC	Gwange II		8
9	Teachers	14 Nov	Borno	MMC	Gwange 1/Filling parade	11	
10	Teachers	14 Nov	Borno	Kaga	Benisheik	2	4
11	Teachers	15 Nov	Borno	Kaga	Ngamdu		6
12	Teachers	17 Nov	Borno	Kaga	Ngamdu	2	2
13	Teachers	14 Nov	Borno	Kaga	Benisheik	4	4
14	Teachers	14 Nov	Borno	Kaga	Mainok	7	3

Annex F: Profile of LGAs considered/included in primary data collection

In determining the sample, as many of the affected LGAs were targeted as possible. However, due to security and logistical constraints not all LGAs with the highest security constraints could be included and there was limited capacity in Yobe and Adamawa.

For Yobe the number of LGAs to be visited was reduced from six to three. Unfortunately, this was the biggest compromise in terms of LGA assessment as neither medium (level 2) LGAs were included in assessment. For Borno, several assessment visits to high security level LGAs fell through at the last minute. Generally, though in Borno and Adamawa a good representation of all security levels and school levels was achieved.

The following table outlines how the security/access levels were determined for the assessment; and on the following page, this is shown graphically in Map 3. The LGAs reached during the assessment are shown in Map 4 at the end of this section.

Table F1: Security/Access rating for LGAs

Level	Description
1	None or few recent security incidents. Accessible by road without the need for security escort. No significant logistical challenges in reaching LGA. Majority of LGA accessible by humanitarian actors.
2	Continuing security incidents but usually limited to outskirts of LGA. Accessible by road without the need for security escort. No significant logistical challenges in reaching LGA. Some rural areas of the LGA may not be accessible by humanitarian actors.
3	Continuing security incidents with occasional suspension of humanitarian activities. Accessible by road but either requires security escort or distance to LGA is a significant constraint. Significant portion of the LGA not accessible to humanitarian actors.
4	Inaccessible to humanitarian actors.

Map 3: LGA Security levels developed by the JENA

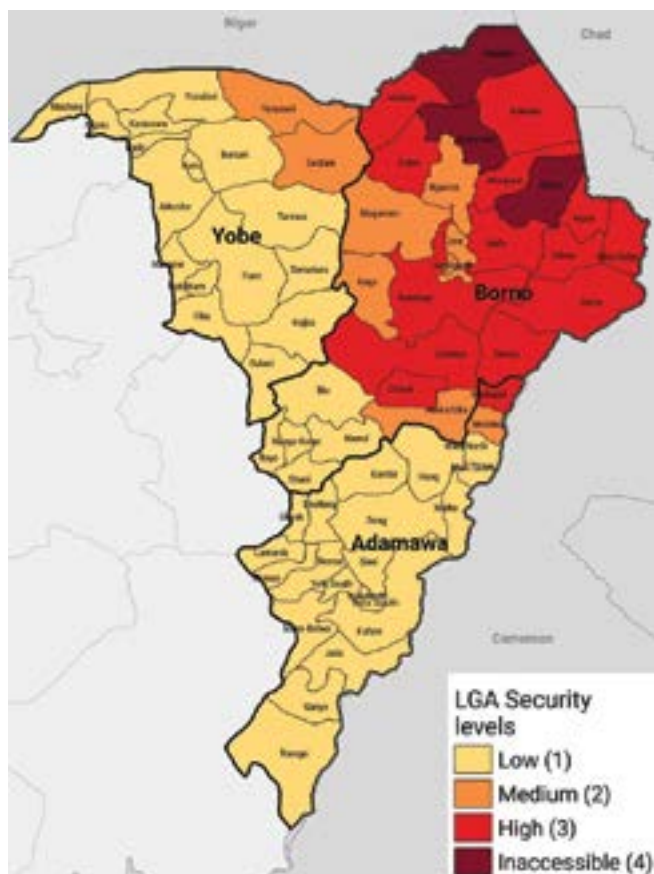


Table F2: Borno LGAs considered for the assessment

#	LGA	Sec level	in PDC	# PRI/JSS schools operating before insurgency	# schools operating in 2017	% schools operating	# PRI/JSS schools destroyed	% schools destroyed	# SSS schools	Teachers killed
1	Abadam	4	No	20	0	0%	18	90%	2	9
2	Askira/Uba	2	Yes	103	3	3%	17	17%	12	22
3	Bama	3	No	92	1	1%	92	100%	8	91
4	Bayo	1	Yes	36	36	100%	0	0%	1	0
5	Biu	1	Yes	71	73	103%	15	21%	7	6
6	Chibok	3	Yes	55	13	24%	25	45%	1	39
7	Dambo	3	No	105	6	6%	26	25%	2	39
8	Dikwa	3	No	41	3	7%	10	24%	1	26
9	Gubio	3	Yes	16	3	19%	2	13%	1	4
10	Guzamala	4	No	24	0	0%	10	42%	0	2
11	Gwoza	3	No	91	6	7%	70	77%	11	59
12	Hawul	1	Yes	110	110	100%	15	14%	4	4
13	Jere	2	Yes	56	56	100%	16	29%	4	11
14	Kaga	2	Yes	39	6	15%	12	31%	2	7
15	Kala/Balge	3	No	34	0	0%	20	59%	0	66
16	Konduga	3	Yes	75	8	11%	52	69%	3	21
17	Kukawa	3	Yes	33	0	0%	5	15%	6	7
18	Kwaya-Kusar	1	Yes	33	33	100%	0	0%	2	0
19	Mafa	3	Yes	44	4	9%	19	43%	2	20
20	Magumeri	2	Yes	23	2	9%	11	48%	1	2
21	Marte	4	No	44	0	0%	10	23%	1	10
22	Mobbar	3	No	31	0	0%	9	29%	1	5
23	Maiduguri	2	Yes	38	38	100%	22	58%	14	40
24	Monguno	3	Yes	38	4	11%	17	45%	3	18
25	Ngala	3	Yes	27	2	7%	5	19%	1	5
26	Nganzai	2	Yes	32	4	13%	15	47%	2	19
27	Shani	1	No	48	48	100%	0	0%	2	2

Table F3: Adamawa State LGAs considered for the assessment

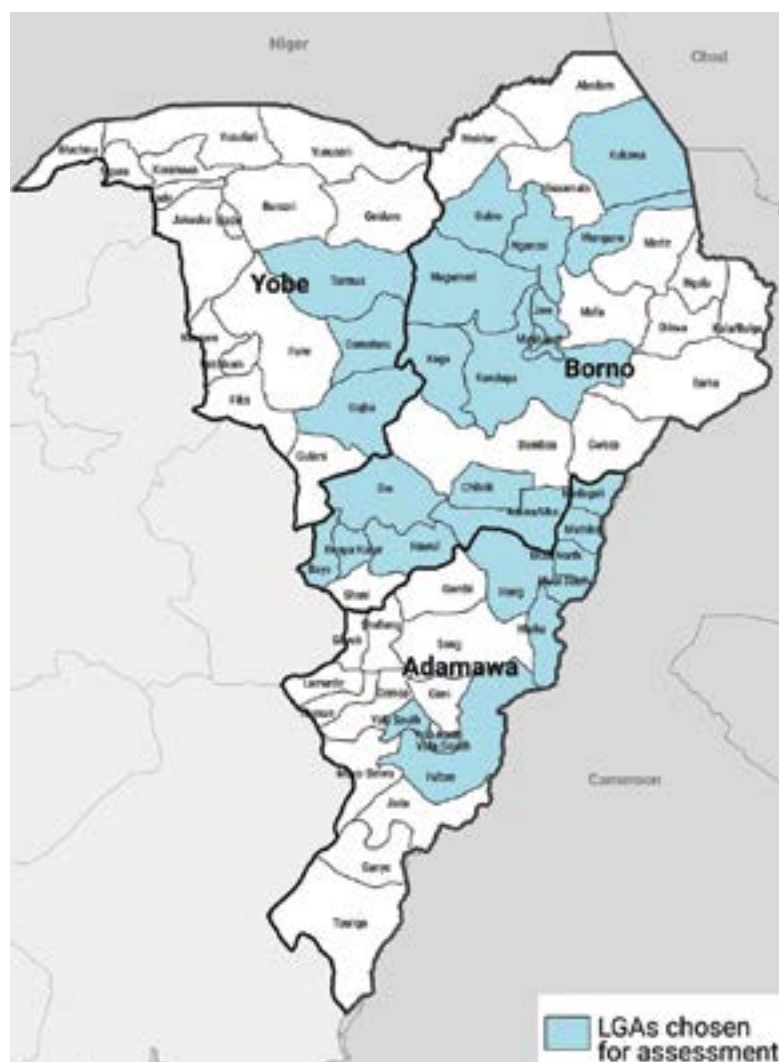
#	LGA*	Security Level	# schools in LGA	# Schools open	included in PDC
1	Fufore	1	208	208	Yes
2	Hong	1	221	221	Yes
3	Madagali	3	127	DNK	Yes
4	Maiha	1	112	112	Yes
5	Michika	2	194	DNK	Yes
6	Mubi North	1	123	123	Yes
7	Mubi South	1	98	98	Yes
8	Yola South	1	107	107	Yes

*Also, considered but not included: Gombi, Guyuk and Shelleng all rated at security level 1

Table F4: Yobe LGAs considered for the assessment

#	LGA	Security level	# primary schools in LGA	included in PDC
1	Damaturu	1	48	Yes
2	Gujba	1	117	Yes
3	Gulani	1	110	No
4	Geidam	2	46	No
5	Tarmua	1	30	Yes
6	Yunusari	2	50	No

Map 4: LGAs Reached during the assessment



Annex G: Education Statistics from National Surveys

The following data is taken from two recent national surveys:

- The National Population Commission (Nigeria) and RTI International. 2016. 2015 Nigeria Education Data Survey (NEDS). Washington, DC. United States Agency for International Development (referred to as NEDS 2015).
- National Bureau of Statistics (NBS) and United Nations Children’s Fund (UNICEF). 2017. Multiple Indicator Cluster Survey 2016-17, Survey Findings Report. Abuja, Nigeria: National Bureau of Statistics and United Nations Children’s Fund. (referred to as MICS 2017).

Data sourced from NEDS 2015

Table G1: Pre-primary education attendance ratios

Area	NAR Male	NAR Female	NAR Total	GAR Male	GAR Female	GAR Total
Adamawa	38.7	22.6	31.8	51.5	37.4	45.4
Borno	8.7	12.7	10.6	11.8	16.9	14.2
Yobe	9.8	7.1	8.5	13.5	9.5	11.2
Northeast	15.2	11.3	13.4	22.5	19.7	21.2

Table G2: Primary education attendance ratios

Area	NAR Male	NAR Female	NAR Total	GAR Male	GAR Female	GAR Total
Adamawa	80.0	78.1	79.2	113.8	114.5	114.3
Borno	19.3	15.3	17.4	24.0	21.1	22.6
Yobe	21.7	22.0	21.7	28.7	26.9	27.8
Northeast	44.1	41.2	42.8	61.4	59.1	60.3

Table G3: Secondary education attendance ratios

Area	NAR Male	NAR Female	NAR Total	GAR Male	GAR Female	GAR Total
Adamawa	34.6	24.9	29.8	60.4	49.3	55.1
Borno	12.5	14.7	13.2	18.1	21.6	19.4
Yobe	16.2	20.7	18.1	29.7	21.1	30.9
Northeast	20.5	19.9	20.2	36.1	32.8	34.5

Table G4: School type (percentage attending)

Area	Govt	Private	Not Known	No School	Formal	Religious	Both
Adamawa	94.4	5.6	0	9.3	10.9	16.8	63.1
Borno	86.5	13.5	0	54.9	9.7	25.8	9.6
Yobe	94.5	5.5	0	31.2	4.0	43.6	21.2
Northeast	93.7	6.2	0.1	31.4	10.8	29.3	28.5

Table G5: Reasons for never attending school

Area	Cost	Labour needed	No interest	Too young	Travel unsafe	School too far	Poor school quality	No good jobs for graduates	School not important	Other factors
Adamawa	17.5	17.1	21.3	8.5	1.1	20.0	3.0	0.9	1.8	22.4
Borno	16.3	5.3	5.3	1.7	5.2	21.6	30.5	0.2	5.0	10.6
Yobe	21.4	18.4	6.8	5.8	4.8	53.0	15.6	3.6	4.1	13.4
Northeast	21.7	13.5	5.5	5.8	2.7	31.2	16.3	0.9	4.6	13.4

Table G6: Reasons for dropping out of school (northeast)

Reason	Percentage
Poor school quality	27.3
Monetary cost	19.0
Travel to school unsafe	12.6
Labour needed	9.2
School too far	7.6
School not important	4.9
Engaged, Married, Pregnancy	4.2
Disable	4.1
Unlikely/ Unable to join JSS	2.7
Very sick	2.1
Failed exams	1.5
No Interest	1.2
No good jobs for graduates	0.7
Had enough schooling	0.5
Other factors	93.8

Data sourced from MICS 2017**Table G7: Percentage of children of primary school age attending primary or secondary school (adjusted net attendance ratio)**

	BOYS NAR (adjusted)	GIRLS NAR (adjusted)	Net Attendance Ratio (adjusted)
Adamawa	59.7	55.8	57.7
Borno	58.4	48.1	53.0
Yobe	38.0	37.6	37.8
Northeast	48.8	44.0	46.4

Table G8: Percentage of children of secondary school age attending secondary school or higher (adjusted net attendance ratio)

	BOYS NAR (adjusted)	GIRLS NAR (adjusted)	Net Attendance Ratio (adjusted)
Adamawa	42.7	37.8	40.2
Borno	39.3	41.5	24.1
Yobe	27.0	21.2	24.1
Northeast	32.5	30.6	31.6

Annex H: Security Situation during the Assessment

The JENA took place between September 25 and November 24 2017. This annex gives details of security incidents that took place during that period in the three states of Adamawa, Borno and Yobe

Table H1: Security incidents during the assessment

State	Security Incidents
Adamawa	49
Borno	226
Yobe	20
Total	295

A total of 295 security incidents of various types were recorded across the three states (Adamawa, Borno and Yobe) between the last week of September and 24 November 2017.

Table H2: Summary of security incidents involving armed opposition groups

State	AOG Robbery	AOG Violence against Civilians	IED/PBIED	Total
Adamawa	4	8	9	21
Borno	8	42	35	90
Yobe	1	7		8
Total	13	57	44	119

By type of security incidents, Borno was most hit by Improvised Explosive Devices (IEDs) or Person Borne Improvised Explosive Devices (PBIED) – also known as suicide bombing, armed opposition groups (AOG) violence against civilians. Nine of the IED incidents were of road planted IEDs, 4 were of unidentified categories while 30 were of suicide attacks or attempted suicide bombings mostly on soft targets such as Molai General Hospital (Jere), IDP camps, residential houses and mosques.

The state remains the epicentre of the insurgency and clearance operations by the military has seen the AOG resort to more asymmetric attacks, particularly on soft targets.

Civilian casualties for the period were 81 injured and 191 killed. The figures are the total of civilian casualties from IED/PBIED attacks, AOG armed robbery, AOG attack against civilians and other incidents (involving UXO). The figures are not inclusive of the IED carriers and may be underreported, as many of the incidents had the number of injured casualties recorded as 'unknown'. The single incident with the most number of casualties was the suicide bomb attack at a mosque in Adamawa where 50 people were killed.

Civil Unrest

Four of the five incidents of civil unrest reported during the period were of civilians demonstrating against vaccinations at schools in Jere and Maiduguri Metropolitan Council. The demonstrations were fuelled by rumours of INGOs poisoning children under the pretext of immunizations through injectable vaccines.

UXO and Children

Two UXO incidents impacting children were reported in Hong LGA, Adamawa and Gujba, Yobe. Three children were killed, and four others injured by the incidents. Many roads and farmlands were mined in the heat of the insurgency. With little or no mine risk awareness, such incidents are likely to increase as IDPs return home to cultivate their farms.

Annex I: Assessment Timeline

Annex I: Assessment Timeline

Activity	Timeframe
Initial Assessment Preparation	September 26th – October 12th
Secondary Data Review	September 29th – November 30th
Secondary Data Review – Initial Report	October 15th
Determine what we need to know	October 15th – October 25th
JENA Launch	October 24th
Tool Design and Site Selection	October 18th – October 31st
Primary Data Collection	November 1st – November 18th
Data Entry, Cleaning and Validation	November 13th – November 24th
Data Processing and Analysis	November 17th – December 1st
Interpretation Workshop for Initial Findings	November 21st
Draft Report	December 4th
Validation Workshop - Maiduguri	December 12th
Validation Workshop - Abuja	December 14th
Final Report	December 27th

Annex J: Relevant Attachments

Key Informant Interview Assessment Tool
School Observation Checklist
Focus Group Discussion Tool – Parents
Focus Group Discussion Tool – Teachers
Focus Group Discussion Tool – Youth
Secondary Data Review Final Version

Selected References

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