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COMMUNITY EDUCATION AND CONFLICT ASSESSMENT (CECA)

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USAID/EDUCATION CRISIS RESPONSE
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DISCLAIMER

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Government of Nigeria (GON)
Ministry of Education Nigeria (MOE)
UNICEF and Safe Schools Initiative
Ministry of Economic Planning
Ministry of Youth & Community Affairs
Ministry of Women Affairs & its Agencies
State Universal Basic Education Boards (SUBEB)
State Emergency Management Agency (SEMA)
State Agency for Mass Education (SAME)
Ministry of Religious Affairs & its Agencies
Ministry for Local Government Affairs
State Christian Association of Nigeria
State Jarmatul Nasiru Islam
Traditional and Religious Leaders

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Acronyms

AE	Alternative Education
ALP	Accelerated Learning Program
APS	Annual Program Statement
AUN	American University of Nigeria
CAC	Community Action Cycle
CAN	Christian Association of Nigeria
CBMC	Center-based Management Committee
CC	Community Coalition
CEA	Community Education Assessment
CG	Consultative Group
COE	College of Education
Creative	Creative Associates International
CSO	Civil Society Organization
CSACEFA	Civil Society Action Coalition on Education for All
CSO	civil society organization
DFID	UK Department for International Development
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
FGD	Focus Group Discussion
FGON	Federal Government of Nigeria
FOMWAN	Federation of Muslim Women's Associations in Nigeria
FSU	Florida State University
GBV	Gender-based Violence
HQ	Headquarters
IDP	Internally Displaced Persons
INGO	International Non-governmental Organization
IQTE	Integrated Qur'anic and Tsangaya Education
IRC	International Rescue Committee
JNI	Jamatul Nasril Islamiyya
LF	Learning Facilitator
LGA	Local Government Area
LGEA	Local Government Education Area
LMDG	Learning Materials Development Group
LNGO	Local Non-governmental Organization
LOP	Life-of-Project
M&E	Monitoring & Evaluation
MDA	Ministries, Departments and Agencies
MOE	Ministry of Education
MOLG	Ministry of Local Government
MORA	Ministry of Religious Affairs
MOWA	Ministry of Women's Affairs
NFE	Non-Formal Education
NFLC	Non-Formal Learning Center
NGO	Non-Governmental Organization
NMEC	National Mass Education Commission
OCHA	Office of the Coordination of Humanitarian Affairs
OFDA	Office of Foreign Disaster Assistance

OTI	Office of Transition Initiatives
OVC	Orphans and Vulnerable Children
PCG	Project Coordination Group
PD	Project Director
PS	Primary School
PSS	Psycho-social Support
PY1	Project Year 1
PY2	Project Year 2
RARA	Reading and Access Research Activity
RF	Results Framework
SAME	State Agency for Mass Education
SBMC	School-based Management Committee
SBTD	School Based Teacher Development
SC	Steering Committee
SEL	Social Emotional Learning
SEMA	State Emergency Management Agency
SOP	Standard Operating Procedure
SSI	Safe Schools Initiative
STL	State Team Leader
STUMEC	Student Mentoring and Counseling
SUBEB	State Universal Education Basic Education Board
TWG	Technical Working Group
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNHCR	UN High Commission for Refugees
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development

EXECUTIVE SUMMARY

For internally displaced persons (IDPs) in Northern Nigeria, much like displaced children and families elsewhere, a sudden lack of access to basic education and learning opportunities can result from a multitude of issues that are inherent to the nature of displacement. These can include loss of a family's livelihood, breakdown of social fabric and community support systems, exposure to varying levels of direct and indirect violence, pressures on the educational system hosting IDPs and ingrained perceptions that may cause increased tension, stigma and possible harm when an increasing number of people arrive in a community seeking refuge, assistance, a sense of normalcy and the right to continue their education.

Because of the centrality of education for effective and sustainable development, the U.S. Agency for International Development's (USAID) mission in Nigeria provides program support to the education sector. The USAID/Nigeria funded Education Crisis Response Project includes the Community Education and Conflict Assessment (CECA) as an integral part of its Project design. The CECA process has helped develop a deeper understanding of a small segment of the IDP population who sought refuge in Northern Nigeria's Adamawa, Gombe and Bauchi states where the Project is being implemented. It has also informed ongoing educational, social, and emotional support activities for IDPs since the Project began in late October 2014. The CECA is the first of a series of assessments that will be conducted every six months and serves as a starting point to refine inputs, shape content, and flexibly meet the changing educational needs of a population in flux.

The results of the CECA inform the design of the Education Crisis Response project, which supports Goal 3 of USAID's Education Strategy (2011-2015) that aims to provide access to 15 million learners affected by conflict and crisis. Specifically, this assessment describes the dynamics of the crisis as they relate to education programming, identifying education capacities and gaps. This information informs the prioritization of program parameters, while ensuring the education program does not exacerbate the crisis dynamics and contributes to peace. The results recommend a process of innovative, accelerated and tailored approaches to offering formal, non-formal and alternative options to learners on the move.

The CECA involved children, parents, teachers and community member representatives in host communities with a high prevalence of IDP arrivals in preselected local government authority locations. The following criteria were used in order of importance: rate of recent arrival of IDP children between 6 and 17 years of age, IDPs living in camps, IDPs residing in separate housing within communities, and IDPs living with families or relatives' households in communities.

IDP children and youth were reached through focus groups, with facilitated discussions that were tailored for their age group, segregated by age, sex and displacement status. The CECA conducted focus groups with parents and teachers in the same locations. Parent focus groups were organized by gender, while teacher focus groups were mixed. While IDPs were the focus and were consulted extensively, the CECA sought to understand the (non-IDP) host community conditions, availability of education and populations' perceptions – this information is key to maximizing harmonious co-existence between groups and minimizing tensions and harm that may emerge.

Host community members were reached through in-depth interviews with six key community members that included a women's leader, religious leader, traditional leader, head teacher, education secretary and local economic and social development representative in each location. Because

USAID's Education Strategy recognizes the vital role of education for conflict-affected learners, we made certain that the learners themselves participated in the assessment process.

A three-day training on data collection was provided to 36 enumerators that included information on 'how to' facilitate focus groups, conduct in-depth interviews, take notes, observe the protocols of data collection, facilitate FGDs with children and youth, validate focus group findings and conclusions, and report back mechanisms with state supervisors on the data collection process.

In keeping with the objective of the assessment, the findings presented reflect the situation of IDPs and their education status as expressed by IDPs themselves and by those who come into contact with IDPs. Focus groups were deliberately organized with IDPs and non-IDPs separately to encourage a free discussion of issues from these distinct perspectives. The preliminary findings presented represent the issues that were raised most frequently by focus group participants and in-depth interviews as well as a points emerging from the secondary data review. The CECA revealed some significant state differences in living arrangements of IDP populations: the majority of IDPs live in community-based living arrangements in Bauchi, mixed living in homes and an official camp in Gombe, and more camp-based settings in Adamawa. However, there was little substantial difference across ethnic, language and gender in the responses in this analysis.

When providing education in conflict settings, assistance can reinforce, exacerbate and prolong the conflict. It can also help to reduce tensions and strengthen people's capacities to disengage from fighting; often, an assistance project does some of both.[1] Thus, the Education Crisis Response project will benefit greatly from a number of key information points in this report and subsequent data collection periods, that include: understanding trends in how IDPs are living over time; whether IDP children join host children in formal/non-formal classrooms or on their own in centers; whether access to education is inhibited and why; what education looks like in communities and camps; how parental perceptions of their children's education support or obstruct access; what types of violent incidents have been experienced by IDPs themselves or the communities where they have found refuge; whether and how lack of schooling facilities exacerbate tensions due to overcrowding of learning facilities; what types of learning content intended to mitigate violence have been introduced or are desired; and what leading causes of harm or violence are commonly reported by boys and girls aged 6 to 17.

In summary, the findings across all thematic areas of inquiry — conflict dynamics; internally displaced learners; equitable access to formal, non-formal and alternative education options; learning environment; protection and well-being; curricula needs, policy coordination, resources and participation — four major themes emerge:

- **Pervasive fear** of potential violence among IDP learners, parents and host communities
- Existing sense of **disempowerment (financial) and stigma (psychological)** attached to being an IDP which influences access to education and learning
- Strong resolve to **obtain an education and local community acceptance** and support for integrating IDPs in recipient states, including their access to basic services
- Strong desire for education topics to be **tailored to IDP/host learner needs and address conflict** dynamics more explicitly in education and learning options

[1] Do No Harm, Mary Anderson, 1999

PURPOSE AND BACKGROUND

PURPOSE

This document presents findings from the Education Crisis Response Project's Initial Assessment, a Year 1 Work Plan activity that was required by the project to inform the scale and scope of activities. The initial assessment is entitled the "Community Education and Conflict Assessment" (CECA). It maps the availability of education options for IDPs across 21 locations in 3 states where IDPs have sought refuge and safety. Overall, it consulted 1,652 IDP and host community members to better understand the education and learning context, the role of the insurgency in how education is perceived by children, parents and teachers, and recommended approaches and content for the coming years. The timeframe covered for this activity was 2.5 weeks, from January 19th to January 31st, 2015. The CECA was undertaken alongside ongoing project activities and offers details, context and insights to enhance overall objectives specified in the original project document. In particular, the CECA analyses explores issues of supply and demand for education options in targeted communities where a high concentration of IDPs live, in Adamawa, Gombe and Bauchi states. It also provides a nuanced understanding of the relationship between education and the insurgency-led violence that has resulted in upwards of 1 million displaced, of which nearly 800,000 are under 18 years of age.

The CECA report is divided into three parts. Part 1, Purpose and Background, summarizes the context, numbers of IDPs and CECA process. Part 2, Methodology and Limitations, discusses the methodology applied, challenges encountered, and limitations that should be considered. Part 3, Findings and Recommendations, presents the findings regarding the need, opportunity, and obstacles to education from the IDP and host-community perceptions. Also in this section, initial recommendations that have been drawn from findings are presented. Finally, the annexes have the SOW and data collection tools used to obtain CECA results.

The Education Crisis Response Project uses a flexible, conflict-sensitive approach to education and learning, driven by each unique context. In this report we document how the CECA results have determined the scale, scope and tailored intervention for each state. IDP concentration was the leading criteria for selecting key communities in which to work. The type of interventions to be recommended will vary according to community needs. In some instances IDPs have integrated quickly into homes of friends, relatives or other extended family, migrated to IDP settlement areas within communities, while other IDP families find themselves residing in camps established for displaced persons. Education options include center-based learning for IDPs, particularly for those concentrated in the urban centers of Yola, Gombe and Bauchi capitals. In semi-urban areas, with high numbers of IDPs, we recommend an extra shift be added to current classroom learning in existing schools. Such an approach will assist IDP learners in gaining access to quality education if they are already attending school alongside host learners and classroom space is insufficient. In other communities, we recommend establishing temporary structures, nearby NFLCs, where IDP learners have not yet integrated but where community acceptance of IDPs is high. Thus, the analyses advocates a flexible approach to tailored learning options and suggests phasing in activities over the three-year period, using IDP numbers as one of its main criteria to guide project intervention.

LGA selection was conducted in collaboration with government counterparts and other partners. The selection of communities within these LGAs may change should large shifts in the IDP populations occur. Cognizant of how any international assistance can create a pull factor for arriving IDPs, we recommend maintaining a low profile, discreet approach to education services, extensive collaboration with local

partners in each location for shared responsibility and coverage, and close partnership and coordination with the Government of Nigeria.

BACKGROUND

Northern Nigeria remains a volatile area subject to political violence and conflict contributing to a growing population of IDPs and out-of-school girls, boys and youth. It is characterized by political insecurity, a high incidence of poverty, and outbreaks of violence between Muslims and Christians, and among ethnic groups. Political imbalances and injustices, entrenched social inequalities, corruption, persistent fear and insecurity have led to disparities in income and access to educational opportunities between males and females, urban and rural residents, and high and low economic groups. Recent events instigated by Boko Haram have exacerbated the problems in the states of Bauchi, Gombe and Adamawa resulting in an influx of IDPs.

We recognize three main conflict dynamics that influence attendance, capacity and overall access to the education system. These include the insurgency waged by Boko Haram, the election related violence, and the inter-ethnic violence. The CECA is focusing more specifically on the incidents and violence related to the Boko Haram insurgency. The insurgency has led to mass displacement, an increased number out-of-school children, and reduced supply of education. We know the education system's ability to absorb new IDP learners is limited and that there is an increased demand for learning beyond the official curriculum requirements as a result of increased exposure to violence, displacement and length of time out of school. The increased demand resulting specifically from Boko Haram incidents and fear of attacks shows a need for an integrated and tailored approach to learning that includes formal, non-formal and alternative learning options. It also necessitates inclusion of parents and community members, to improve perceptions of safety, prevent recurring violence, offer equitable access to learning facilities and inclusive procedures that 'build-in' a way to minimize exposure to sexual violence, prevent risk of recruitment, and mitigate the effects of violence in and around schools.

At times, children and youth expressed that they feel stigmatized because they have been displaced, have lost family members' support, and families earn less due to lack of livelihood activity. The supply of education should adapt to these expressed needs by building student competencies to enable them to overcome the stigma they feel. Support is needed for schools, communities and families to reestablish trust, build stronger relationships between IDP and host communities, and mend the social fabric of crisis-affected communities. Similarly, host community tensions can rise when basic services and households are stretched beyond capacity when arriving IDPs join and expand the community.

The most frequently mentioned factor shaping the relationship between education and violent conflict is the presence, attacks and fear of Boko Haram as well as the subsequent retaliation from the government security forces. During the year 2012, Boko Haram reportedly "conducted killings, bombings, kidnappings, and other attacks throughout the country, which resulted in numerous deaths, injuries, and widespread destruction of property"[2]. In response to Boko Haram activity, government security forces have reportedly been known to use "excessive force" which has also resulted in civilian casualties. These attacks and retaliation have resulted in thousands of deaths annually with the highest number of deaths recorded most recently, in January and February 2015.[3]

Founded in 2002 in Maiduguri, Borno state, Boko Haram sought to establish an Islamic state with strict adherence to Shariah (Islamic law) in the economically marginalized northeastern states of Nigeria. Its

[2] US State Department, (2013), p. 1
[3] Mercy Corps, (2014)

mission shifted notably in 2009 when its insurrection was forcefully countered by government forces; in response, Boko Haram engaged in revenge attacks on police officers, police stations and military barracks, widening its geographic reach into Kano state and the Middle Belt.[4] Boko Haram has since carried out other targeted attacks on security forces, civilians, students attending secular state schools, polio campaign health workers, and a 2011 attack on the UN compound in Abuja[5].

In May 2013, Boko Haram took control of part of Borno state. This was followed by a large military deployment and the declaration of a state of emergency in mid-May in Borno, Yobe, and Adamawa states.[6] As it has grown, Boko Haram has become a dispersed movement of different cells, and although the group's operational links to outside organizations are most likely quite limited, it was designated an Al Qaeda-linked terror group in early 2014, according to Agency France Press. Violence in the region has intensified dramatically in the last 15 months: Nigeria witnessed a 40% increase in conflict events in 2014 over 2013, and reported that fatalities increased by almost 150%. The frequency and intensity of anti-civilian violence grew, and included high-profile attacks on villages and the kidnapping of citizens. This change seems to be driven, in part, by a reaction to the increase in local vigilante militias throughout the northeast.

In August 2014, Boko Haram announced it had established a caliphate in the captured town of Gwoza and has increasingly sought to consolidate its rule over captured areas.[7] Isolated populations in rural areas are even more vulnerable to attack since the military campaign in 2014 to oust Boko Haram from Maiduguri and its surroundings pushed militants further into the bush.[8] Boko Haram has recently gained control over all of Borno state's international borders with Niger, Chad, and Cameroon. Since December 2014, the terrorist organization has intensified cross-border attacks in Cameroon, leading to massive displacement[9].

By the end of 2014, media sources had reported 7,711 deaths due to Boko-Haram-related violence, and the scale of lives lost recently spiked again: 2,146 people died during the period of January 1-11, 2015. If the conflict is not contained by Nigeria's newly elected president, Muhammadu Buhari, matters could get worse: the Armed Conflict Location & Event Data Project (ACLED) estimates that Boko Haram fatalities may be over 1,000 per month in 2015 and 2016. Nine million people are affected by violence in the northeast, three million of which desperately need humanitarian assistance. The Presidential Initiative for the Northeast reported there are 1.5 million IDPs due to the insurgency in the three states (as of September 2014). Besides these state-of-emergency states, IDPs can also be found in Gombe, Bauchi, Jigawa, Taraba, Kano, Kaduna, and Plateau states, as well as limited numbers in the Federal Capital Territory.[10] In addition, an estimated 135,000 Nigerians have fled to neighboring countries, including 35,000 in northern Cameroon, 10,000 in Chad and 90,000 (refugees, returnees and third-country nationals) in the Diffa region of Niger.

Beyond the threat imposed by insurgents, many people are equally afraid of the security forces sent to combat them.[11] According to focus group discussions conducted by Mercy Corps in northeastern Nigeria, conflict reduced communities' resilience by diverting funds to local vigilante groups to help

[4] International Crisis Group April (2014); Stratfor, (April 2014).
[5] ICG, (2014)
[6] ACAPS, (2014)
[7] Reuters, October (2014); ACLED, (2015)
[8] Ibid
[9] ECHO, (2015)
[10] ALNAP (2015)
[11] Mercy Corps, Resilience Assessment, (August 2014)

maintain security in the face of increased insurgency, which made accessing basic services such as education more difficult.

Furthermore, a recent rapid child protection assessment conducted by Save the Children in northern states identified child and youth recruitment into Boko Haram's activities to be an increasing concern.[12] Intensified violence has reportedly had a strong impact on the expressed value placed on active participation in secular education due to heightened child and parental fear for students' safety on the way to and while in school. Reduced economic livelihoods that result from displacement have also led to lower attendance in school and the preference to send boys to school, rather than girls, given the limited and shrinking resources displaced families have.

Attacks on schools have repeatedly occurred in northern Nigeria and have disrupted children's access to education and created additional opportunities for physical injury and harm. For example, on March 18, 2013, Boko Haram forces attacked four schools in Borno State, killing four teachers and seriously injuring four students. This marked a shift in Boko Haram's tactics because the attack occurred during daylight, and the majority of previous attacks against schools have taken place at night. Due to a heightened fear of attacks against schools, an estimated 15,000 children have stopped attending school in Borno state alone.[13] A majority of those displaced from Borno and other more northern areas into Bauchi and Gombe carry with them this fear of attending school.

Nigeria has experienced long periods of internal conflict and civil unrest, including post-election violence in the North and Central regions of the country following the April 2011 election of President Goodluck Jonathan. Although the election was deemed credible by international observers, Jonathan's victory was challenged by his opponent, Muhammadu Buhari, and sparked violence that resulted in loss of life and significant damage to property in affected areas.[14] More recently, a 2012 rapid assessment in Gombe state found that a large number of youth between the ages of 14-17 were involved in post-election violence, destroying homes and other property in the area and causing physical harm to civilians; the report also noted cases of children, including *almajiris*, being killed in the fighting[15].

Northern Nigerians face several other challenges as well. Internal conflict has resulted in the deaths of children's parents and other relatives as well as the closure or destruction of hospitals and other essential institutions.[16] Some children have also been detained or arrested after incidents of violence, left in "poor hygienic conditions" and exposed to "forms of ill-treatment". According to the US Department of State, children have been routinely held in prisons, despite the law's prohibition of this practice, and a report by the African Union documented an estimated 6,000 children were held in prisons and detention centers during the year 2012[17].

In addition to activity by Boko Haram, Nigeria has also been impacted by conflict between competing ethnic groups, including periodic violence between Fulani herdsman and Tiv farmers, which has led to ongoing property disputes and created large numbers of IDPs. A 2013 rapid assessment of this crisis found that a large number of displaced children were not attending school, and had inadequate access to food and other basic resources. In addition, instances of sexual abuse were reported as well as cases of separated children. This report also found that IDPs reported feeling stigmatized by the host community, thereby highlighting the need for reintegration or other sustainable solutions.

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[12] Save the Children, 2014 referencing many recent child protection assessments in northern Nigeria.
[13] Integrated Regional Information Networks (IRIN), (2013)
[14] US State Department, (2013)
[15] Gombe State Child Protection Network Report, (2013)
[16] Alemika, Chukwuma, Lafratta, Messerli, and Souckova, (2005), p. 8
[17] US State Department (2013)

As a result of these conditions, children in conflict-affected areas face multiple barriers to education. Exposure to physical harm or various forms of abuse and exploitation inhibit the daily routine of going to school and negatively influence parental support for schooling. This is despite the fact that, when available, one of the most reliable sources of family income is remittance from educated children working in other parts [the south] of the country.[18] The number of IDPs in northern Nigeria is estimated to be upwards of one million, which contributes to the highest out-of-school number of children.[19] These high concentrations of IDPs, a continuous movement of people and the unpredictable duration of stay in any given location require a flexible, adaptable approach to education and learning.

In conducting the CECA, the Education Crisis Response Project has a better understanding of the context to provide learning in a protective manner, with appropriate content and at relevant scale. It will support formal schools to function in shifts where classrooms are overcrowded, work within host communities who have taken IDPs into their homes, and offer center-based learning for communities where IDPs live together in settlement-type housing and IDP camps. The project, which employs IDP numbers as one of the main criteria to guide its intervention, will reassess the context in the locations where it works every six months to ensure it is on track to meet IDP learning needs. The initiative will engage international and national partners as well as CSOs in community-based delivery of education alongside government, community coalitions, parents, teachers, and active participation of IDP and host learners. The project will provide vital support to IDPs and host communities and will share expertise in child protection and education, including the promotion of social and emotional wellbeing for learning, psychosocial support, peace building, and conflict mitigation skills for social cohesion.

METHODOLOGY AND LIMITATIONS

METHODOLOGY

The CECA mapped IDPs' learning requirements; learning opportunities documented child, parental and teacher perceptions on learning; and explained relationship between the conflict and education to inform the Education Crisis Response Project program design in Bauchi, Gombe and Adamawa states in Nigeria. To achieve the above, the CECA:

- Collected quantitative data on existing formal (F), non-formal (NF) and alternative education (AE) institutions in 7 LGAs across each state; Bauchi, Gombe and Adamawa, covering a total of 21 LGA communities.

- Conducted qualitative data collection through focus group discussions (FGDs), in-depth interviews (IDIs), in small group sessions, one-on-one meetings with key stakeholders, and a documents review.

The CECA, conducted from January 19th to 31st, involved various data collection tools applying different methods — conducted simultaneously — that continuously informed one another.[20] The tool package included: a Secondary Data Form (Tool 1) and a series of FGD guides for discussions with children, parent

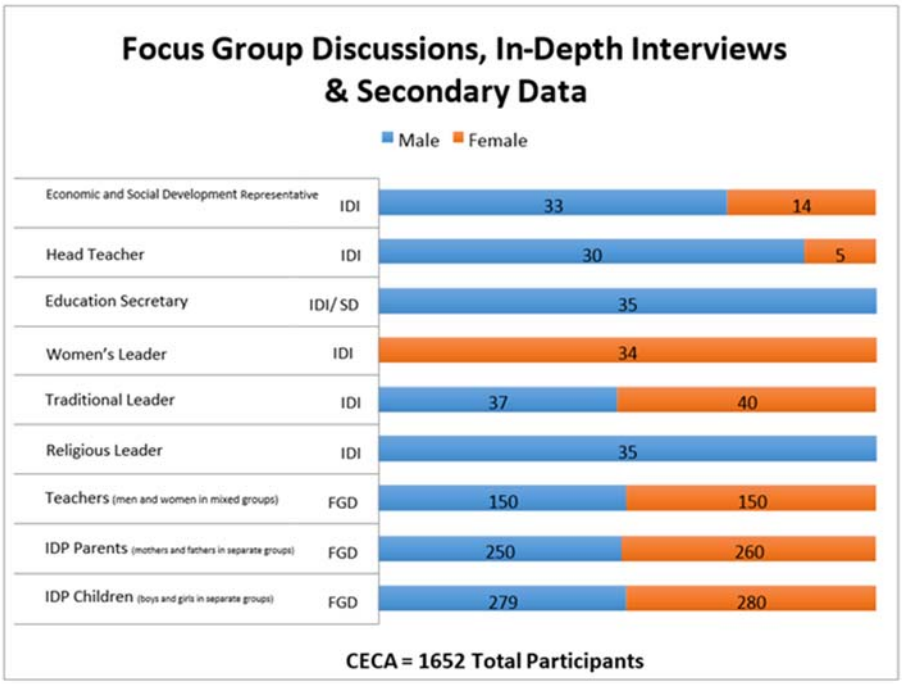
[18] Mercy Corps, Resilience Assessment (August 2014)
[19] IDMC, IOM and SEMA (2014)
[20] Some preliminary work was done to identify sampling strategies in December 2014; the CECA assessment team leader arrived in Bauchi to begin work on January 17th; data entry and sub-set analysis was conducted in February 2015.

and teacher (Tool 2), and an In-depth Interview for key informants (Tool 3), in addition to a literature review of key documents.

Tool 1: The Secondary Data Form. The secondary data form was created to collect information on school going children and youth in the select communities. The enumerators shared this form with the village chief and/or the education secretary in each community to get an estimated sense of how many children ages 6 to 17 were attending formal, non-formal, or alternative learning centers in that particular community. Data was collected for 2013 and 2014 school years to determine whether or not there were wide fluctuations in attendance.

Tool 2: Focus Group Discussion Guides. There were 1,652 participants in the focus group discussions which were held with IDP girls, IDP boys, host community girls and host community boys in separate FGDs. Additional FGDs were held with IDP or host community mothers and fathers separately; and host teachers in mixed gender groups. These facilitated discussions were held to better understand the opinions and perceptions of education and the impact conflict has had on access to learning. Thematic topics discussed in these FGDs included IDP access to education; the learning and teaching environment; facilities within and around schools; curricula available and needed; and issues of protection, safety and well-being. The focus group discussions were conducted in 30 select locations and consisted of 10 persons per group on average.

Chart 1: Focus Group Discussions, In-Depth Interviews and Secondary Data



Tool 3: In-depth Interviews (IDI). There were 256 one-on-one in-depth interviews (IDIs) conducted with six different types of key informants, including an education secretary, economic and social development representative, head teacher, women's leader, religious representative, and traditional leader in 35 locations across Adamawa, Gombe and Bauchi states. The additional five locations for IDIs, as compared with the FGD sites, were in urban centers where there were more key informants. These informant groups included NGOs, CBOs and other relevant actors.

The communities selected were based on specific criteria. The most important criterion was a high number of IDPs in a specific location. Other secondary criteria included having a mix of rural and urban settings, available education services, and being situated within one of the pre-selected LGAs for the project. The number of IDPs was the most difficult measure to gauge despite the fact that we drew from a range of sources including the State and National Emergency Management Agency (who is responsible for IDP support in northern Nigeria), the International Organization for Migration (who has recently set up an IDP tracking system for IDPs in northern Nigeria), UNHCR and other agency reports on IDPs, and local community member contacts that cite IDP arrivals in their locations. Communities were selected through critical case sampling and in consultation with a range of actors present in the each local government authority location. Critical case sampling is a type of purposive sampling that provides a "process of selecting a small number of important cases - cases that are likely to "yield the most information and have the greatest impact on the development of knowledge."[21] To identify and engage IDP children, host children, youth, parents, and teacher participants, the assessment worked with local organizations, village chiefs, and Ministry of Education actors who were contacted by our project staff and collaborating agency representatives to prepare the locations for the assessment.

Table 1: Participants by Data Collection Tool and Gender

Segment of population	Data Collection Tool	Gender		Total
		Male	Female	
IDP children (girls and boys were in separate groups)	FGD	279	280	559
IDP parents (mothers and fathers were in separate groups)	FGD	250	260	510
Teachers (men and women were in mixed groups)	FGD	150	150	300
Religious Leaders	IDI	35	0	35
Traditional Leaders	IDI	37	40	77
Women's Leaders	IDI	0	34	34
Economic and Social Development Representative	IDI	33	14	47
Education Secretary	IDI/ SD	35	0	35
Head Teacher	IDI	28	0	28
Total		**847**	**778**	**1652**

The Fieldwork for the CECA assessment was conducted between January 19 and 31, 2015. Focus group, in-depth interview and secondary data collection instruments were drawn from existing published tools, adapted to address specific questions as defined by the statement of work, tested, and finalized in northern Nigeria. As such, findings are presented in terms of themes that emerged from group and individual discussions. Themes were identified as topics that consumed more discussion time than others and were repeated across groups.

A literature review provided a summary of findings on thematic areas: the relationship between the insurgency and education; IDPs' equitable access to education; learning environment; teaching and learning approaches, education content; policy and coordination; and community participation in education. In

[21] Lærd Dissertation Guide

addition to thematic depth, the CECA reviewed recent situational analyses, assessments, evaluations and other documents to identify gaps in statistics that need further inquiry and distill clear data points for ongoing collection in rolling assessments required by the project to track specific changes over time.

Data Transcription Process

A database was developed to host all data from the CECA The process involved uploading data in Nigeria over a four-week period with three consultant support persons, following the completion of data collection. The database hosts the current data and will include subsequent data from the rolling assessments that will be repeated every six months through the project life.

Qualitative data from focus group discussions conducted in Bauchi, Gombe, and Adamawa were transcribed from hand-written notes into an electronic format. The data was entered into an Excel spreadsheet, into which focus group discussions were categorized by community. Within each tab, the data were further separated by group (IDP girls, IDP boys, host girls, host boys, mothers, fathers, or teachers). A total of 192 focus groups were transcribed (65 in Adamawa, 63 in Gombe, and 64 in Bauchi) from a total of 30 communities. The data were transcribed word for word as was found in the handwritten notes. Words that were partially illegible were surrounded by brackets, and words that were completely illegible were replaced by a question mark, whereby one question mark denoted the presence of one illegible word.

Observation of Data Quality and Data Entry

The structure and quality of some of the note taking indicates that a portion of the focus group discussions was likely administered in a semi-structured interview format. This method elicited one-word responses from the respondents (e.g. "yes" and "no") instead of inviting a discussion on the question of interest on some occasions.

Data Analysis

The first step in qualitative data analysis entailed cleaning the data by removing responses from focus group discussions that elicited "yes" or "no" responses, information that was unclear and difficult to understand, and data that appeared irrelevant to the respondents (i.e. questions asking children about their experiences attending school when none of the respondents attended school). After the qualitative data was cleaned, a pre-determined set of categories was applied to the data, based on the primary themes of interest (equal access to learning; protection and well-being, facilities in schools, curricula, learning environment, and participation).

We applied a grounded theory approach within each pre-determined subset, whereby the research team used open coding and category construction to further understand interview notes, describe and check relationships between concepts (axial coding) and consolidate major themes and sub-themes within each pre-determined category. This process has begun and is still under way. The open coding process with data categorized in the sub-category "Protection and Well Being" for example, will include the following sub-codes: barriers to school attendance, consequences of inability to attend school, non-formal learning requirements, etc., to provide a more nuanced, in-depth analysis over time.

The qualitative data is being analyzed utilizing the online qualitative software program, Dedoose. Dedoose is a cross-platform online application than enables researchers to analyze both qualitative and mixed methods research with text, photos, audio, video, and spreadsheet data. Dedoose is an intuitive online software, easily enabling more than one individual to code and analyze data at the same time.

Furthermore, its online tutorials and ease of use makes it relatively simple to train other individuals to use, particularly field staff involved in the data analysis process.

Data Integration of Secondary Data, Focus Group Discussion & In-depth Interview

The following methodology for data integration of the SD tool, IDI tool, and FGD tool enabled the research team to draw on the strengths of each. The data was integrated utilizing a side-by-side convergent design, whereby the primary themes of interest (i.e. access to learning environment, protection and well-being, facilities in school, learning environment, and participation) are listed on the Y axis, and the related qualitative and quantitative results separated by the tool used are listed on the X axis.

Qualitative data captured by the IDI tool has been and will be included in further qualitative data analysis. Comments captured by each community will be saved on a separate word document and then uploaded into the qualitative coding software and coded with the same set of codes applied to the qualitative data captured with the FGDs. Quantitative data captured in the IDI tool has been displayed in this report utilizing the most appropriate method of data presentation (cross-tabulation, one-way tables, frequency charts) and further stratified based on gender, age, and/or vocation if/when appropriate.

Further Data Analysis

We will run both a factor analysis and regression analysis on the data captured in the IDI tool in order to understand how well the tool performed in the field, as well to understand the relationship between variables and whether or not any questions should be omitted in subsequent iterations of this process. From this analysis, needed revisions to the tools will be determined in advance of the next data collection time period in June/July 2015. Also prior to the next data collection, a cluster analysis will be conducted in order to help the research team characterize groups of respondents whose response profiles are similar which could help define target groups for intervention. Such analysis will be completed utilizing the STATA, SAS, or SPSS coding software.

Appropriate, quantitative categorical construction will be displayed in a matrix with qualitative themes. This technique would be particularly useful for questions asking respondents to identify priority issues of concern. For instance, the IDI tool asks parents to indicate their three top priorities related to sending their children to school. The data has been aggregated and the three top priorities per state identified, laying each priority on the X-axis and comparing it to related priority themes that emerge from the FGD on the Y-axis.

The matrix will offer a side-by-side comparison of quantitative and qualitative results when additional data is collected, identifying primary areas of convergence and divergence. It will include the field staff in this process such that they can verify the findings and identify further areas of inquiry. Such analysis will help guide the research team to review significant results, follow up on any outliers that exist in the data, understand and potentially eliminate questions illustrating non-significant results, and further investigate important demographic patterns. Given the large number of communities captured for this study, it will be beneficial to create one matrix per community at this stage, and then aggregate by state in order to ensure a more detailed process of triangulation across tools.

CHALLENGES AND LIMITATIONS

The sample size was determined based on purposive sampling methods, which is a non-probability technique that relies on the judgment of those doing the study when it comes to selecting the units (e.g., IDP girls, boys, parents, teachers and community members and other pieces of data) studied. The initial assessment was conducted to inform the ongoing activity scale and scope of the Education Crisis Response project; thus, this was the most appropriate sampling method. In an effort to reduce bias commonly associated with purposive sampling, triangulation, verification and random checks of data quality were prioritized.

The population distribution and coverage of the different cohort profiles was achievable in the given timeframe. However, conducting focus groups and in-depth interviews in multiple locations required teams to spread out and work simultaneously in the locations. With a few data collection teams, it proved challenging in the allotted time frame and while data was collected across all sites, the quality suffered at times under the short allotted time frames.

The fact that data collection was conducted simultaneously precluded the attendance by a team supervisor at each and every data collection site, although the three state-level data supervisors were able to attend a good portion of the data collection activity overall. As such, each team's supervisor did not have complete and total control of data quality in every location. To address this challenge, the team supervisors developed a quality assurance protocol for the data collection forms in advance of the data collection process. Team members signed out their forms and were required to attend an early pre-data collection and post-data collection meeting on a daily basis. In addition, supervisors from each state provided daily evening updates to troubleshoot any issues or challenges that emerged during the day.

Focus groups and in-depth interviews attempted to follow a 40-50 minute time limit, taking into consideration participants' other commitments and people's attention spans. Enumerators formed groups of no more than 7 to 10 persons per group and conducted the FGDs in pre-determined locations that were relatively calm and quiet. In some cases, enumerators had difficulty thoroughly covering all thematic areas in this timeframe while also probing for additional topical trajectories that could have afforded a deeper understanding of surfacing issues; this was particularly challenging in the focus groups. After a one-day pilot, issues were prioritized and different weights were assigned to the thematic areas, depending on the cohort in each focus group.

The secondary data collection in the host communities proved challenging in most cases. The nature of this data was statistical, requested in short time frames and with a comprehensive set of information disaggregated by age, sex and educational level. In each community, enumerators had to reach out to those persons who were in a position to know the numbers of students learning in that community in 2013 and 2014. This required time and the data was occasionally unavailable. The secondary data at the community level was collected primarily to compare with existing and available data on students, levels, and availability of formal, non-formal and alternative education in each select community. The data collection purpose was a way to triangulate current and pre-existing information.

In addition, the data collection process faced some logistical difficulties in ensuring sufficient ability to explain how and why the IDPs and community members should participate in the CECA without direct incentives. For example, many communities requested something in exchange for the information provided. During the data collection training, the state supervisors learned ways to clearly explain that data was being collected to inform an education project design that covers these geographic areas. The supervisors and data collectors employed these strategies to minimize this challenge. Each respondent

was also asked for consent prior to beginning discussions or interview. As such, this difficulty was overcome, yet noted for future assessments.

Data on indicators that directly reflect persistence in education, such as enrollment and dropout, are provided by the Nigerian MOE, the official source utilized by UNICEF and the World Bank and other engaged donors and stakeholders. While the national EMIS system hosts valuable educational data, the fluidity of the IDP movements cannot be expected to capture all data needed to understand the movements of IDP children in and around the schooling system. Therefore, data must be triangulated with other data sources to acquire a comprehensive understanding of the movements of this school-age population, its needs, and the capacity of communities and the MOE to support them with educational services. In attempting to address the root causes of IDP learning gaps, a review of other predictive factors such as prevalence of violence, academic achievement, overcrowding, and financial constraints would be fruitful.

The assessment was unable to identify data relative to the prevalence of violence in schools. Academic achievement has recently begun to be tested. Automatic promotion is granted in moving students from grade to grade. While data on overcrowding is available in the form of ratios of students to classrooms and teachers, other data is presented in averages and may not paint an accurate picture of locations that have extreme conditions.

FINDINGS AND RECOMMENDATIONS

The findings are presented according to the questions outlined in the statement of work and categories of inquiry within the CECA. A subset of data was analyzed to produce findings resulting from data collected by tools developed, tested and used across all three states and 21 communities in northern Nigeria. The charts provided reflect frequency of response for the different areas of query.

The questions that elicited similar types of responses have been combined into themes presented in this report. While the CECA did identify gender differences in learner and parental responses, the age cohort was between ages 10-17 in order to tailor the types of questions asked for this specific cohort. The decision to have one age cohort simplified the focus group discussion format and made the groups manageable and able to respond to appropriate leveled questioning. Discussion of whether to include another set of focus group discussions for ages 6-10 was considered. In order to manage the number of discussions, we decided to only target the 10-16 age group. To conduct focus group discussions with younger children, the tool would have to be adapted or an additional tool may need to be added. In the future one recommended tool to add for this age cohort is called 'body mapping' which offers a child-friendly approach to sensitive topics in a non-intrusive, dialogue-based manner for younger children aged 6-10.[22]

The findings are not a reflection of all children, ages and opinions across northern Nigeria. Rather, they are reflective of a fairly narrow slice of the region's displaced and host populations that currently reside

[22] Body-mapping tool for data collection has been used in a number of child-focused research done in conflict-affected fragile states. It is a unique method of inquiry for eliciting responses from younger children. Given the fact that this would then require another set of trainings and usually requires that young people administer the tool, we concluded that this might be introduced later; however, for the purposes of the current assessment it was not included.

in Bauchi, Gombe and Adamawa states' pre-selected local government authorities, with a purposive, critical case sample of communities in each that contains high numbers of IDPs. IDP learners are not a homogenous population.

IDP and non-IDP experiences are shaped by factors such as socio-economic class, race, ethnicity, migration status, age, education and gender; furthermore, they come from various origins and have experienced diverse events.

INTERNALLY DISPLACED PERSONS

According to the initial CECA, the IDP numbers in Bauchi, Gombe and Adamawa states vary significantly. There are also higher numbers in some communities (within states) than other communities because the highest numbers of IDPs tend to gravitate toward the main urban center in each state.

The CECA found that IDP living arrangements vary widely from location to location. Some IDPs live in camps, while other groups reside within communities, either separately in their own housing called 'settlements' or inside family and relatives' homes. The later situation is referred to as 'integrated' living and commonly 10-15 people move into small households with limited capacity. The goal of the CECA did not seek to find definitive nor exact numbers of IDPs in each community consulted but rather to arrive at a best estimate (Table 1). To achieve this, we added a question that directly asked how many IDPs lived in the specific town or village. This question was asked in the 'Secondary Data' Form, hand carried to each site by the CECA data collection teams and administered within each of the 21 communities. Most of the time, this question was answered by the Education Secretary, who is one of the six key informants. If the Education Secretary was not available, the information was either designated as missing or received from another person associated with the MOE. To complement these IDP numbers, the International Organization for Migration (IOM) was conducting a general assessment of IDPs soon after the time of our CECA.

Table 2: IDP girls and boys by age across all communities in Bauchi, Adamawa and Gombe states

			BOYS					GIRLS					
STATE	LGAs	Communities	<6	6-10	10-17	17 +	TOTAL	<6	6-10	10-17	17 +	=Tot	TOTAL
Bauchi	Bauchi town	Bauchi Town	0	0	0	0	0	0	0	0	0	0	0
	Alkeleri	Alkeleri	0	0	0	0	0	0	0	0	0	0	0
	Toro	Toro/Tulai	1000	716	988	788	3492	1148	1074	500	1110	3832	7324
	Danbam	Zaura	490	405	307	186	1388	556	332	285	253	1426	2814
	Itas Gadau	Mashema	30	20	30	22	0	20	10	55	40	125	125
	Gamawa	Gololo	22	30	15	0	67	17	25	12	0	54	121
Adamawa	Ganjuwa	Firo	5	10	6	3	24	0	0	0	0	0	24
	Yola North	Yola North Town	113	0	0	0	113	100	0	0	0	100	213
	Yola South	Konawaya	3532	4732	3926	1742	13932	3472	3826	3642	1601	12541	26473
	Gireii	Bodibbo Lawal/Girei	6	15	0	0	21	4	8	0	0	12	33

STATE	LGAs	Communities	BOYS <6	6-10	10-17	17 +	TOTAL	GIRLS <6	6-10	10-17	17 +	=Tot	TOTAL
Gombe	Numan	GSS Numan	300	310	300	200	1110	320	340	356	261	1277	2387
	Fofure	LGA Lowcost	50	34	50	28	162	40	27	35	21	123	285
	Shelleng	Central Primary sch.	45	32	41	0	118	50	28	39	0	117	235
	Song	Local Gov. Estate	11	26	0	0	37	13	170	0	0	183	220
	Gombe	Gombe Town	0	0	0	0	0	0	0	0	0	0	0
	Akko	Hammadu Kaffi	0	0	0	0	0	0	0	0	0	0	0
	Kwami	Mallam Sidi	20	14	15	0	49	10	21	17	0	48	97
	Yamaltu Deba	Deba town	0	0	0	0	0	0	0	0	0	0	0
	Blanga	Talasse	0	9	5	0	14	0	17	7	0	24	38
	Dukku	Jamari	0	0	0	0	0	0	0	0	0	0	0
	Shongom	Burak	28	24	45	34	131	20	30	41	11	102	233
TOTALS	21	21											40,622

The vast majority (92.3%) of IDPs in the north-eastern region of Nigeria live with host families, while 7.6% live in camps and camp-like sites. No camps have been identified in Bauchi and one official camp has been set up in Gombe. In Adamawa, 20% of the IDP population lives in 11 camps or camp-like sites in Yola North, Yola South, Girei, Toungo, and Fufore LGAs.

The camp location and number of IDPs were assessed by the IOM team and corroborate our data from those LGAs that overlap. The camp assessments were conducted by the IOM from December 4-10, 2014 in 10 sites located in four LGAs in Adamawa: Fufore (1), Girei (3), Yola North (1) and Yola South (5).

SSID	Name of Camp Location	LGA	Ward	Households	Individuals
AD_S001	NYSC Damare Camp	Girei	Damare	450	4953
AD_S007	Lamido Lawal Pri School	Girei	Girei I	229	1,626
AD_S008	St Theresa's Cathedral	Yola North	Lugere	864	3,675
AD_S002	Deeper Life Camp Ground	Yola South	Namtari	80	428
AD_S003	Malkohi Camp	Yola South	Namtari	127	577
AD_S004	Malkohi Village	Yola South	Namtari	120	602
AD_S009	Runde Killa	Yola South	Namtari	21	165
AD_S010	Kawawan Wapa	Yola South	Namtari	246	2,808
AD_S006	Daware Village	Fufore	Pariya	186	438
AD_S005	Eyn Church Vinikilang	Girei	Vinikilang	327	2,986
Total assessed in 10 Camps in Adamawa State				**2,650**	**18,258**

(Source: IOM, 2015)

In Adamawa, most IDPs come from the LGAs that are currently under Boko Haram control (Michika, Madagali, Mubi North and Mubi South). Given this diverse living arrangement, it is recommended that interventions for these distinct locations be designed with different emphasis and focus.

AVAILABILITY OF EDUCATION

Secondary data was collected on the type of formal, non-formal and alternative education available in the catchment areas, the enrollment rates, and how these enrollment rates changed from 2013 to 2014. Types of alternative education included adolescent girls learning centers, youth learning centers, vocational, and other skills training. All locations had formal schools that were functioning, 10% provided data on non-formal education enrollment, and only 3% had other forms of education for girls, youth or skills training. As noted in the methodology section, the Secondary Data Form (Tool 1) was used to provide an indication of what kind of education was provided in each community and was not to serve as definitive, official enrollment numbers.

TEACHING AND LEARNING

Parents and community representatives were asked 'What topics have been introduced in schools or in the community to help learners deal with effects of the insurgency?' or "What additional topics are needed?'. These may have been curriculum topics in school or programs offered in or outside of school to assist children, youth, and communities in overcoming problems related to displacement and the insurgency in the north. A majority of responses noted that health and hygiene topics were often available through or at nearby schools as a 'supplement' to the education content that was part of regular schooling. There was a small percentage (between 10 and 15%) that reported that peace education had been introduced to supplement to the current curriculum. Furthermore, 80% percent of respondents suggested additional topics, the most frequent of which was psychosocial support to build children's social-emotional skills to deal with the current context of heightened violence.

Table 3: Curricula and extra-curricular learning

Introduced	Learning Topic	Desired	Learning topic
10-15%	Health and Hygiene Information	80%	Psychosocial support and social emotional learning
5%	Peace Education in Adamawa State	50%-70%	All additional topics are needed

Head teachers, traditional leaders and women's leaders consistently cited, although less often, an interest in more information on violence prevention in existing schools. The question asked of respondents, mentioned above, included a list of topics that were already introduced or desired. In each and every question, an opportunity to add answers was provided. A topic provided by respondents was raising awareness on school attacks or bombs. Another topic was to help prevent gender-based violence. Each of these topics were chosen as important curricula or extra-curricular learning that the population would like to have their children learn more about. Overall, between 50-70% of all respondents checked that they would benefit from all topics being introduced in or outside of school. Given the increasing occurrence of violence in recent months as one of the key reasons for the high numbers of displaced persons fleeing the south, introducing conflict-sensitive learning topics becomes even more relevant.

Access and Learning Environment

Rather than a single reason, the IDP girls, boys and youth identified a combination of factors which, when grouped together, showed a mixed picture for why children do not go to school. These intertwined reasons included: (1) they are IDPs; (2) they are viewed as different, or lesser, and sometimes feared so they are not welcome in the local school; (3) IDP parents cannot financially afford to send them to school; (4) an ominous school environment characterized by violence, favoritism and discrimination; (5) a physical environment that is not conducive to learning; (6) and family financial need. That said, a few youth were able to pinpoint specific incidents such as failing Tawjihi (the high school leaving exam) or being physically abused that had triggered their decision to drop out. As such, any of the factors listed above, or a chronic situation in which a combination of factors is at play, could affect attendance and performance and therefore increase the likelihood of a student dropping out. The factors are discussed below in the order of frequency with which they were mentioned.

Equitable Access to Education

Participants across all cohorts said that the main reasons for the lack of access to equitable education for IDPs are (1) the stigma of being an IDP; (2) lack of economic resources following displacement; (3) continuous movement; and (4) overcrowded classrooms in host communities.

Other highlights and trends in the data exhibit mixed results when it comes to equitable access to education and learning across these 21 communities in Bauchi, Adamawa and Gombe states. Respondents in urban settings claimed to have better access to education and learning opportunities as compared with rural settings. For communities who fled their homes due the conflict, the living arrangements in which they find themselves have a direct impact on whether or not they attend school. For instance, girls and boys integrated into households show the greatest likelihood for attending formal or non-formal school. In contrast, those in camp-based settings without nearby schools are least likely to attend.

The findings indicate that distance also influences whether or not children or youth attend school. For example, in Bauchi in particular, many people talked about living too far from school to attend on a daily basis. Another clear trend in the data was that respondents often described the living conditions of IDPs compared with local children to be a result of income level. Discussions often focused on the fact that IDPs lived in different types of dwellings than those in host communities, and lacked material possessions such as livestock because they had fled their own villages with few belongings and were cut off from livelihood activities.

There was a unanimous desire for non-formal education, skills-based training such as tailoring, business classes, computer skills, and other employment-oriented skills. Many individuals asked for skills acquisition centers to improve their knowledge and skills for formal education as well as non-formal employability and pre-employability skills.

Protection and Well-Being

Across cohorts, IDP and host children and youth reported that violence or the threat of violence were a major factor in feeling at risk. The protection conditions and sense of well-being among IDP children and youth have been eroded, according to numerous respondents. Most children that lived close enough 'trekked' to school on foot. Children who live far away often used transport or find a ride from a family member to school. The distances were not consistently reported, but rather depended on where the IDPs settled and whether or not a school was close or far away. For the most part, children reported

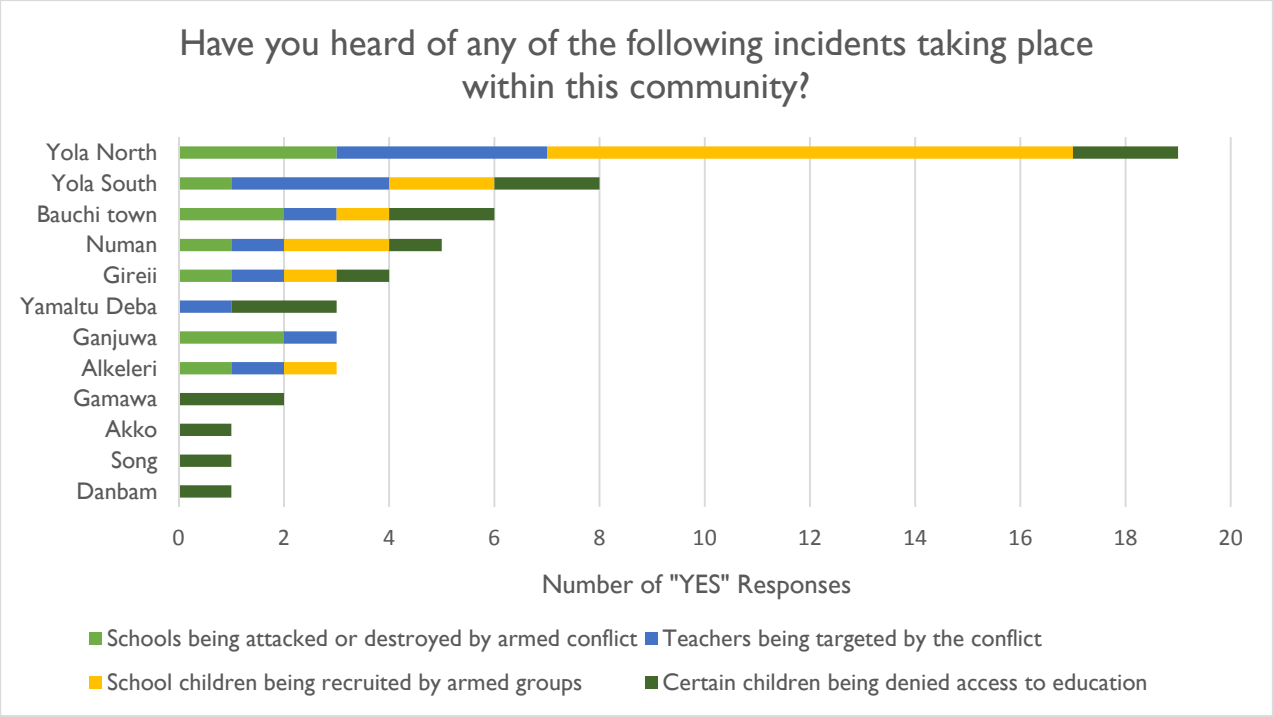
feeling safe at school and inside the classroom. Some girls reported being harassed on their way to school. There were many instances in which girls reported not feeling safe with some specific reports of exploitation and abuse while living in the community. And, in one instance a group of girls expressed that they were unable to talk about their negative experiences with their own parents because they feared reprisals or further abuse as a result.

In addition, host community respondents frequently mentioned the general need for violence prevention, strategy sessions on preventing insurgent attacks, and ways to identify and avoid bombs. It should be noted that peace education had already been introduced into a few schools, and health and hygiene information was available in some locations. Nevertheless, the desire for psychosocial support and learning how to overcome fear and the distress associated with displacement were the other most commonly mentioned topics besides violence prevention.

> "One boy said, "there were BH members among the IDPs and I am very scared. Even though the boy decided to leave BH he may still have taken part in their activities. He is here with us now." --- anonymous

In some instances, respondents indicated that they wanted a fence built around the school to provide better protection from animals. Very frequently, respondents from the IDP and host communities noted the deplorable sanitary conditions in schools, a frequent lack of facilities, such as toilets and water, and the lack of learning materials and supplies. Some children reported defecating in bushes as there were no other options when they were at school.

Chart 2: Conflict-Related Incidents

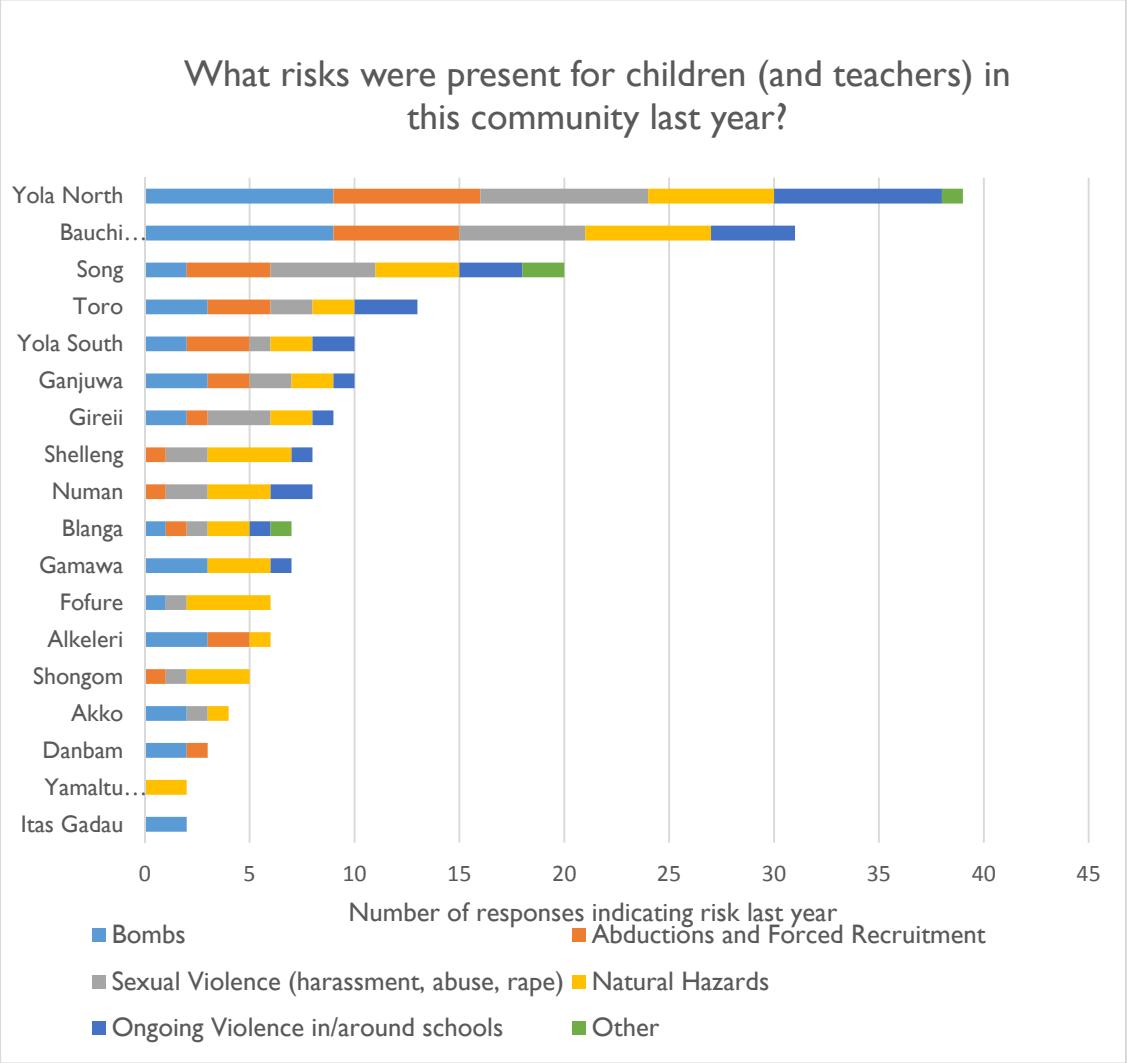


Enumerators asked community leaders if they had a sense of whether the frequency of incidents had increased or decreased between this year and last. In addition, respondents had the opportunity to add information in a qualitative manner. Illustrative responses include whether an attack occurred at the school, if teachers were targeted by the insurgency, whether students were recruited in and around the

school environment, and whether certain groups of children were denied education for any particular reason. As we see in the graph below, in Yola North, Adamawa state, respondents expressed a real concern about the recruitment of children from schools into armed groups.

Most children did express a sense of hope for the future. Even in camp-based settings, there was an optimistic sense that the future will bring better times, and that children and youth were planning for what will happen next. However, there were a select few locations where focus group discussions illustrated that children really did not have any hope for the future given their current circumstances. In one instance, in particular, there was mention of a massacre and being witness to the event. This is an anecdotal and outlier data point and not included in the quantitative analysis, but worth mentioning to complement an overall understanding of the context.

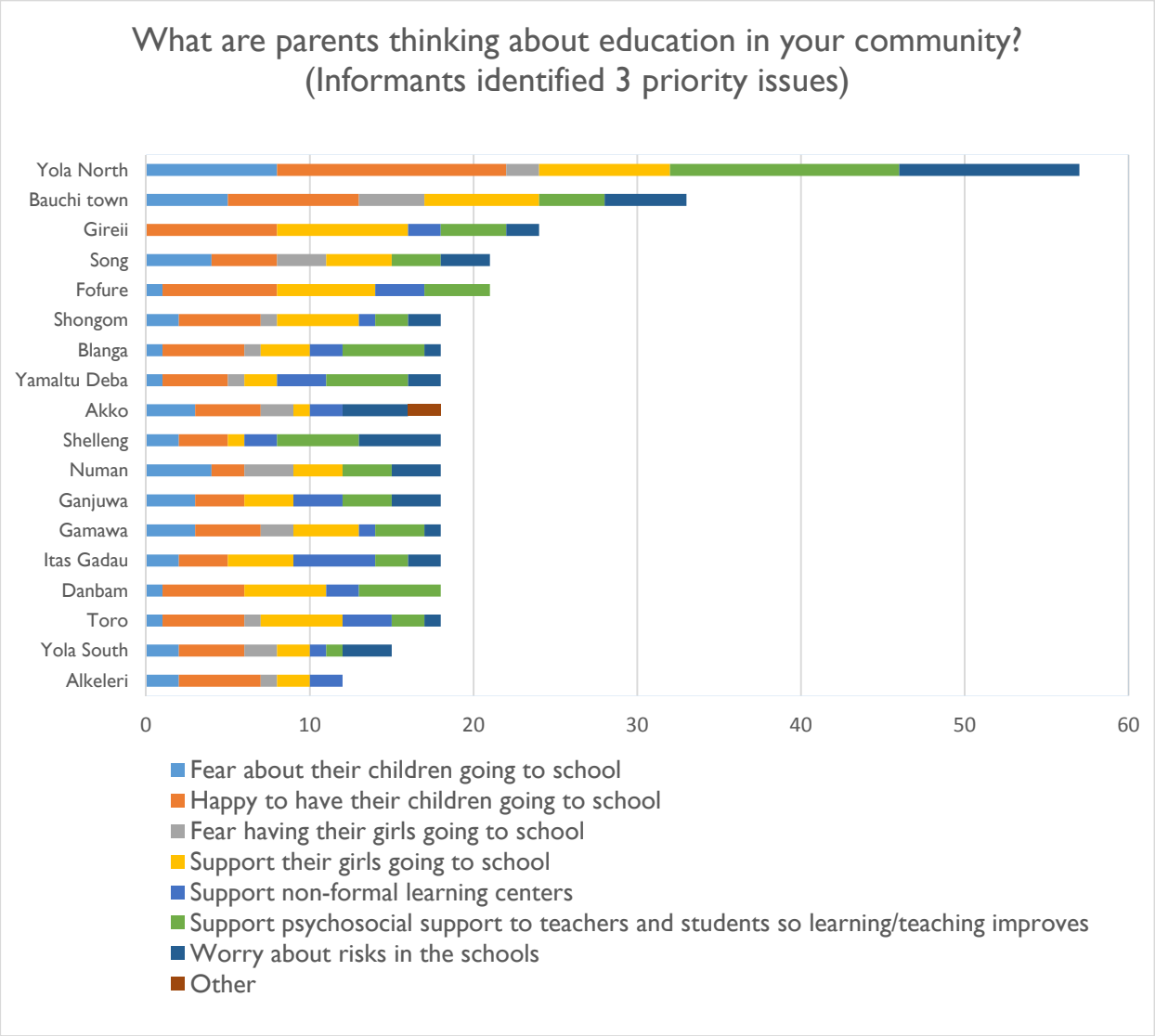
Chart 3: Risks Present



PARENTAL PERCEPTIONS OF SCHOOLING

Overwhelmingly, parents' perceptions of children's safety in and around the schools were positive, and mothers and fathers separately expressed favorable support for IDP girls and boys to continue their schooling. However, primary threats to safety in and around schools across both urban and rural environments were many and varied. When asked what worried them most, parents most frequently mentioned a general concern for attacks on schools, bombs in school or the community, possible attacks on teachers or students, and general harassment. In some cases, community members said that some of these above mentioned incidents had taken place in the last year. A slight disconnect was observed when parents insisted that schools were safe on the one hand, yet described the recent occurrence of violent incidents in their specific communities on the other. Both host and IDP parents were consulted but were not systematically separated.

Chart 4: Parental Education Priorities



When parents were asked their three priority issues they were presented with eight different topics that included an 'other' topic, allowing them to add their own concern. Results showed that when it comes to their children's education, the most common answers were: (1) they were *happy to have their children going to school*; (2) they support the idea of receiving *psychosocial support* to teachers and students; and (3) they support their *girls attending school*. The CECA allowed for both problems to be expressed and desires to be articulated. Across all locations, parents expressed a greater desire for their children to take advantage of educational opportunities as compared with, in aggregate, the expressed fear and worries they felt about their children in school. These findings are an important departure from other assessments that tend to restrict themselves to highlighting key problems to solve, yet fail to offer respondents space for expression of desired learning opportunities and types of schooling options and content. As such, the frequency of parents' expressed desire for their children to have and take part in learning opportunities be it formal, non-formal or alternative is notably high.

INFORMING THE EDUCATION CRISIS RESPONSE PROJECT

Recommendation #1 - Offer tailored learning options including support to formal classrooms, non-formal learning centers and alternative learning centers, based on the contextual realities and living arrangements of IDPs.

The Education Crisis Response Program implemented 'quick wins' in the form of immediate learning activities made available in largely urban locations that began prior to the CECA. Literacy, numeracy, and social emotional skill building is being underway in classrooms set up quickly for IDPs in the main towns of Bauchi, Gombe and Adamawa states. The table below lists currently functioning centers, the community in which they operate, the number of learners (disaggregated by gender) served, a brief description of topics taught, and general remarks that include challenges and success stories.

Table 4: Non-Formal Learning Centers

S/N	Center Name	Community	Learners Enrolled	Topics taught	Remarks/Challenges/ Success Stories
Adamawa State					
1.	Malkohi	Yola North	50 (34m, 16f)	Counting of numbers 10-99, vowels, life skills	Noticeable behavioral change among learners.
2.	St. Theresa	Luggere	50 (31m, 19f)	Counting of numbers 10-99, vowels, life skills	Teaching suspended by outbreak of measles. Affected children quarantined.
3.	Bole	Shagari	50 (27m, 23f)	Counting of numbers 10-99, vowels, life skills	Learners are participatory during teaching, using the cardboard sheet.
4.	Vunoklang	Damare	50 (31m,19f)	Counting of numbers 51-100, vowels, words	Learners are participatory during teaching.
5.	Bajabure	Damare	50 (32m,18f)	Counting of numbers, vowels, words	Learners are participatory during teaching.
6.	Girei II	Girei	50 (33m, 17f)	Counting of numbers, vowels	Learners are participatory during teaching.
7.	Girei I	Girei	50 (34m, 16f)	Counting of numbers, vowels	Learners have adjusted to the learning environment.
Adamawa Total: 350 (222m, 128f)					

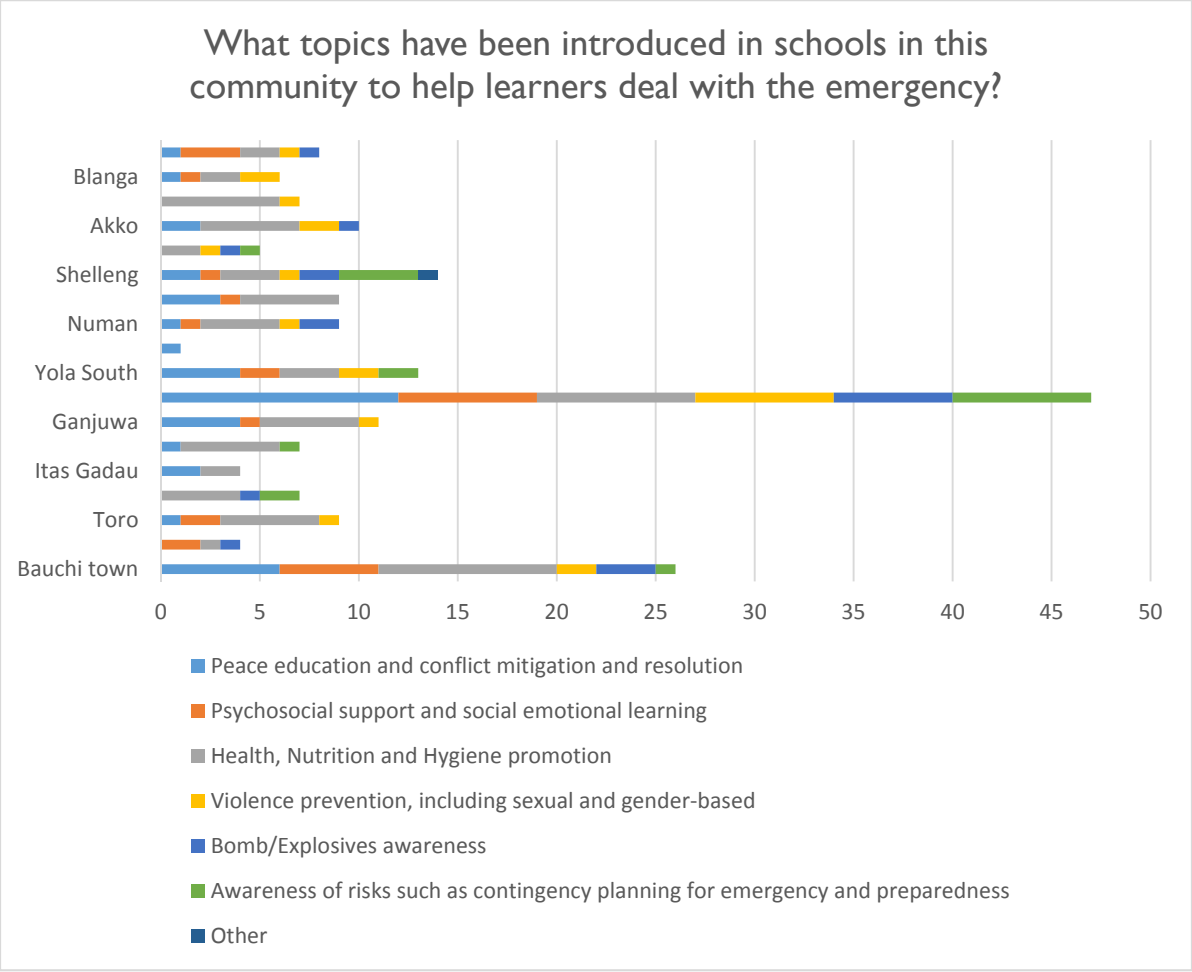
Bauchi State					
S/N	Centre Name	Community	Learners Enrolled	Topics taught	Remarks/ Challenges/ Success Story
1	Ekklisiyan Yan'uwa a Nigeria (EYN) Church	Sabon Kaura	48 (28m, 20f)	Numeracy (subtraction), alphabet	Learners are participatory, nutritional support provided.
2	Tirwum	Tirwum	40 (22m, 18f)	Alphabet, counting	Advocacy to IDP parents ongoing to increase enrollment.
3	Unguwan Turaki	Turaki Ward	50 (21m, 29f)	Literacy: secondary vowels Numeracy: 2-digits numbers from 10-50. LS/SEL	Older adolescence girls attending center's classes.
4	Gwallaga A	Gwallaga	50 (18m, 32f)	Numeracy: 2-digits from 10-60 Literacy: secondary vowels LS/SEL	IDP children under six years of age accompany older siblings to center.
5	Gwallaga B	Gwallaga Ward	50 (27m, 23f)	Numeracy: identify, reading, writing and drilling. Literacy: secondary vowels LS/SEL	Late adolescence girls attend center's classes.
6	Zannuwa Primary School	Unguwan Dawaki	40 (22m, 18f)	Secondary vowels, numbers 10-44	Advocacy to IDP parents ongoing to increase enrollment.
Bauchi Total: 278 (138m, 140f)					
Gombe State					
1	Shamaki NFLC	Shamaki	40 (19M, 21F)	Numbers 0-9, secondary vowels, and counseling	FOMWAN and CSACEFA to Continue sensitizing IDP parents and increase enrollment; learners happy, instructional materials shared, facilitator greatly improved.
2	Herwa-Gana NFLC	Herwa Gana	53 (33M, 20F)	Numbers 0-9, secondary vowels, and counseling	Enrollment increased, class size to be streamlined to 50 learners for efficiency.
3	Nasarawo NFLC	Nasarawo	63 (34m, 29f)	Numbers 0-9, secondary vowels, and counseling	Lack of instructional materials, class size to be streamlined to 50 learners for efficiency.
4	Manawashi NFLC	Fantami	36 (17M, 19F)	Numbers 0-9, secondary vowels, and counseling	Enrollment dropped due to fears of election violence on earlier election schedule. Advocacy by CSACEFA to improve enrollment.
5	Jekadafari NFLC	Jekadafari	52 (30M, 22F)	Numbers 0-9, secondary vowels, and counseling	Learners happy to be in school, class size to be streamlined to 50 learners for efficiency.
6	Bolari NFLC	Bolari	143 (71M, 72F)	Numbers 0-9, secondary vowels, and counseling	Center overcrowded, class size to be streamlined to 50 learners for efficiency.
Gombe Total: 387 (204m, 183f)					
Project Total: 1,015 (564m, 451f)					

The Education Crisis Response Project is currently teaching 1,015 IDP learners in alternative learning centers over the first quarter period of the project cycle. There are 19 centers across urban locations in Adamawa, Gombe and Bauchi with key literacy, numeracy, life skills and other alternative learning classes.

These classes address conflict resolution and build social and emotional skills for children and youth to better overcome difficult experiences they may have witnessed or suffered as a result of the insurgency. For the next quarter of activities, we need to closely analyze the specific data collected from each community, assess what education structures exist to build on and what other types of learning can be introduced to schools or centers nearby.

In the next quarter, a baseline assessment of student learning in reading, math and SEL competencies is required, and will be followed by mid- and end-line assessments thereafter to enable an analysis of program effectiveness. The base-, mid- and end-line will specifically target learning outcomes for those children and youth receiving literacy, numeracy and tailored alternative education classes. In addition, a rolling assessment will enable us to understand the context, learning environment, protection and well-being, and parental perceptions, and will point to risks and opportunities based on changes the IDPs are experiencing as a result of displacement and violence. Together, these assessments will allow a full analysis of the different interventions targeted for each state and varied living arrangements.

Chart 5: Topics Introduced

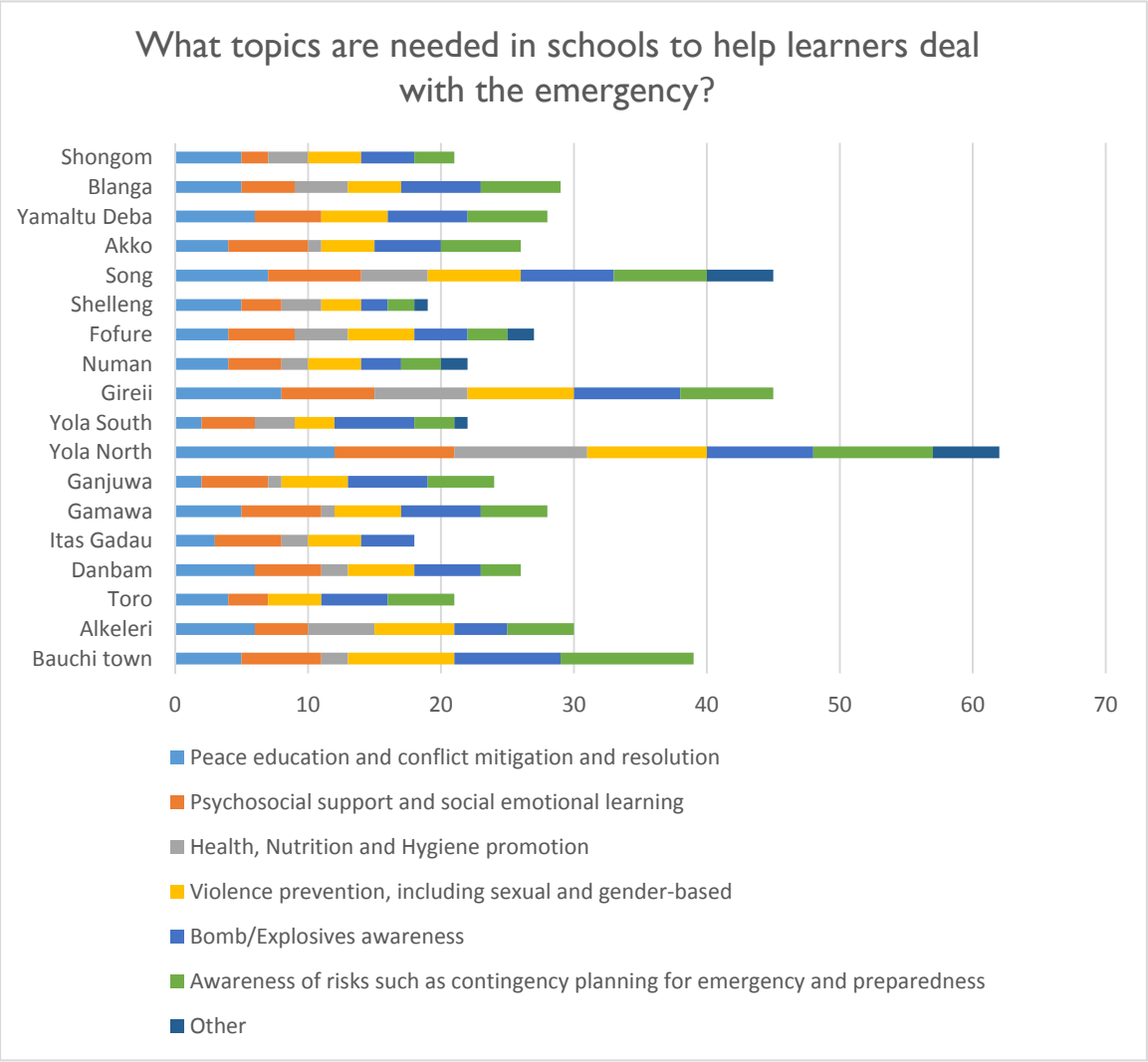


Recommendation #2 - Introduce alternative education topics including: violence prevention, gender-based violence prevention and psychosocial support activities into formal, non-formal and alternative learning centers for IDP children and youth.

During the data collection process, we consulted the following key community informants: women's group representatives, religious leaders, traditional leaders, education secretary and social development representatives, and head teachers from each community. A common characteristic shared by each of these communities is that they now host a certain number of IDPs. Each community, after consideration of the new context with additional families and children, gave their thoughts and opinions on what types of learning could be beneficial to the community.

According to the populations consulted, the most commonly introduced topic in and around schools was health, hygiene and nutrition promotion. However, Adamawa state has introduced the most number of topics in recent years and has implemented peace education more than other states. We also found that IDPs living in camp-based structures were seemingly more open to non-traditional and 'emergency' oriented classes for children and youth.

Chart 6: Topics Needed



Overall, the majority of respondents noted that 80% to 90% of all additional courses and topics suggested would prove beneficial for the community. The three most frequently mentioned topics of interest were 1) psychosocial support and social emotional learning; 2) peace education, conflict mitigation and resolution; and 3) violence prevention, including sexual and gender-based violence. The least notable topic of interest was health, nutrition and hygiene promotion, this may be related to the observation that this was mentioned as one of the most prevalent topics already introduced in communities.

Recommendation #3 - Continue data collection processes and alignment with monitoring and evaluation plan that includes; student assessment in reading, math and SEL baseline and end-line as well as rolling assessments every six months.

Determination of data required on a rolling basis will be done in close consultation with partners, field staff, USAID and communities. The criteria for selecting this data will be: (1) data which has greatest validity, (2) data that offers critical information related to whether or not equity is upheld by the education system, and (3) data that most effectively predicts access to education for the most vulnerable IDPs. We will also collect data that comprehensively tracks the relationship between the effects of the insurgency on learners, families and communities and the learning potential and needs these children and youth have.

The rolling assessment, combined with other data enable the project to adjust and evolve as the IDP situation and the needs of its children may change during the project period. For example, data may inform the need for the project to move away from school-based learning and consider alternative home- and/or community-based options that enhance safety concerns and increase access. Furthermore, if data suggests that the distance from home to school is too great in rural settings and expenses and time constraints are obstacles to time-on-task learning in the classroom, we will consider non-formal school options that are closer to communities and those center-based learning opportunities most often available in IDP camps. Some of the potential data points that could be collected from communities on a rolling basis include incidents occurring in and around the school; parents' three top priorities for their children; perceptions of safety; human rights abuses; and types of topics requested for learning.

CONCLUSIONS

Taken together, the findings across thematic areas of inquiry — conflict dynamics; internally displaced learners; equitable access to formal, non-formal and alternative education options; healthy learning environments; protection and well-being, curricula needs; and policy and resource requirements — form four major themes:

- **Pervasive fear** of potential violence among IDP learners, parents and host communities
- Existing sense of **disempowerment (financial) and stigma (psychological)** attached to being an IDP which influences access to education and learning
- Strong **resolve to obtain an education and local community acceptance** and support for integrating IDPs in recipient states, including their access to basic services
- Strong desire for education topics to be **tailored to IDP/host learner needs and address conflict** dynamics more explicitly in education and learning options

A confluence of contextual factors inhibits the ease of integration of IDP learners into regular schooling and non-formal education options across the sites consulted by the CECA team. First, there is a general fear (among parents, IDP children, host children, and community representatives) of violence associated with IDPs. Second, an overburdened system of education makes it unable to quickly absorb additional

learners (due to a lack of facilities) nor offer contextually appropriate learning that may help reduce fear, prevent violence and build learners' ability to self-protect. Third, the continuous movement of IDPs makes it difficult to estimate their exact numbers. Finally, the IDPs come from different backgrounds where some have been in school, and others have not. As a result, it is recommended that the Education Crisis Response Project offer three different approaches to learning based on whether that learning is taking place in school, after school, or in learning centers. Each approach will have a 'package' of learning goals appropriate for the context at hand, such as adding psychosocial support and social/emotional learning, conflict mitigation and peace education, violence prevention (include SGBV), and raising awareness about preventing explosives/bombs.

The IDP identity is one whose overall status is diminished as compared with the host community, according to the CECA. In addition to feeling disoriented because they have been uprooted from their homes and usual social support systems, IDPs tend to feel less able to ask for (demand) access to basic services and have expressed that they sometimes feel separate and stigmatized by their host communities.

Moreover, the IDPs expressed being disempowered due to their lack of financial resources to pay for the fees, uniforms, and supplies necessary to easily reenter formal or non-formal schools. In some cases, learners who fled attacks or the threat of attacks on their school/village associated the thought of being a student again with fear and further violence.

On the other hand, despite some general fear, stigma and disempowerment, there is an overwhelming resolve on the part of parents to have their children in school, learning or developing vocational skills. The single most repeated wish across all communities consulted through the CECA was for children and youth to have access to skills building and skills training options to keep them learning, in some form, until things return to normal. As such, this openness and desire to keep engaged in active learning, even if it lies outside of the formal schooling system, is clearly expressed in the in-depth interviews. While a full analysis has not yet been completed, the sub-set of responses analyzed for the preliminary findings in this report show a desired for different types of learning this to be a strong outcome of this assessment.

The generosity of host communities facilitates the integration of a greater number of IDP children into local formal and non-formal schools, reduces tensions between the IDP and host community populations, can prevent targeted violence against vulnerable sub-groups such as girls, and shows a shared vision for the use of basic resources and services for the IDP population. However, the situation is not so straightforward. Many variables are at play in determining where IDPs reside or how they are treated in any given community. The factors that determined where IDPs live became apparent through the CECA and other assessments conducted such as by the Safe Schools Initiative (SSI), IOM, SEMA and ACAPS. The main determinants were whether IDPs had relatives in a particular community, whether or not a camp had already been set up, whether or not they felt safe in their residence (if not, they would move), whether work or livelihood opportunities were available, and whether or not they came from an urban or rural setting. There were frequent descriptions of families, friends and distant relatives that have taken upwards of 20 people into their homes to live. Where there is a strong host community acceptance of and support for IDPs the more able the IDPs were at adjusting and accessing services, is a clear finding of the CECA. The support given to IDPs as they moved into the state is an important variable on which the CECA recommends we recognize and address as much as possible.

The CECA did not ask explicitly nor extensively about the IDPs' origins and reasons for their displacement in order to minimize unnecessary harm to populations that have recently been exposed to high levels of violence. Therefore, our conclusions include a document review with this particular question in mind so that we will be able to better situate our findings.

A leading conclusion from the CECA is the strong expressed desire for education topics to be tailored to IDP/host learner need (formal, non-formal or alternative) and to address the current conflict dynamics. Host community representatives, IDP girls, IDP boys, IDP parents, and host teachers were asked in particular about existing and needed curricula inputs. The majority of answers explained that health and hygiene information had been introduced and was readily available for most learning environments across each of the select locations. In addition, there was occasional mention of peace education and conflict mitigation/resolution topics in primarily urban-based setting. However, the most-cited topic to be integrated into current learning was psychosocial support and social-emotional learning opportunity. Slightly less often, but also mentioned numerous times was having awareness raising and/or contingency planning in schools in the event of a bomb or attack occur.

The routine functioning and learning facilities available were reportedly low and consistently insufficient in and around classrooms, even prior to the arrival of IDPs into the communities consulted. CECA respondents consistently cited a lack of desks, toilets and water. While these are largely infrastructural needs, they turn out to be particularly important in select locations because this insufficiency in resources can lead to host communities excluding IDPs from learning opportunities. In addition, it is well known that without sex-disaggregated facilities and adequate supplies, tensions can rise between those groups who reside in these locations and those who are the newcomers. In such situations, there is also a likelihood that abuse and exploitation can result.

ANNEXES

[Annexes I-VI are provided as separate documents to this report.]

ANNEX I. Statement of Work Community Education and Conflict Assessment
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Annex VIII. Definition of Terms

Accelerated Learning: These are programs that allow youth to complete a number of years of education in a shorter time period—often used in emergency and post-conflict situations. These methods are learner-centered and participatory, and often help learners to discover information and knowledge on their own (Baxter, P. & Bethke, L., 2009, p. 45-46).

Alternative Education: An alternative to formal education based on public school. These programs respond to a range of youth development needs, including social integration, crime prevention, democracy building, girl's education, workforce development, and health education, among many others. These programs have been characterized by creativity, and by a profusion of partners from other sectors of government and from civil society, including communities, private business, and volunteers. The approaches and methodologies used are unconventional to the extent that they are usually not part of national education strategies (Siri, C., 2004. P. 2-3).

At-Risk Youth: Youth who face environmental, social, and family conditions that hinder their personal development and their successful integration into society as productive citizens (Cunningham, W., McGinnis, L. Garcia Verdu, R., Tesliuc, C. & Verner, D.; 2008, p. 30).

Basic Education: All program and policy efforts aimed at improving pre-primary education, primary education, and secondary education (delivered in formal or non-formal settings), as well as programs promoting learning for out-of school youth and adults. Basic education includes literacy, numeracy, and other basic skills development for learners (USAID, 2009; p.1).

Formal Education: Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old. In some countries, the upper parts of this 'ladder' are constituted by organized programs of joint part-time employment and part-time participation in the regular school and university system: such programs have come to be known as the 'dual system' or equivalent terms in these countries. Formal education is also referred to as initial education or regular school and university education) (UNESCO, 1997).

Gender Integration: This is a process of identifying and then addressing gender inequalities during strategy and project design, implementation, and monitoring and evaluation (USAID; 2012b, p. 3).

Internally Displaced Persons: Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of, or in order to, avoid the effects of armed conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border (Inter-Agency Standing Committee; 2010, p. 508).

Life Skills: These skills (sometimes known as soft skills) fall into three basic categories: (1) social or interpersonal skills (which may include communication, negotiation and refusal skills, assertiveness, cooperation, and empathy); (2) cognitive skills (problem solving, understanding sequences, decision making, critical thinking, and self-evaluation); and (3) emotional coping skills (including positive sense of self) and self-control (managing stress, feelings, and moods). (Naudeau, S., Cunningham, W., Lundberg, M., McGinnis, L.; 2008, p. 81)

Non-Formal Education: Any organized and sustained educational activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programs to impart adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. Non-formal education programs do not necessarily follow the "ladder" system, and may have differing duration (UNESCO, 1997).

Peace-Building: Medium- and long-term measures aimed at setting up mechanisms of peaceful conflict management, overcoming the structural causes of violent conflicts, and thereby creating the general conditions in which peaceful and just development can take place (Leonhardt, M.; 2001, p. 8).

Protection: All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law, namely human rights law, international humanitarian law, and refugee law (Inter-Agency Standing Committee; 2010, p. 7).

Security: The establishment of a safe and secure environment for the local populace, host nation military, and civilian organizations as well as U.S. Government and coalition agencies, which are conducting stabilization, security, transition, and reconstruction operations & Department of Defense; 2008, p.2).

Stabilization: Activities undertaken to manage underlying tensions; to prevent or halt the deterioration of security, economic, and/or political systems; to create stability in the host nation or region;, and to establish the preconditions for reconstruction efforts (US Joint Forces Command & Department of Defense; 2008, p.2).

Technical/Vocational Training for Employment: The creation and sustenance of career-enhancing education and training programs that are responsive to the current and future labor needs of local, regional, and international employers, both formal and non-formal (USAID, U.S. State Department, Standardized Program Structure and Definitions, 2010).