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RAPID SITUATIONAL ANALYSIS IN YOBE STATE: EDUCATION AND CONFLICT

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USAID/EDUCATION CRISIS RESPONSE

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DISCLAIMER

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The Situation Analysis could not have been conducted without the assistance of the Nigerian Governmental agencies, NGOs, and local CBOs who we list below. Their participation helped to identify key communities with high numbers of IDPs, contextualized the language and appropriateness of the tools being used, and provided valuable input on methodology and locations of Damaturu, Bade, Potiskum, Geidam, Fune, and Yusufari LGAs. Special thanks go to the MOE and the local NGO community who assisted with the RSA data collection process.

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ACRONYMS

ACF	Arewa Consultative Forum
AE	Alternative Education
CBO	Community-Based Organization
CEA	Community Education Assessment
CECA	Community Education and Conflict Assessment
Creative	Creative Associates International, Inc.
EMIS	Education Management Information System
ESP	Education Sector plan
FGD	Focus Group Discussion
FOMWAN	Federal of Muslim Women's Associations in Nigeria
GON	Government of Nigeria
HQ	Headquarters
IDI	In-Depth Interview
IDP	Internally Displaced Person
IQTE	Integrated Qur'anic and Tsangaya Education
JIBWIS	Jama-atul Izalat-ul Bidi-a Wa Iqamatus Sunnah
LGA	Local Government Authority
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MOE	Ministry of Education
NFE	Non-formal education
NGO	Non-governmental Organization
PTA	Parents Teachers Association
RSA	Rapid Situational Analysis
SAME	State Agency for Mass Education
SEL	Social emotional learning
SEMA	State Emergency Management Agency
SBMC	School-Based Management Committee
SOW	Scope of Work
SUBEB	State Universal Basic Education Board
TOR	Terms of reference
UBEC	Universal Basic Education Commission
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children Emergency Fund
USAID	United States Agency for International Development
YARA	Hausa word for children

EXECUTIVE SUMMARY

This Rapid Situational Analysis (RSA) was an exercise that determined whether, and to what extent, IDP children have access to education. The analysis also explored parental perceptions of schooling in Yobe state for IDPs, and whether or not there is a need for education support. Thus, the RSA is to inform decisions around potential project expansion or additional education activities that support Goal 3 of USAID's Education Strategy (2011-2015). The RSA involved children, parents, teachers, community member representatives, and government and non-governmental actors. The exercise focused specifically on host communities highly affected by the high prevalence of IDP arrivals. The RSA included two selected local government authority (LGA) locations across three senatorial districts. The six individual LGAs were Damaturu, Bade, Potiskum, Geidam, Fune and Yusufari.

IDP children and youth were reached through two focus groups per location, with facilitated discussions that separated girls and boys, tailored questions for children and parents. Similarly, IDP parents took part in focus groups in the same locations and were disaggregated by sex and displacement status. Through 6 key informant interviews in each location, the RSA sought to understand the host community conditions, availability of education, populations' perceptions, educational needs, and how the insurgency-related violence in Yobe state has effected the use and functioning of the education system.

In response to USAID's request, the exercise was a rapid analysis of whether IDPs were attending school, what parents' perceptions were and if there is a need to scale up and support education for IDPs in Yobe state. IDP learners themselves participated in the situational analysis. The topics covered across consultations included 1) access and learning environment 2) teaching and learning 3) teachers and other education personnel 4) education policy and coordination and 5) community participation in education – of which we obtained a cursory view of each.

The Rapid Situational Analysis Report has three parts. Part 1, Purpose and Background, summarizes the context, numbers of IDPs and the process undertaken to conduct the Rapid Situation Analysis. 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 the Rapid Situational Analysis results.

In keeping with the objective of a rapid situational analysis, the findings presented reflect the situation of IDPs, parental perceptions toward schooling, IDP and host dialogue about relevant education issues, supplies and needs as expressed by IDPs themselves and by those who come into contact with IDPs. The question of whether and how to provide education in conflict settings requires a follow on, in-depth community education and conflict assessment (CECA) and ongoing rolling assessments to assure education assistance reinforces peace and does not exacerbate and prolong conflict dynamics. Education and other types of assistance can help to reduce tensions and strengthen people's capacities to disengage from fighting; yet often, an assistance project does some of both.¹ Thus, this rapid situation analysis will help inform decisions about program expansion.

In summary, in the findings across all thematic areas of inquiry — conflict dynamics; internally displaced learners; access; learning environment; teaching and learning; policy and coordination;

¹ Do No Harm, Mary Anderson, 1999

and community engagement in formal, non-formal and alternative education options; — three major themes emerge:

- **Extreme lack of access to education** as a result of past and present violence, high rates of displacement, school closures, need for basic provisions and other factors faced by IDP learners, parents and host communities in Yobe state;
- Existing sense of **confusion, uncertainty and fear** attached to being an IDP which influences parental choices and children’s willingness to access education and learning opportunities;
- Strong resolve to **obtain an education and high local community acceptance** of and support for integrating IDPs given most originate within Yobe state.

PURPOSE AND BACKGROUND

PURPOSE

Currently, Creative Associates is implementing the Education Crisis Response Project in Adamawa, Bauchi and Gombe states in northern Nigeria, supporting and offering educational activities to IDPs and host learners affected by the insurgency. USAID requested a rapid situation analysis to understand whether IDPs are going to school, the perceptions parents’ hold about education, if there is a need for education support in Yobe state and if an enabling environment to provide education support exists. IDP concentrations in Yobe state are both alarming and concerning when compared with other states in northern Nigeria. This concern and associated questions prompted the call for this Rapid Situation Analysis to better understand the context.

BACKGROUND

The population of Yobe state was 2,321,339 as of the last census in 2006 (1,205,034 males and 1,116,305 females). Yobe state remains a volatile area subject to political violence and conflict contributing to its population of IDPs. According to an IOM Report on IDPs, December 2014, Yobe state has the greatest number of IDPs of whom 77% of these are displaced directly a result of the insurgency.

As recently as November 2014, all schools in Yobe state were closed for a period of time in response to a suicide bombing carried out by Boko Haram at the Government Comprehensive Senior Science Secondary School in Potiskum. In that attack, 47 teachers and students were killed.² Notably, another attack occurred shortly after this Rapid Situation Analysis was completed on May 8th, 2015, when Boko Haram attacked the College of Administrative and Business Studies in Potiskum,

“People still live in fear of the unknown.”

“Increase in number of orphans and widows.”

“Some of the schools still closed down.”

“Shortage of food supply and clean drinking water.”

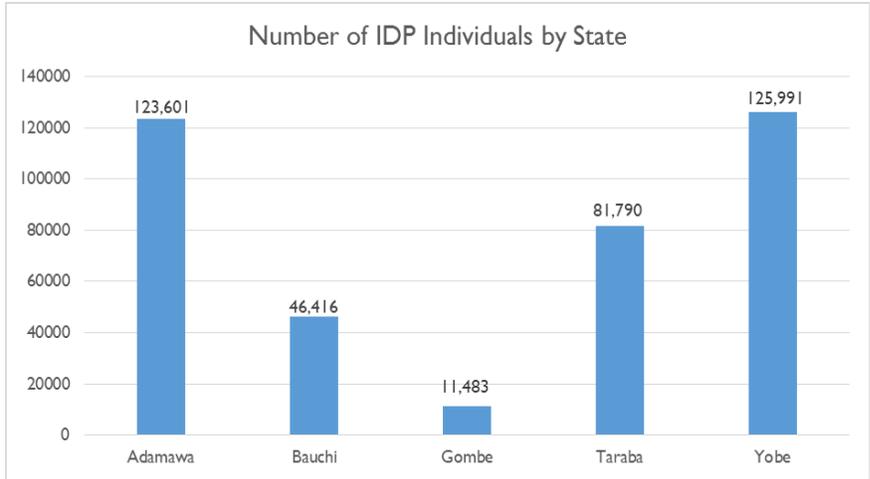
“Boko Haram insurgents caught in refugee camps dressed in disguise as displaced persons.”

Source: Information received from NERI

² Information received from NERI Project

Yobe state, seriously wounding 12 students.³ These instances of violent attacks on schools as well as student and teacher deaths have an important effect on schooling in Yobe state. For example, children fear walking to school and being in the classroom, and parents keep their children from attending school out of fear stemming from these targeted school attacks.

In Yobe state, IDPs have integrated into homes of friends, relatives or extended family while other IDP families find themselves residing in locations established for displaced persons. Education options are limited in urban and rural settings in Yobe state. However, the opportunities that do exist include formal schools, or non-formal, center-based learning for IDPs. IDPs concentrated in the urban centers are more likely to be attending schools.

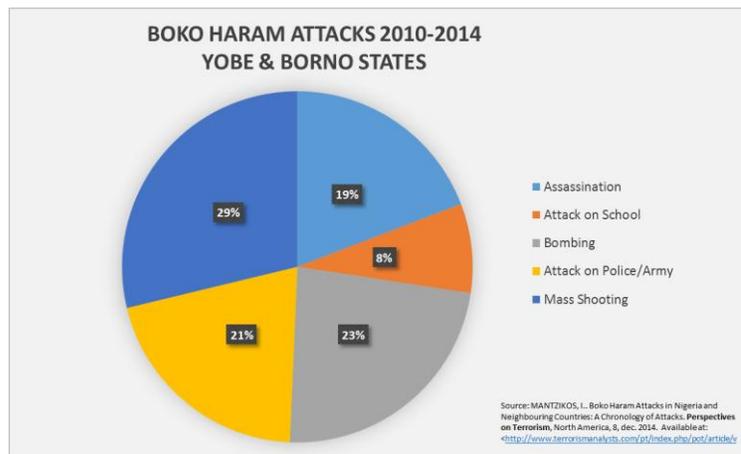


Source: IOM IDP Tracker northern Nigeria, December 2014

Yobe state has the highest number of IDPs when compared with other states in Northern Nigeria. LGA selection in Yobe was conducted in collaboration with government counterparts and partners where there were high levels of IDPs in the specific LGA and community. Cognizant of how any international assistance can create a pull factor for arriving IDPs, the RSA team maintained a low profile by working through extensive networks of local partners in each location.

Conflict Dynamics in Yobe State

The Boko Haram insurgency has been going on for approximately six years and has cost Nigeria more than 10,000 lives, displaced more than 2 million people, destroyed hundreds of schools and government buildings and devastated the Northeast, one of Nigeria's poorest regions. Nigerian national security services have struggled with ending the violence and many Nigerians have been displaced internally or have become refugees in Niger, Chad and Cameroon. The consistent attacks on both private and public buildings and facilities, including places of worship, and the killing and kidnapping of innocent citizens has led the Federal government to declare a State of Emergency in Yobe state.



Source: MANTZIKOS, L. Boko Haram Attacks in Nigeria and Neighbouring Countries: A Chronology of Attacks. *Perspectives on Terrorism*, North America, 8, dec. 2014. Available at: <http://www.terrorismenakos.com/pubs/index.php/jot/article/>

In the past, Yobe state was known as one of the most peaceful states in the country with lucrative economic activities and the largest cattle market in Nigeria, located in Potiskum. However, since 2007,

³ <http://www.standardmedia.co.ke/article/2000161606/gunman-opens-fire-outside-nigeria-school-12-injured/>

Yobe state has experienced increasing rates of insurgency-related violence. Private and public property has been destroyed beyond repair, students, and civilians and security forces have been killed. This has resulted in a high number of IDPs across the state and wider region. In a recent study, it was mentioned that Yobe state suffered “one of the worst attacks that will not be forgotten in the minds of parents. It was the attack of innocent students of Government Secondary School Mamudo in Potiskum.” In this attack, there were more than 50 students killed. In another attack in the Federal Government College in Buni, there were more than 40 students killed, and more than 50 were killed at the College of Agriculture in Gujba. All of these attacks occurred in the evening while students/children were sleeping. The largest attack in Yobe to date occurred in the state capital Damaturu on November 20th 2012, where 200 people were killed.⁴

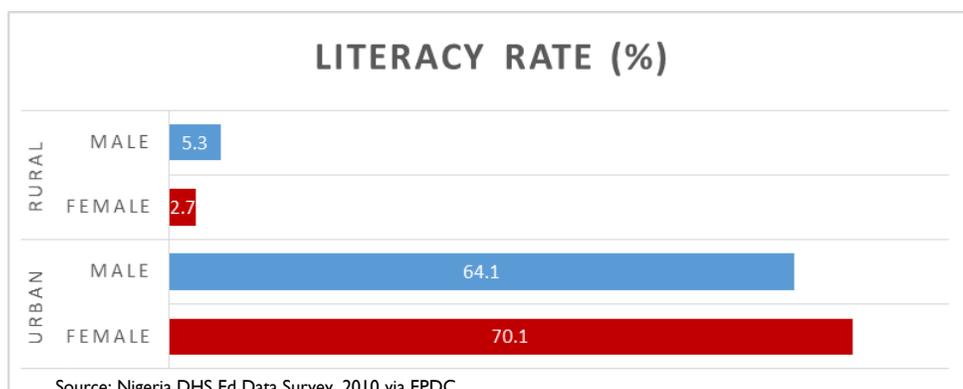
Yobe State Education Situation

The Rapid Situation Analysis assessed both the education system and impact the insurgency has had on opportunities for IDPs to continue their education in Yobe state. For example, it assessed the local levels of education, differences between urban and rural, types of formal and non-formal education available, gender differentials and parents’ perceptions of education. These are all possible contributing factors to what is most relevant and successful should education assistance be introduced into communities hosting large numbers of IDPs. Here we illustrate a few basic education indicators to help explain the Yobe state education situation. Overall, as of 2012, there were 1,041 primary schools, 29 pre-primary schools and 168 lower secondary schools in Yobe with respective populations presented in the chart to the right.

School level	Males	Females	Total
Primary	507,459	348,068	855,527
Pre-primary	17,901	13,206	31,107
Lower secondary	68,586	47,410	115,996
Total	593,946	408,684	

Source: Nigeria DHS Ed Data Survey, 2010 via EPDC

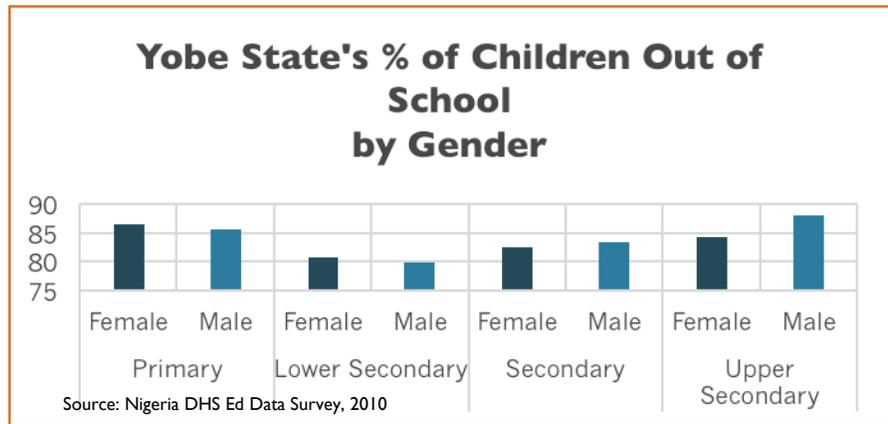
The literacy rate of urban males in Yobe state is 64% while for urban females it is even higher at 70%. A marked difference is seen in rural settings where female literacy falls to 2% and for males, just 5%. The out-of-school girls, boys and youth is high as a percentage of the population, particularly in rural areas, across primary, lower secondary, secondary and upper secondary levels. These statistics are represented in the graphs to the right.⁵



⁴ Information received from NERI Project

⁵ http://epdc.org/country/nigeria/search?subnational=2530&year_from=2010&year_to=2015

Yobe state's out-of-school population is extremely high in the rural areas, reaching between 80-99% whereas, those in urban areas range between 30-50%. In addition to this wide imbalance between urban and rural out-of-school populations, studies show poor security lowers perception of safety and leads to lower accessibility to education.



Insecurity due to the Boko Haram insurgency, a high incidence of poverty, and outbreaks of violence between Muslims and Christians and among ethnic groups are some of the origins of violence across northern Nigeria. 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 Yobe state, which has led to the state hosting the highest number of IDP families and individual IDPs as compared with any other state. In the chart below, we see a northern Nigeria state comparison of IDP numbers, households and average household size. IDPs in Yobe are among the highest in number while the existing state of education in Yobe is not robust enough to absorb and adapt to the increasing displacements, in a quality, well-coordinated manner.

Statistics on Yobe state illustrate the dire situation, showing that 83.7% of all children between the ages of 7-14 in Yobe state were out of school in 2013 (82.8% of males and 84.8% females). 35.1% of urban children were out of school, and 96.5% of rural children were out of school in 2013. In 2013, 824,978 children between the ages of 7-14 were out of school (443,112 females and 381,866 males).⁶

State	IDP Individuals	IDP Households	Average household size
Yobe	125,991	22,554	5.6
Bauchi	46,416	7,978	5.8
Gombe	11,483	1,495	7.7
Adamawa	123,601	13,025	9.5
TOTAL	307,491	45,052	

(Source of Pubil #s: UBEC 2013 Data via EPDC)

METHODOLOGY AND LIMITATIONS

METHODOLOGY

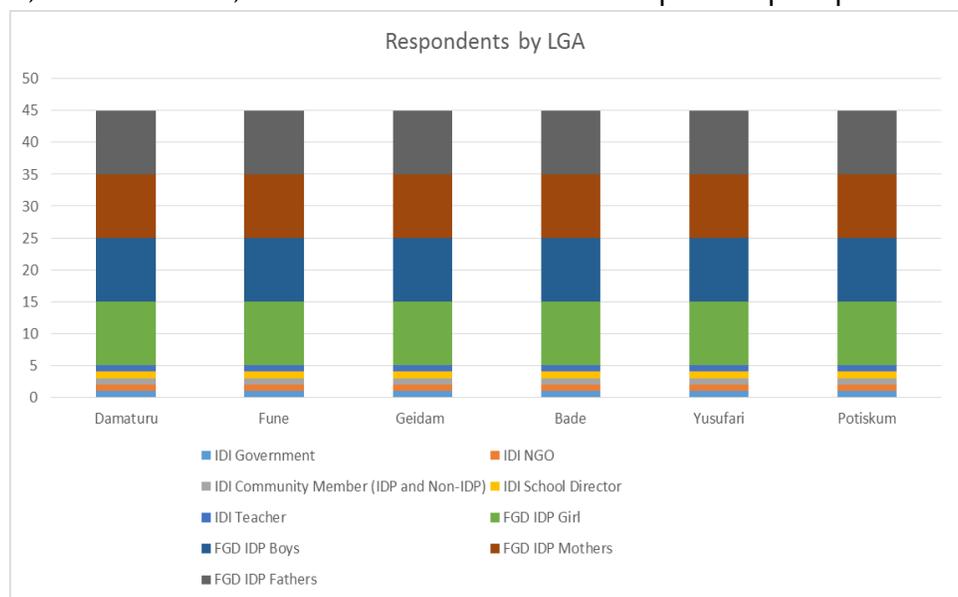
The Rapid Situational Analysis mapped IDP locations and living arrangements, assessed parental perceptions of schooling, discerned perceived needs and learning opportunities, documented child, parental and teacher perceptions on learning, and explored the relationship between the conflict and education in Yobe state. The Fieldwork for the Rapid Situational Analysis was conducted between April 19 and 26, 2015.

⁶ http://epdc.org/country/nigeria/search?subnational=2530&year_from=2010&year_to=2015

A two-day training on data collection was provided to seven enumerators (4 male and 3 female) in Yobe state. The training 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. The trainers also served as supervisors to the RSA enumerators’ data collection process and they applied lessons learned from another, larger and more complex Community Education and Conflict Assessment (CECA) of 3 states and 21 communities that took place a few months earlier and in which they played key roles.

In order to obtain this data, the RSA team conducted quantitative and qualitative data collection through focus group discussions (FGDs) and in-depth interviews (IDIs), in small group sessions, one-on-one meetings with key stakeholders, and a through a review of secondary data. This data collected helped to determine whether, and if so, to what extent, IDPs attend school and the IDP parental perceptions around access to schooling opportunities in Yobe state.

The RSA data collection tools, applying different methods, were conducted simultaneously and continuously informed one another. The tool package included: a Secondary Data Form, a FGD Tool that follows the same themes but with a facilitated discussion with children and parents, and a secondary data collection form. The



leading criteria for selecting key communities to visit were the high numbers of IDPs. Across state, the Rapid Analysis team selected two LGAs in each of the three Senatorial Districts. The recommendations were triangulated with in-country national experts/informants in Yobe state, current Creative Associates staff who are implementing another assistance project in Yobe state with whom we closely coordinate, and local and international agency-based actors who are currently implementing projects across the state.

The Secondary Data Form The secondary data form was created to collect information on population, enrollment, out-of-school, urban and rural differences, gender-specific data, parental attitudes and other information for select communities across the 6 focus LGAs in Yobe state. The enumerators shared this form with the village chief, government actor, NGO or other community member to triangulate with already existing information found, across a number of sources.

Focus Group Discussions There were 240 participants in the focus group discussions which were held with IDP girls and IDP boys in separate FGDs. Additional FGDs were held with IDP mothers and fathers separately. These discussions were held to better understand whether IDPs are attending school, the parental perception of schooling for IDPs and if needs exist to support teachers, materials

development, safety curricula or other violence prevention themes (such as psychosocial support) and/or need for basic facilities to support learning in their transition period. The focus group discussions were conducted in 6 select locations and consisted of 7 to 10 persons per group.

In-depth Interviews (IDI) There were 36 one-on-one in-depth interviews (IDIs) conducted in six locations with government, NGO representatives, community members from both the IDP and host communities, and teachers from the host community.

Data Transcription Process A database was developed to host all data from the fieldwork that was scanned and emailed to the Creative Associates Headquarters office. The process involved uploading data from Nigeria over a one-week period with three support persons, following the completion of data collection. The database hosts the current data and will be beneficial as a starting point for a broader, more in-depth Community Education and Conflict Assessment should the current project expand to include Yobe state. Qualitative data from focus group discussions were transcribed from hand-written notes into an electronic format.

CHALLENGES AND LIMITATIONS

Sample Size: 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. This was the most appropriate sampling method in light of the short timeframe, barriers to access due to security and limited number of enumerators and supervisors. In an effort to reduce bias commonly associated with purposive sampling, triangulation, verification and random checks of data quality were conducted.

Population Reached: The population distribution and coverage of the different cohort profiles was achievable in the given timeframe. However, conducting focus groups and interviews in multiple locations in one week's time required teams to spread out and work simultaneously in the locations. The condensed time frame, limited number of enumerators with the need to maintain a low profile, and limited local experience with this type of rapid analysis have an impact on the depth and quality of the final product. 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 all of the data collection activity.

Tools: Focus groups and interviews attempted to adhere to 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, it appears in the data, that enumerators had difficulty facilitating discussions and resulted in a less than desirable question and answer mode of exchange. The secondary data collection in the host communities and prior to the Rapid Situation Analysis proved challenging. The statistical nature of this data, often readily available was difficult to complete as expected. The purpose of collecting secondary data in each community, was for triangulation purposes to increase the validity of the data. Given the challenges, a great deal of post-analysis data was collected. Given the timeframe, the limited secondary data collection and almost no 'on-site' secondary data for triangulation rich comparative analysis was not possible under this RSA.

Timing: Research was done to draw out data that directly reflects persistence in education, impact of insurgency attacks in Yobe state, enrollment and dropout from urban and rural perspectives across the

state. These data are usually provided by the Nigerian MOE, the official source utilized by UNICEF, the World Bank and other engaged donors and stakeholders. However, such data is constantly changing yet is required to understand the response needed from the educational system to accommodate the IDP children. The limited timeframe for implementation constrained the scale and scope of FGDs with IDP children and parents and of the number of in-depth interviews. Given more time further exploration and analysis of topics and issues across the different groups would be desirable, such topics included d included 1) access and learning environment 2) teaching and learning 3) teachers and other education personnel 4) education policy and coordination and 5) community participation in education – only a limited set of responses were obtainable.

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

FINDINGS AND RECOMMENDATIONS

The findings are presented according to the questions outlined in the statement of work and categories of inquiry within the RSA. The data was analyzed to produce a picture of what IDPs girls, boys, parents and families are saying about education, attendance, displacement and availability of education. 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 as noted by titles in the report. While the RSA did identify gender differences in learner and parental responses, differences were not significant overall.

The findings are not a reflection of all IDP children, IDP parents and host community opinions across Yobe state. This is a fairly narrow slice of the region’s displaced and host populations yet, comparison across states is provided to gain greater insight into the situation in Yobe state. Keeping in mind that 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, we present the main findings here.

ACCESS AND LEARNING ENVIRONMENT

IDP girls, boys and parents spoke openly and substantively about the past and present barriers to educational access and features of the learning environment in their respective communities in Yobe state. In general, approximately 80% of all respondents highlighted that IDPs do not attend school and for those who do, it is neither regular

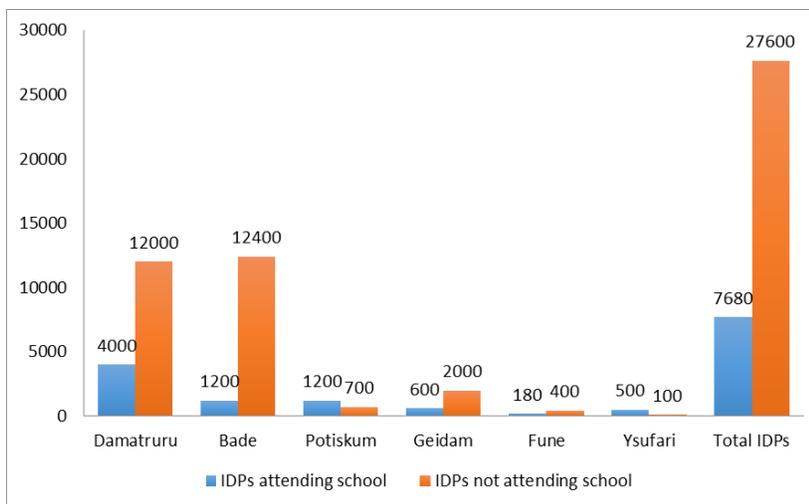
nor sustained. We also recognize that there is low school attendance overall in Yobe state among the host community learners. Rather than a single reason, the IDP girls, boys and parents identified a combination of factors which, when grouped together, showed a mixed picture for why children do not go to school. These intertwined reasons included: (1) limited financial resources to obtain uniforms and school supplies (2) schools in Yobe state are closed for periods of time (3) IDP parents and children have witnessed friends and family being killed and fear going to or sending their children to school (4)

“Over 95% of all public primary schools had at least one block of classrooms burnt down in the entire community.” –Potiskum, Yobe State, School Director

language barriers and limited literacy rates reduces the likelihood to find value in continuing school (5) food, general nutrition, water and other key basic services are needed and sometime prioritized with educational services being available to children and youth.

Access and the learning environment questions were posed. These questions asked specifically about how often host community children attend school prior to and after recent years of the insurgency-based violence; how many schools are still functioning given violence has occurred in communities; whether IDPs attend schools; and what the risks are for those IDPs attending, based on a list of options and open ended 'fill in' answers. With regard to IDPs attending or not attending school, we took the highest number answer for both 'attending' and 'not attending' across each of the 6 locations. Consistently choosing the answers with the highest number of IDPs attending and not attending school allowed us to compare the two strongest answers across all 36 respondents. We developed the chart below based on this.

IDP school attendance across 6 communities in Yobe state



Five percent of the answers were either missing, answered with a percentage or another word answer and thus, were excluded from the analysis. In addition, during the data analysis we noticed that across all locations there was only one instance where the number of those attending school exceeded 'not attending' for IDP students, which was in Potiskum. Given the wide variability of answers, the interpretation of these numbers should be on a ratio basis rather

Source: IDI data analysis across 6 communities in Yobe state than the exact figure in order to account for lower quality data, which is to be expected in a rapid analysis. Having said that, this gives us a general conclusion that IDPs are not attending in almost all communities across the three senatorial districts.

Other highlights and trends in the data exhibit mixed results when it comes to access to education and learning across Yobe state. 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 to the conflict currently living in new locations, we find that whether or not they attend school may depend on whether they have found refuge in urban or rural settings, with rural being less likely and in urban centers, more likely to attend school. In addition to being more likely to attend school, the urban centers are described as being safer, better staffed, and having better infrastructure such as water and toilet facilities as well.

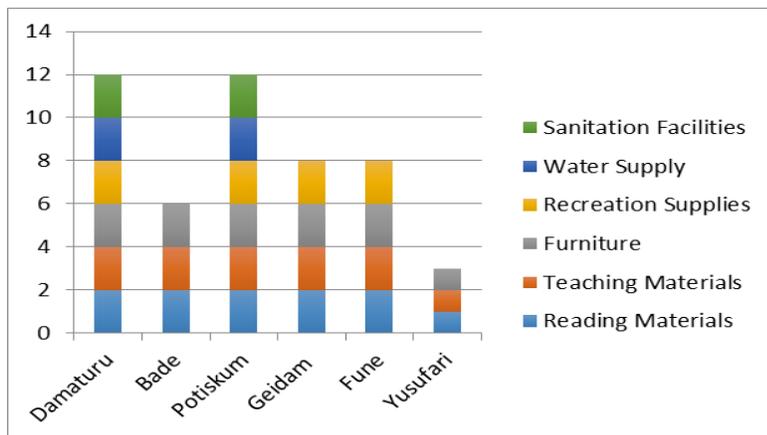
The findings indicate that respondents often described the living conditions of IDPs as much lower as compared with local host community children. For example, 70% of respondents cited low income levels among IDPs as a primary reason for their children not attending school. In addition, to financial constraints, fear, distance and general confusion or uncertainty as to whether schooling be prioritized were other reasons mentioned in the IDPs' qualitative responses.

Secondary data was also collected on the population in Yobe state, including literacy rates, out-of-school children and access to school, gender disparities and variations in urban and rural access to various forms of education. All this information helps us understand the current environment for learning and education access. There are different types of education available that include formal, non-formal and alternative education, though the availability has changed as a result of recent incidents of violence.

“Two Blocks has been destroyed and burnt to ashes.”
Fune, Yobe State, community member

TEACHING AND LEARNING

The **Teaching and Learning** section of the questionnaire asked host community members ‘whether schools or learning spaces in this community/site lost the following materials as a result of the insurgency?’ The aim is to understand whether insurgency-related violence has had an impact on the physical structures, learning materials, facilities or education supplies available in schools, and to what extent, in each location.



The majority of responses noted that all types of teaching materials in the classroom were looted, destroyed and/or lost during insurgency-related violence. In one instance, it was noted that the registers, biographical data of students and statistics for the class attendance and absenteeism were all lost. Depending on the location, there was general consensus on what was or was not affected across all the communities. However, it became clear that sanitation facilities and

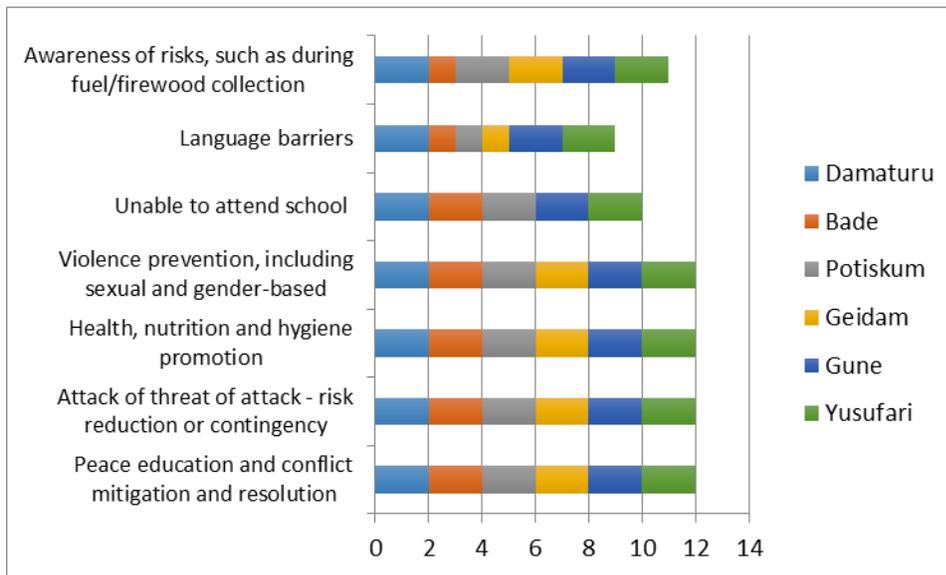
water supply were the two facilities/materials that were mentioned most often as unaffected by violence.

A majority of respondents within every community, across each of the six informants spoken to, consistently said reading materials were lost as a result of the insurgency violence. Similarly, teaching materials and school furniture lost were the second most frequent mentioned by all respondents. On occasion, there was missing data that may account for 2% of respondents being discounted and these were not included in the analysis.

In order to understand the priorities of the population in getting the right messages out and best assist the population affected by violence, another question was asked; ‘what urgent messages or information is needed by children and youth in this community location to protect themselves following and in the ongoing insurgency?’

Overwhelmingly, the respondents expressed strong support for introducing all of these messages and topics into the community. While dealing with local language barriers was least often identified as important, it was noted as an issue that should be addressed in some communities. There was a high level of enthusiasm for any and all other topics mentioned and they were deemed useful to introduce into each community. One respondent said *“all listed [topics] and even that [which] is not listed are important to us. We need those messages [pause] surely will help in reducing our challenges.”*

The chart below presents the risks mentioned by community, with the level of interest in each.



Every question throughout the Rapid Situation Analysis offered space to add topics or comments. For this particular question, nearly 10% of respondents wrote in additional statements or topics. Some of these comments and topics are noted below:

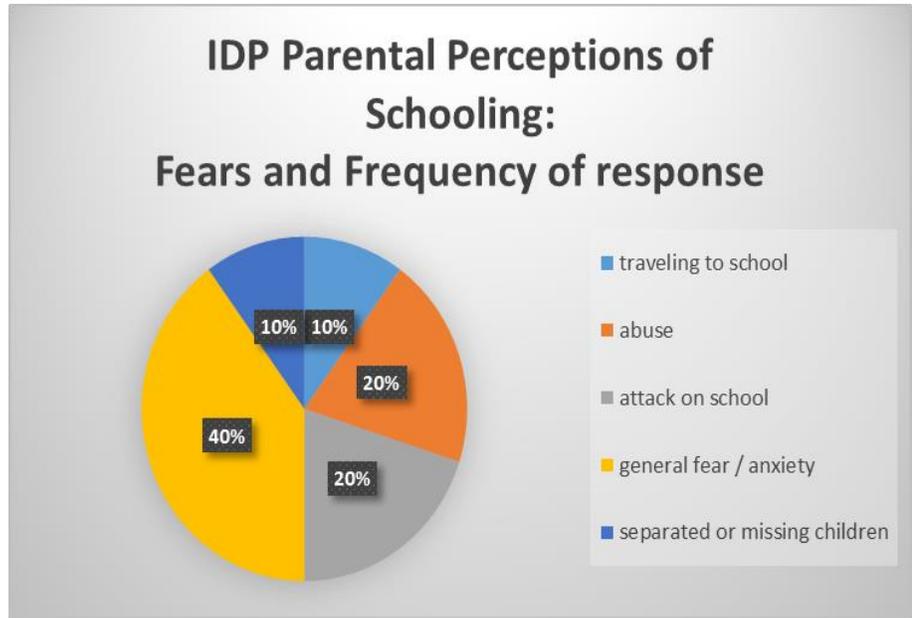
- “90% of IDP girls don’t understand or speak English. IDPs girls need learning materials to enable them start schooling.” (community member)
- “The situation makes children run away from school.” (community member)
- “They [children] need to be ensured about their safety, i.e. security from the government.” (community member)
- “Government should increase its educational facilities and general public and social awareness.” (community member)

Overall, there was high frequency of commentary and topics added in response to this particular question. Across all informants and locations, more than 40% of respondents commented or added a topic. Above, there are a few examples highlighting the strong desire to put greater attention to security and having the government provide this both inside schools and among the general public. Other key conclusions from this section are that language was mentioned least as an issue. And there is an overwhelming interest in all topics thus, exhibiting a huge sense of need for assistance.

“Everything in the schools [was taken]”
-Fune, Yobe State, Community School Head Teacher

PARENTAL PERCEPTIONS OF SCHOOLING

Parents' perceptions of children's safety in and around the schools were mixed. At the same time, mothers and fathers separately expressed overwhelmingly favorable support for IDP girls and boys to continue their schooling. Notably, there were also primary threats to safety in and around schools mentioned across all locations. Security and safety of students (their children and other children) were mentioned 10 times by



IDP parent groups out of 12 total responses. IDP parent groups included 120 people in total, across 6 locations. The analysis adjusted for two missing responses and excluded this from the analysis. Comparing this frequency of mention with host community responses, safety was not always their first priority, whereas this was high priority for IDP parents and children. Damage to schools, materials, or facilities being destroyed, burnt or otherwise beyond repair were mentioned 6 times across 36 IDP parent group respondents.

When asked what worried them most, parents most frequently mentioned a general concern for attacks on schools, in schools or in the community, possible attacks on teachers or students, and general harassment and sexual violence of girls. Parental perceptions about who is going to school showed a mixed picture, reflecting some uncertainty about whether and to what extent IDPs regularly integrate into school or attend at all. The majority of IDP parents expressed concern that IDPs are not attending school.

RECOMMENDATIONS

Recommendation #1

Conduct an in-depth Community Education and Conflict Assessment (CECA) across Yobe state to inform the potential expansion of a new education program for IDP learners and host communities.

Education offerings of literacy, numeracy, social emotional skill building and other formal education programs can provide support to displaced populations, learners and host community actors. However, to determine delivery method and content, more in-depth analysis is needed. Such analysis can point out the key subject areas, types of SEL competencies, modalities for instruction, and key materials input that take more time to understand and incorporate into larger scale programming. The fluid nature of the IDP population and needs may also require a rigorous system of M&E to assure we can learn, adjust and adapt activities as new demands arise among the IDPs in need.

Following an in-depth CECA, and at the start of a program, there would need to be a baseline assessment of student learning in reading, math and SEL competencies that would then be followed by mid- and end-line assessments thereafter to enable an analysis of program effectiveness. The base-, mid- and end-line should specifically target learning outcomes for those children and youth over the life of the project.

Recommendation #2

Introduce alternative education topics including: violence prevention, gender-based violence prevention and psychosocial support activities - all integrated into the formal/non-formal learning centers for IDP (and host) children and youth.

During the data collection process, we consulted children, parents, community members, teachers, and government and non-government workers from each community. A common characteristic shared by each of these communities is that they now host a high number of IDPs who have experienced incidents of violence themselves, have witnessed violence against loved ones, or are privy to events of violence through their neighbors, extended family or acquaintances. As such, there is an urgent demand for a careful and appropriate response that is tailored to this IDP group's needs.

CONCLUSIONS

IDPs are not going to school in a seemingly large majority of cases in Yobe state. On occasion, the data mentioned the integration of IDP learners into regular schooling yet, this was infrequent and reportedly not sustained enrollment. School closures as a result of the insurgency throughout Yobe state are clear barriers to enrollment. In addition, there are formal and non-formal education options across the sites consulted by the RSA team. However, first, there is a general fear (among parents, IDP children, and community representatives) of violence associated with IDPs and the continuing insurgent attacks against schools and other services. Second, an overburdened system of education makes it impossible 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 and causes a clear sense of confusion and uncertainty about whether schooling is the right option for children at this time. Repeated displacements, sub groups of IDPs who return home to assess the living conditions and fewer, but occasional attacks in the state result in a lack of long term vision and investment by parents for their children. Finally, the IDPs come from different backgrounds and language groups where some have been in school, and others have never attended school.

Parents support the idea of education yet, often opt out of sending their children to school because of financial reasons and lingering or outright fear that schooling facilities are unsafe. The IDP identity is one whose overall status is diminished as compared with the host community, according to the RSA. In addition to feeling disoriented, confused and uncertain of next steps because they have been uprooted from their homes, there has also been a clear breakdown of social support systems, and IDP children and parents expressed feeling less able to ask for (demand) access to basic services. They have also expressed that they sometimes feel separate and stigmatized by their host communities. Throughout the data, it is evident that IDP parents lack the financial resources to pay for the fees, uniforms, and supplies necessary for their children to easily re-enter formal or non-formal schools. In a number of cases, parents and 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 and for this reason have chosen not to go to school.

On the other hand, there is an overwhelming resolve on the part of parents to have their children in school, learning and developing appropriate skills. As such, this openness and desire to stay engaged in active learning, even if it lies outside of the formal schooling system, is clearly expressed in the interviews. While a full analysis has not yet been completed, this brief, rapid analysis pointed to a desire for different types, and any types of learning as a strong internal demand from the children and parents. 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 any and all forms of learning is welcome and needed while the routine functioning and learning facilities were lacking significant inputs.

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. The RSA 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 included a review of secondary data that pointed to the high rate of IDPs and high levels of internal displacement within Yobe state itself. This helps us better understand the extent of displacement, the clear limits to attending school and fears held by parents and students to re-enter school. Fears around school attendance were reported as a result of direct accounts of attacks, violence or students missing. In some cases parents and students reported their own personal experiences and in other cases they reported these events happening in their community.

Another conclusion from the RSA is the expressed sense desperation for any assistance available related to education, as well as to address their most basic needs. Respondents consistently reported insufficient services, food and health support as problems, even prior to the arrival of IDPs. RSA respondents also consistently cited a lack of food, desks, toilets and water in schools. While these are largely infrastructural needs, they turn out to be particularly important in Yobe state and at times, prioritized along with education given the extreme needs expressed by IDPs.

The RSA determined low levels of educational access for IDPs, high parental fears about sending children to school, and a great need for tailored educational activities to be made available in Yobe state. The major findings are the following:

- **Extreme lack of access to education** as a result of past and present violence, high rates of displacement, school closures, need for basic provisions and other factors faced by IDP learners, parents and host communities in Yobe state;
- Existing sense of **confusion, uncertainty and fear** attached to being an IDP which influences parental choices and children's willingness to access education and learning opportunities;
- Strong resolve to **obtain an education and high local community acceptance** of and support for integrating IDPs given most originate within Yobe state.

ANNEXES

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

ANNEX I. Statement of Work Rapid Situational Analysis

ANNEX II. RSA Tools