

Rapid Situational Analysis in Borno State: Education and Conflict

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ACRONYMS

IDP	Internally Displaced Person
LGA	Local Government Authority
NGO	Non-governmental Organization
RSA	Rapid Situational Analysis
TVET	Technical Vocational Education and Training

ACKNOWLEDGEMENTS

The Rapid Situational Analysis team would like to acknowledge the more than 250 Nigerian girls, boys, teachers, parents, community members, government and non-government actors who participated in the exercise – without them the rapid analysis would not have been possible. The Team would also like to acknowledge Creative Associates International, the Education Crisis Response Director, Team, and Monitoring and Evaluation Advisor, State Team Leaders, and the dedicated Nigerian enumerators.

The Rapid Situational Analysis could not have been conducted without the assistance of the Nigerian Government agencies, Non-governmental Organizations (NGOs), and local Community-Based Organizations (CBOs). Their participation helped to identify communities with high rates of Internally Displaced Persons, to contextualize the tools, and to provide guidance on the methodology. A special thanks is offered to the Ministry of Education (MOE) and State Emergency Management Agency (SEMA) for their assistance in the data collection process.

EXECUTIVE SUMMARY

The Rapid Situational Analysis of the Borno State was conducted between November and December 2015. Despite limited time, sample, and security concerns, the analysis provides a first depiction of the education context in Borno, especially as it relates to Internally Displaced Persons (IDPs) and their children and youth.

ANALYSIS PURPOSE AND QUESTIONS

The purpose of the Rapid Situational Analysis (RSA) is to provide information related to access to education and the overall learning environments, teaching and learning, and parental and community perceptions of schooling in the northern state of Nigeria, Borno.

The key questions for the analysis are linked to the purpose; they include:

1. Are children displaced from school?
2. If children are displaced from school, what is the magnitude?
3. Are children willing to go to school?
4. Is the community willing to support their children going back to school or to an alternative education program?

BACKGROUND

Nigeria has more out-of-school children today than any country in the world—9.5 million— of whom 60 percent are girls living in the north. Northern Nigeria remains a volatile area subject to an armed insurgency contributing to a growing population of IDPs and out-of-school girls, boys, and youth. The education situation in Borno is dire. The state is among the worst performing in the nation on a series of education indicators, thus reflecting the broader political, economic and social crisis in Borno.

METHODS

The Rapid Situational Analysis was conducted via a mixed methods approach and relies on quantitative and qualitative data. A literature review preceded the data collection and analysis. After a two-day training enumerators went to the field. They collected data in six Local Government Authorities (LGAs) during a one-day visit to each location. The visit usually consisted of one-on-one interviews with community members and focus group discussions, depending on the case. Data was entered in the field, then the data was analyzed, and finally draft report(s) were vetted by the Nigerian team.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings and conclusions are organized by key question. This systematic approach allows conclusions and answers to the questions to be drawn based on data and findings. In the tables below each research question and associated findings are presented. The conclusions to the left are drawn from the findings. A total of ten conclusions are drawn. The first set of questions focused on whether or not children are displaced (question 1) and the magnitude of displacement (question 2).

Key Question 1: Are children displaced from school?	
Findings	Conclusions
<p>Finding 1: On average between 26-51% of students are displaced from school.</p> <p>Finding 2: In some LGAs less than 25% have returned, in others up to 100% have returned.</p>	<p>Conclusion 1: IDP children in the 6 LGAs are displaced from school and there is variation across LGAs (ranging from 0-100%).</p>
<p>Finding 3: Parents express great concern about the role of the insurgency and their children's education opportunities.</p>	<p>Conclusion 2: According to parents children are out-of-school and the underlying reason is the insurgency.</p>

Key Question 2: What is the magnitude of displacement from school?	
Findings	Conclusions
<p>Finding 4: In 5 communities 100% of the schools survived, in 5 other communities 0% of schools survived.</p>	<p>Conclusion 3: There are communities with no schools or learning spaces (for each community with a school another community exists without a school/ learning space).</p>
<p>Finding 5: In 2 LGAs only 26-50% of the teaching force has returned, in 4 communities 76-100%.</p> <p>Finding 6: With the exception of Kwaya Kusar, the same percentage of males and females have returned to teaching.</p>	<p>Conclusion 4: The teaching force needs to grow in areas where as few as 26-50% have returned.</p>

In conclusion, children are displaced from school. Consistently parents identify the insurgency as the cause of high rates of out-of-school children and youth. In some communities, for example Benisheik, fewer than 25 percent of children and youth have returned to school since the insurgency. However, in other communities, for example Galtimari, nearly 100 percent of children and youth have returned to school. Therefore, our conclusions cannot be broadly made for all of Borno but must be examined by LGA and by community when data is available.

In conclusion, there is variation in the magnitude of the displacement. In some communities and LGAs the magnitude of destruction is more profound than others. In communities such as Yerwa there were no schools or learning spaces available. In other communities such as Kurbagayi all schools remain available for use. Similarly, the magnitude of the effect on the teaching force was substantial, in Yerwa only 26-50 percent of teachers have returned. Without school structures, learning spaces or qualified teachers it is impossible to provide a quality education.

Key Question 3: Are children willing to go to school?	
Findings	Conclusions
<p>Finding 7: The most common fear identified is school attacks (between 61-68% reported this risk).</p> <p>Finding 8: Qualitative data suggests that parents are concerned about kidnappings and abductions by insurgents.</p>	<p>Conclusion 5: Children, youth, and their parents remain fearful of attacks, kidnappings and abductions by insurgents.</p>

<p>Finding 9: Risks were ranked in the same order for girls and boys.</p> <p>Finding 10: Some risks were identified more frequently for boys than girls (e.g. recruitment, armed groups, violence).</p>	<p>Conclusion 6: Girls and boys are at risk; however, risks are <u>more predominant for boys</u>.</p>
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Key Question 4: Is the community willing to support their children going back to school?	
Findings	Conclusions
<p>Finding 11: 50% of participants identify lack of facilities and 46% identify lack of teaching and learning materials as obstacles.</p>	<p>Conclusion 7: Community support is conditioned on meeting basic needs of facilities and provision of teaching-learning materials.</p>
<p>Finding 12: Participants advocate for peace, TVET, and merged education for the future of their children.</p>	<p>Conclusion 8: Community is eager for education opportunities related to peace and skill development.</p>
<p>Finding 13: Participants were eager to participate in data collection despite the dangerous context.</p> <p>Finding 14: Participants provided recommendations for the education future of their communities.</p> <p>Finding 15: NGOs exist supporting education (Save, UNICEF, International Funding for Agricultural Development (IFAD)).</p>	<p>Conclusion 9: By participant in this study community members demonstrated evidence of their support for schooling.</p> <p>Conclusion 10: Existing NGOs are working in Borno and can be leveraged and capitalized on for future community development.</p>

In conclusion, children are willing to go to school. However, children, youth and parents remain fearful to go to school because they are afraid of attacks, abductions and kidnappings. In other words, children and youth are willing to go to school but they will not go if they are afraid of the risks they face to get to school. Addressing the issues related to safety (i.e. transportation and accessible safe learning spaces) is required in order to increase school attendance. In addition, we can conclude that the fears were consistent across gender (although participants identified risks more frequently for boys).

In conclusion, communities are willing to provide support for schooling. This conclusion was drawn from community members' willingness to participate in the Rapid Situational Analysis and their responses. In addition, local non-governmental organizations are active and can be leveraged in the future. Community members also emphasize the importance of meeting basic needs (for example facilities, supplies and nutrition). In addition, community members advocate for education to lead to skill development, especially skills that have the potential to lead to future employment opportunities.

In the future, more in-depth research is required. It should include a broader sample of LGAs and more parents, teachers and youth. As such this will require additional time in the field dedicated to data collection, entry and analysis. This study used a gender lens for analysis. Future research should also use a gender analysis. Three concrete recommendations for education in Borno are:

Recommendation 1: Increase access to education by establishing non-formal learning centers and by providing safe transportation to school [drawn from Conclusions 1, 2, 3 and 5].

Recommendation 2: Provide teaching-learning materials and train teachers for their use (including peace and vocational skills). [drawn from Conclusions 4, and 8].

Recommendation 3: Use a holistic and inclusive approach to address the educational needs of children and youth which includes the participation of NGOs, government stakeholders, parents and provides health, nutrition, and recreation [drawn from Conclusion 7, 9 and 10]

ANALYSIS PURPOSE & QUESTIONS

ANALYSIS PURPOSE

The purpose of the Rapid Situational Analysis (RSA) is to provide information related to access to education and the overall learning environment, teaching and learning, and parental and community perceptions of schooling in the northern state of Nigeria, Borno. Specifically, the goal of the analysis is to estimate the magnitude of displacement of learners in Borno and to estimate the probability of their entry into local formal, non-formal, and/or alternative education opportunities in communities that host Internally Displaced People (IDP).

The analysis relies on quantitative and qualitative data collected in the six Local Government Authorities. Quantitative data is primarily from secondary data sources whereas qualitative data is comprised of data collected from IDPs and non-IDPs within the camps and communities. During the interviews and discussion groups individuals offered their opinions and perceptions regarding their children going to formal, non-formal schooling or alternative education programs. The analysis is organized by the four key questions.

QUESTIONS

The key questions are linked to the purpose. The questions are:

1. Are children displaced from school?
2. If children are displaced from school, what is the magnitude?
3. Are children willing to go to school or not?
4. Is the community willing to support their children going back to school or to an alternative education program?

BACKGROUND

NIGERIA

Nigeria has more out-of-school children today than any country in the world—9.5 million— of whom 60 percent are girls living in the north. 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.

The insurgency waged by Boko Haram, the election related violence, and the inter-ethnic violence in Nigeria at large influences attendance, capacity and overall access to education. The insurgency has led to mass displacement, an increased number of out-of-school children and youth and a reduced supply of education. In 2012, Boko Haram conducted killings, bombings, kidnappings, and other attacks which resulted in numerous deaths, injuries, and widespread destruction of property (U.S. State Department in USAID, 2015).

Boko Haram was founded in 2002 in Maiduguri, Borno. It sought to establish an Islamic state with strict adherence to Sharia law in the economically marginalized northern states of Nigeria. In May 2013, Boko Haram took control of part of Borno state. By January 2015, over nine-thousand deaths were reported due to Boko Haram related violence. Estimates suggest a rate of approximately one-thousand deaths per month in 2015 and 2016 with over nine-million people affected by the violence. There are an estimated 1.5 million IDPs in Borno, Yobe and Adamawa.

EDUCATION CRISIS REPOSE PROGRAM

The Education Crisis Response (ECR) program began in October 2014. The three-year program aims to expand quality and to provide protective and relevant non-formal and alternative education opportunities to more than 54,000 internally displaced children and youth between the ages 6-17. Currently, the program operates in Adamawa, Bauchi, Gombe, and Yobe. ECR addresses the main learning needs through 1,082 non-formal learning centers.

The Education Crisis Response program also improves instructional practices and develops teaching-learning materials for literacy, math, life skills and Social Emotional Learning (SEL) competencies. To transfer these practices the program recruits, trains and supports Learning Facilitators to provide quality instruction to beneficiaries. The program also garners the support of state and local governments and the community.

BORNO

Borno is a state in north-eastern Nigeria; it was formed in 1976 and its capital is Maiduguri. Former President Goodluck Jonathan declared a state of emergency in Borno in May 2013 after fighting between Boko Haram and the armed forces killed as many as 200 people. Borno has been one of the most raided states in Nigeria by Boko Haram. Between 2011 and 2014 as many as 176 teachers had been killed and 900 schools had been destroyed. After the Chibok schoolgirls kidnapping in April 2014 most schools were closed until November 2014.

EDUCATION SITUATION

The education situation in Borno is dire. The state is among the worst performing in the nation. Secondary data presented is reflective of the political, economic and social crisis in Borno.

Education Enrollment

Primary net attendance ratio is defined as the number of children who attend primary school who belong to the age group that officially corresponds to primary schooling divided by the total population of the same age group. The primary net attendance ratio in Borno is 21 percent. Primary gross attendance ratio is defined as the number of children who attend primary school regardless of age divided by the total population of the official age group. In Borno the PGAR is 29 percent. The gender parity index is 0.82; in other words, for every 10 boys enrolled there are 8 girls enrolled.

Table 1. Primary Attendance Indicators- Borno						
Net Attendance Ratio			Gross Attendance Ratio			Gender Parity Index
Male	Female	Total	Male	Female	Total	
22.4%	19.1%	20.8%	31.4%	25.9%	28.6%	0.82
NPC, 2011						

Secondary net attendance ratio is defined as the number of children who attend secondary school who belong to the age group that officially corresponds to secondary schooling divided by the total population of the same age group. The secondary net attendance ratio is 18 percent. Secondary gross attendance ratio is defined as the number of children who attend secondary school regardless of age divided the total population of the official age group. The secondary gross attendance ratio is 25 percent. There is more equality at the secondary level between girls and boys with a gender parity index of 0.87.

Table 2. Secondary Education Indicators- Borno						
Net Attendance Ratio			Gross Attendance Ratio			Gender Parity Index
Male	Female	Total	Male	Female	Total	
18.0%	17.5%	17.8%	26.7%	23.3%	25.0%	0.87
NPC, 2011						

Literacy Rates

Literacy is defined as the ability to read and write in any language with understanding (NPC, 2011). The percentage of children age 5-16 that are able to read in Borno is 15 percent. The percentage of children age 5-16 that are able to add two single-digit numbers is 19 percent.

Other Indicators

According to the NPC (2011) Borno State has the highest proportion of children in Nigeria that never attended school (72 percent). In addition, per-pupil mean household expenditure for primary schooling in Borno during the 2009-2010 school year was 3,590 Nigerian Naira or approximately \$18.00.

METHODS & LIMITATIONS

METHODS

The Rapid Situational Analysis was conducted in six Local Government Authorities (LGAs) in Borno state with a one-day visit to each location. The purpose of the visit was to consult with community members in one-on-one interviews and focus group discussions. The analysis uses a mix of qualitative and quantitative data.

Sampling- The survey used a purposive sampling method. This implies that locations were chosen specifically because they have high numbers of IDPs. In addition, these sites were most accessible given the security situation. A pre-selection of sites was confirmed in the field prior to data collection. The information gathered, therefore, will only give first impressions of the barriers to education access and community-level perceptions.

Methods- The quantitative data for this analysis is limited and primarily gathered through secondary sources. Although there is some data at the Borno state level this data is not disaggregated by IDP and non-IDPs. The primary source of data for this analysis is qualitative. A rapid data collection process was used to conduct in-depth interviews with key stakeholders and through focus group discussions. Instruments can be found in the Annex.

Tools- The Team adapted two tools previously used for interviews and focus group discussions in Borno State. Tool I was used for in-depth interviews and Tool II was used for focus group discussions depending on the respondent. Interviews were conducted with community members (IDP), community members (non-IDP), teachers, school directors, government, and NGO staff. Focus group discussions were conducted with IDP girls, IDP boys, IDP mothers, and IDP fathers.

Data collection- The team communicated with stakeholders in Borno to discuss, agree upon and confirm the implementation of activities associated with the analysis. Collectively, stakeholders verified locations and participants.

Method	Source	Instrument
Focus group discussion-students	120 children in 12 communities in 6 LGAs	Protocol for children and youth
Focus group discussion-parents	120 parents in 12 communities in 6 LGAs	Protocol for mothers and fathers
In-depth interviews-community members [IDPs and non IDPs]	12 community members in 12 communities in 6 LGAs	Interview protocol/guide
In-depth interviews-school personnel [teacher/ director]	12 school personnel in 12 communities in 6 LGAs	Interview protocol/guide
In-depth interviews-institutions [government/ NGOs]	12 staff in 12 communities in 6 LGAs	Interview protocol/guide
Key stakeholders	9 key stakeholder	Key interview protocol/

[donors, NGOs, government- education]	interviews at the central level	guide
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* In two LGAs the data collection team could only collect data in the camps.

Training- In order to ensure a rigorous and reliable analysis a comprehensive two-day training was provided to enumerators. The training focused on: (1) how to minimize bias when administering data collection tools, (2) how to select participants for in-depth interviews and focus group discussions [where applicable], and (3) strategies for probing during interviews. See photograph of training group on cover.

Analysis- The data from interviews was coded by key question. Questions 1 and 2 relate to displacement and the magnitude of displacement whereas questions 3 and 4 relate to children, youth and communities' willingness to return to school or alternative education programs. Findings associated with Questions 1 and 2 were consolidated. Similarly, findings associated with Questions 3 and 4 were consolidated. Once findings were consolidated, conclusions were drawn. Ultimately, the recommendations are based on the conclusions from the analysis.

LIMITATIONS

Knight (2002) defines small-scale research as systematic inquiry that involves few people, limited funding, and a short period of time to “complete the inquiry and report.” (Knight, 2002, p. xii). He argues that small scale research can be valuable to research participants and can be presented to make a valuable contribution to practice and policy. The Rapid Situational Analysis falls within this definition of small scale research, and despite the limitations, offers valuable findings and conclusions regarding Borno.

Sample size- The small sample size used for the analysis is a limitation. First, given the small sample size we are limited in our ability to generalize findings and conclusions beyond the six LGAs in the study. However, we were mindful of this limitation and carefully selected LGAs in close coordination with stakeholders to include participants from each of the three senatorial districts in the state which represent high percentages of IDPs. In addition, given the small sample size we are not able to detect significant differences using statistical techniques. Using rigorous training and standardized qualitative protocols allowed us to have confidence in the reliability of our qualitative findings and conclusions.

Resources- The team had a limited amount of time for data collection, entry and analysis. The six experienced enumerators from the current Education Crisis Response program and the three new enumerators from Borno were trained within a two-day period. Then, they were deployed to the field where they were responsible for conducting student and parent focus group discussions. In addition, these enumerators conducted in-depth interviews with community members, school staff, and members of institutions (government and non-governmental). They concluded their data collection within one week of training in order to provide the data for analysis and report writing. Despite the limited time, the team worked following the original plan, stayed on track and were able to deliver data for analysis efficiently.

Safety- The data collection team was fearful at the beginning of the assessment. Within Nigeria it is well known that Borno is a “no go area.” The team was prepared to go to the selected LGAs, but they were concerned about traveling from the center to the south. After investigation they found that the originally planned travel route had been seized by the Boko Haram. Fortunately, the team learned of another road which was about 200 km longer, but safer, via the south. Similarly, within LGAs they had difficulty finding someone to take them to communities because individuals were afraid. They also faced resistance to volunteering information from NGOs for reasons unknown.

FINDINGS, CONCLUSIONS & RECOMMENDATIONS

Important findings emerged from the RSA data. In this section the findings are organized by research question. The conclusions (drawn from the findings) in turn answer the key questions. Questions 1 and 2 are consolidated together as were questions 3 and 4. The reason for this is the interdependent and interrelated nature of the question pairs. Based on the conclusions, the final section provides concrete recommendations.

RESEARCH QUESTIONS 1 & 2

The first key question asked whether children were displaced from school? Findings and conclusions suggest that they are displaced. This displacement is due to lack of school structures, lack of a teaching force, and lack of safe transportation. The second key question asked what is the magnitude of displacement from school?

As seen in Table 4 across all LGAs between 25 percent and 100 percent of children and youth have returned to school since the insurgency. According to in-depth interviews in some LGAs between 75-100 percent of boys and girls returned to school (e.g. Biu) in other LGAs only 25 percent or less returned to school (e.g. Kaga). The majority of LGAs reported that between 26-51 percent of children returned to school. It is important to note that these return to school rates do not account for children who were previously out of school. Findings from focus group discussions with parents were consistent – for example one parent said;

The total number of children who are attending school has drastically reduced, even though we desire education for our children, we do not have the means to provide an education to them. -parent Benisheik Community

Another mother noted;

[we have] great concern about the education of our children. The insurgency has seriously affected their education and now they have spent two or three years out of school. -mother Benisheik Community

LGA	Community(s)	Boys	Girls
Bayo	Gamadadi	51-75 %	51-75 %
Biu	Galtimari	76-100 %	76-100 %
Jere	Mashamari, Sanda Kyarimi, Yerwa	26-50 %	26-50 %
Kaga	Benisheik	Less than 25 %	Less than 25 %
Kwaya Kusar	Kurbagayi	51-75 %	51-75 %
Maiduguri	Shehuri, CAN, Maiduguri	26-50 %	26-50 %
[camp]	Maiduguri, Yerwa	26-50 %	26-50%

The data on the existence of school structures is also varied (see Table 5 and figures, next page). The survival rate of schools is calculated by dividing the current number of schools by the former total number of schools. In some communities no schools have survived, this was the case reported by in-depth interviews in Yerwa, Sanda Kyarimi, Benisheik and Yerwa MCC. In other communities all schools have survived, for example in Gamadadi, Galtimari, Kurbagayi, Shehuri and Maiduguri. It is not surprising in many of the communities without schools or few schools that fewer children have returned to school. Parents in communities reiterated the findings;

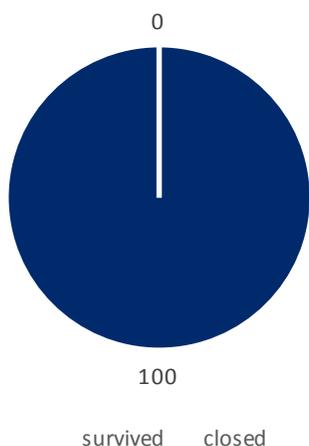
The insurgency has burnt the schools in the community multiple times. Every time the school is renovated it is burnt again. –parent Benisheik Community

Table 5- Schools that Survived the Insurgency				
LGA	Community	Schools before (#)	Schools after (#)	Survival rate (%)
Bayo	Gamadadi	8	8	100 %
Biu	Galtimari	5	5	100 %
Jere	Mashamari	16	11	68.8 %
Jere	Sanda Kyarimi	41	0	0 %
Jere	Yerwa	50	0	0 %
Kaga	Benisheik	6	0	0 %
Kwaya Kusar	Kurbagayi	8	8	100 %
Maiduguri	Shehuri	23	23	100 %
Maiduguri	CAN	7	3	42.9 %
Maiduguri	Maiduguri	74	74	100 %
[camp]	Yerwa	36	0	0 %

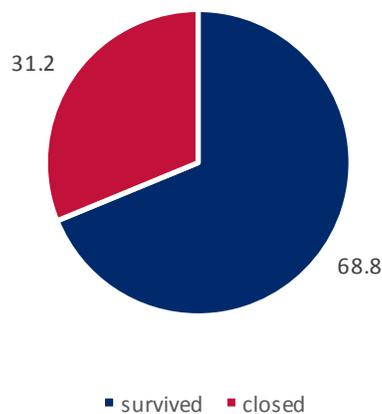
* To calculate used reliable interview responses, in the case of Mashamari took the median because it was not possible to differentiate if one response was more reliable than the others.
 ** It is important to interpret the table with caution.

Illustrative LGAs with percentage of Schools

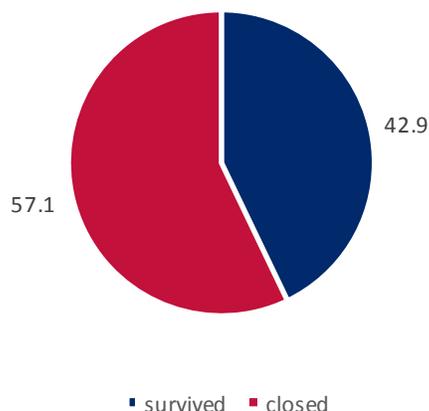
Maiduguri, Shehuri



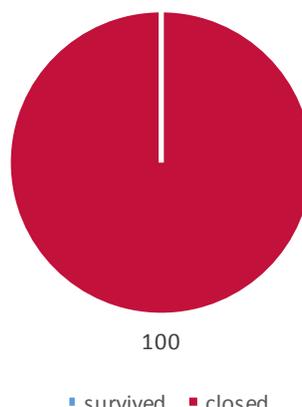
Jere, Mashamari



Maiduguri, CAN



Jere, Yerwa



As of November 2015, secondary data sources report the following figures on the status of schools:

- There are 324 primary schools out of a total of 1,357 schools are open in Borno,
- There are 105 secondary schools out of a total of 249 schools open in Borno, and
- There are 46 senior secondary schools out of a total of 86 schools open in Borno.

It is also important to note that within IDP communities, schools serve multiple purposes. Schools often serve as a space for education and as a shelter. Therefore, when schools are destroyed there are multiple spillover effects to families in IDP camps.

In the Dikwa Camp the school serves two purposes, that of a school in the morning (7-12), where a learning space is provided and the outside is used as shelter for IDPs. The school facility has been over stretched. -Parent Dikwa Camp

Table 6- Teachers still Teaching

LGA	Community(s)	Male	Female
Bayo	Gamadadi	76-100 %	76-100 %
Biu	Galtimari	76-100 %	76-100 %
Jere	Mashamari, Sanda Kyarimi, Yerwa	26-50 %	26-50 %
Kaga	Benisheik	51-75 %	51-75 %
Kwaya Kusar	Kurbagayi	76-100 %	51-75 %
Maiduguri	Shehuri, CAN, Maiduguri	76-100 %	76-100 %
[camp]	Maiduguri, Yerwa	26-50 %	26-50 %

In LGAs Bayo, Biu, and Maiduguri between 76 and 100 percent of male and female teachers remain teaching. In the case of some LGAs, such as Jere, only 26-50 percent of male and female teachers have continued to teach. In one LGA, Kwaya Kusar, interviews report a difference in male and female teachers returning. On average there are slightly more males teaching than females (76-100 percent vs only 51- 76 percent). The diminished supply of teachers influences whether or not children go to school. In other words, a lack of teachers means there are not enough spaces and/or teachers for all students who may wish to go to school. Parents explained the need for teachers and training:

Teachers need relevant training to handle the current challenges faced in the community. –Parent Dikwa Camp

Another parent noted:

Teachers should be trained to handle the challenges they face and learning spaces should be created for their children to enjoy learning. –Parent Dikwa Camp

Despite the lack of schools or learning spaces in communities, in theory IDPs in camps should be able to access schools in host communities. However, one barrier identified by parents in focus group discussions is the lack of transportation and in particular safe transportation to get to school. As is discussed in more detail in the next section, parents are concerned about kidnappings and abductions.

There is a lack of transportation for IDPs who reside in the camp to attend school. – children/youth Dikwa Camp

School is very far from home, so there is need for vehicles to ease transportation. – children/youth Benisheik Community

In addition, the existing schools in host communities were not created for the large influx of IDPs. Parents from focus group discussions in the Dikwa Camp note;

Our children do not attend school with host community children due to the fact that the existing learning spaces cannot cater to the educational needs of the host community and the IDPs combined. – Parents Dikwa Camp

The tables below consolidate the Findings and Conclusions by key question related to whether students are displaced and the size and scale of displacement.

Key Question 1: Are children displaced from school?	
Findings	Conclusions
<p>Finding 1: On average between 26-51% of students are displaced from school.</p> <p>Finding 2: In some LGAs less than 25% have returned, in others up to 100% have returned.</p>	<p>Conclusion 1: IDP children in the 7 LGAs are displaced from school and there is variation across LGAs (ranging from 0-100%).</p>
<p>Finding 3: Parents express great concern about the role of the insurgency and their children’s education opportunities.</p>	<p>Conclusion 2: According to parents, children are out-of-school and the underlying reason is the insurgency.</p>

Key Question 2: What is the magnitude of displacement from school?	
Findings	Conclusions
<p>Finding 4: In 5 communities 100% of the schools survived, in 5 other communities 0% of schools survived.</p>	<p>Conclusion 3: There are communities with no schools or learning spaces (for each community with a school another community exists without a school/ learning space).</p>
<p>Finding 5: In 2 LGAs only 26-50% of the teaching force has returned, in 4 communities 76-100%.</p> <p>Finding 6: With the exception of Kwaya Kusar, the same percentage of males and females have returned to teaching.</p>	<p>Conclusion 4: The teaching force needs to grow in areas where as few as few as 26-50% have returned.</p>

CONCLUSIONS QUESTIONS 1 & 2

In conclusion, children are displaced from school. Consistently parents identify the insurgency as the cause of high rates of out-of-school children and youth. In some communities, for example Benisheik, fewer than 25 percent of children and youth have returned to school since the insurgency. However, in other communities, for example Galtimari, nearly 100 percent of children and youth have returned to school. Therefore, our conclusions cannot be broadly made for all of Borno but must be examined by LGA and by community when data is available.

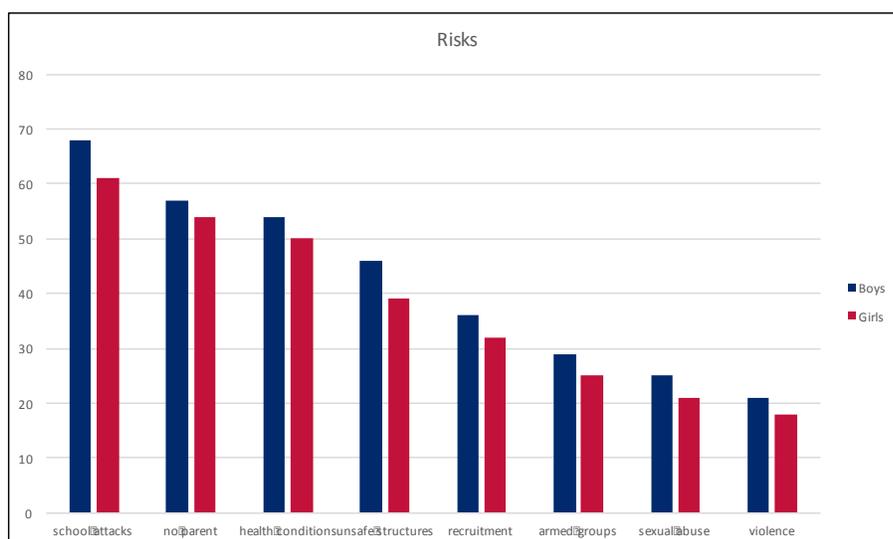
In conclusion, there is variation in the magnitude of the displacement. In some communities and LGAs the magnitude of destruction is more profound than others. In communities such as Yerwa there were no schools or learning spaces available. In other communities such as Kurbagayi all schools remain available for use. Similarly, the magnitude of the effect on the teaching force was substantial, in Yerwa only 26-50 percent of teachers have returned to teach. Without school structures, learning spaces or qualified teachers it is impossible to provide a quality education.

RESEARCH QUESTIONS 3 & 4

The second set of questions focuses on perceptions of going to school. The third question asks, are children willing to go to school? The answer to this question is yes, in many cases children and their parents are willing and eager to participate in schooling; **however**, much of this enthusiasm is contingent on addressing the current risks. These risks include in and out of school risks. Similarly, communities are willing to support education (question four), but they are hesitant given the risks faced by children and youth, and in turn the rewards or value of taking these risks.

In order to rank the risks for boys and girls, we counted the frequency that participants identified each type of risk. Then we compared which risks were identified more frequently.

Risk type	Boys		Girls	
	#	%	#	%
school attacks	19	68	17	61
no parent	16	57	15	54
health conditions	15	54	14	50
unsafe structures	13	46	11	39
recruitment	10	36	9	32
armed groups	8	29	7	25
sexual abuse	7	25	6	21
violence	6	21	5	18



The risk identified most frequently was school attacks (between 61 and 68 percent). Children without a parent was also among the top risks identified in focus group discussions (between 54 and 57 percent). Violence and sexual abuse were less frequently reported by focus group discussion participants.

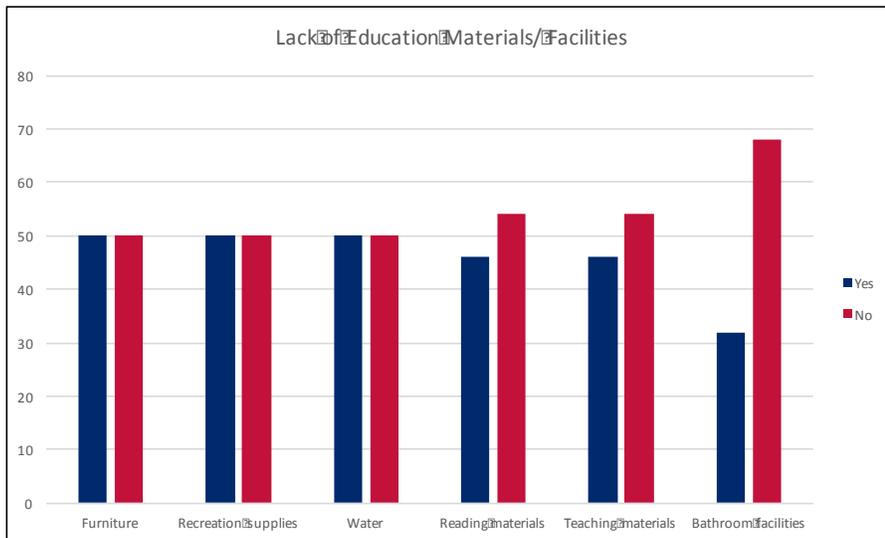
Between 21 and 25 percent of participants reported sexual abuse as a risk and between 18 and 21 percent reported fear of violence. Parents discussed fear of kidnappings and abductions.

We are afraid of sending our children to school due to experiences we have had with kidnappings and abductions by insurgents. –Parent Benisheik Community

The risks identified were consistent for boys and girls. However, it is important to note that participants in focus group discussions identified risks as more prevalent for boys than for girls. For example, boys were more at risk of recruitment, armed groups and violence (35 vs 32 percent, 29 vs 25 percent, and 21 vs 18 percent, respectively). Qualitative data suggests that females are more at risk of having their husbands killed or displaced due to the insurgency. For this reason, many mothers requested Adolescent Girl Learning Centers (AGLCs) and Technical Vocational Education and Training (TVET).

Parents, children and youth identified structural and material needs. The figure below calculates the percentage of respondents who identified the various structures and materials as having been affected by the insurgency.

Facilities and teaching-learning materials were lost completely during the attacks by the insurgents. –Parent Dikwa Camp



Material/ resource	Yes %	No %
Furniture	50	50
Recreation supplies	50	50
Water	50	50
Reading materials	46	54
Teaching materials	46	54
Bathroom facilities	32	68

Half of participants in focus group discussions identified the lack of school furniture, recreational activity supplies, and water as needs in the education settings. In addition, 46 percent of focus group discussion participants identified the lack of reading and teaching materials as necessities.

No materials have been received so far, we are in need of educational materials. - Parent Biu Galtimari Community

It is important to note that teaching-learning materials may still be secondary to first order demands such as structures and teachers. Evidence shows that teaching-learning materials will be in demand shortly after school construction and onboarding teachers. The lack of teaching-learning materials was reiterated by parents with their children in school, for example:

We enrolled our children in school, but now we are concerned about the lack of learning materials, exercise books, uniforms, bags, shoes/sandals, and medical supplies. –Father Biu Galtimari Community

Parents and community members also emphasized the need for teacher training. Specifically, they advocated their support for peace education and conflict resolution education, and vocational skills. Currently the Education Crisis Response program provides teacher training for mathematics, literacy, life skills and Social Emotional Learning (SEL). Teachers participate in a five-day training which emphasizes how to create a friendly and welcoming learning environment and implement student centered learning. In addition, teachers are encouraged to invite local community leaders to the classroom to emphasize peace and tolerance.

Communities advocate for:	
Peace education	<i>Peace education and conflict mitigation is very important to teach in schools and with the entire community.</i> -Stakeholder
Vocational and technical education	<i>Adult and youth education should be started- vocational skills are needed. Adult children remain jobless.</i> –Parent

The final key question is, are community members willing to support their children returning to school? The answer to this question is yes. Not only did community members participate in the study but they also provided essential information needed in order to understand and plan for the future of education in their communities. Field notes suggest that; “The focus group discussion participants were unreservedly enthusiastic on hearing the purpose of the visit and therefore participated actively in the discussion.”

As noted above, qualitative data suggests that parents and community members are supportive of students returning to school with the provision of facilities, materials and curriculum for skill development and values. Lastly, NGOs and Community Based Organizations (CBOs) operate in communities to provide education support; they include: Save the Children and UNICEF. These organizations have delivered education materials and have offered teacher training courses. There is potential to coordinate with them in the future.

Textbox 1. The conflict and education

The data presented has demonstrated the relationship between conflict and education; there has been an impact on the existence of schools and qualified teachers. In addition, the conflict is associated with the risks to getting an education. The table below answers the question: **As a result of the conflict, how many IDPs are attending or not attending school?**

LGA	Community	IDPs attending	IDPs not attending	Ratio
Bayo	Gamadadi	40	120	0.33
Biu	Galtimari	375	80	4.69
Jere	Mashamari	680	525	1.30
Jere	Sanda Kyarimi	400	700	0.57
Jere	Yerwa	50	1	50.0
Kaga	Benisheik	1	1000	0.00
Kwaya Kusar	Kurbagayi	1	112	0.01
Maiduguri	Shehuri	100	300	0.33
Maiduguri	CAN	620	70	8.86
Maiduguri	Maiduguri	-	-	-
[camp]	Yerwa	40	60	0.67

* To calculate used reliable interview responses, in the case of Maiduguri reliable response was not available.

The tables below consolidate the findings and conclusions related to key questions 3 and 4. The next section provides actionable recommendations.

Key Question 3: Are children willing to go to school?	
Findings	Conclusions
<p>Finding 7: The most common fear identified is school attacks (between 61-68% reported this risk).</p> <p>Finding 8: Qualitative data suggests that parents are concerned about kidnappings and abductions by insurgents.</p>	<p>Conclusion 5: Children, youth, and their parents remain fearful of attacks, kidnappings and abductions by insurgents.</p>
<p>Finding 9: Risks were ranked in the same order for girls and boys.</p> <p>Finding 10: Some risks were identified more frequently for boys than girls (e.g. recruitment, armed groups, violence).</p>	<p>Conclusion 6: Girls and boys are at risk; however, risks are more predominant for boys.</p>

Key Question 4: Is the community willing to support their children going back to school?	
Findings	Conclusions
<p>Finding 11: 50% of participants identify lack of facilities and 46% identify lack of teaching and learning materials as obstacles.</p>	<p>Conclusion 7. Community support is conditioned on meeting basic needs of facilities and provision of teaching-learning materials.</p>

<p>Finding 12: Participants advocate for peace, TVET, and merged education for the future of their children.</p>	<p>Conclusion 8: Community is eager for education opportunities of a specific nature related to peace and skill development.</p>
<p>Finding 13: Participants were eager to participate in data collection. Finding 14: Participants provided recommendations for the education future of their communities. Finding 15: NGOs exist supporting education (Save, UNICEF, International Funding for Agricultural Development (IFAD)).</p>	<p>Conclusion 9: By participant in this study community members demonstrated evidence of their support for schooling. Conclusion 10: Existing NGOs are working in Borno and can be leveraged and capitalized on for future community development.</p>

CONCLUSIONS QUESTIONS 3 AND 4

In conclusion, children are willing to go to school. However, children, youth and parents remain fearful to go to school because they are afraid of attacks, abductions and kidnappings. In other words, children and youth are willing to go to school but they will not go if they are afraid of the risks they face to get to school. Addressing the issues related to safety (i.e. transportation and accessible safe learning spaces) is required in order to increase school attendance. In addition, we can conclude that the fears were consistent across gender (although participants identified risks more frequently for boys).

In conclusion, communities are willing to provide support for schooling. This conclusion was drawn by community members' willingness to participate in the Rapid Situational Analysis and their responses. In addition, local NGOs are active and can be leveraged in the future. Community members also emphasize the importance of meeting basic needs (for example facilities, supplies and nutrition). In addition, community members advocate for education to lead to skill development, especially skills that have the potential to lead to future employment opportunities.

RECOMMENDATIONS

The recommendations provided are based on the conclusions drawn from the findings. Three concrete actionable recommendations are provided.

Recommendation 1: Increase access to education by establishing non-formal learning centers and by providing safe transportation to school. Specifically, create Youth Learning Centers (YLCs) and Adolescent Girls Learning Centers (AGLCs) for Technical Vocational Education and Training (TVET) to young mothers who have lost their husbands to violence. [Based on Conclusions 1, 2, 3, and 5]

Recommendation 2: Provide teaching-learning materials and train teachers on how to use the materials. Specifically, build teacher capacity for the multigrade context, peace and conflict resolution education and vocational training. Teacher-training should be based on the reality in which teachers work, i.e. in the context of IDP camps and host communities. This implies using local resources to create teaching materials, teaching literacy through use of local stories and by using local leadership as examples. [Based on Conclusions 4 and 8]

Recommendation 3: Use a holistic approach to address the educational needs of children and youth in Borno. The approach should include the participation of NGOs, government stakeholders, and parents. It should address to the multiple needs of children and youth including provide attention to nutrition, health and healthy leisure/extra-curricular activities. [Based on Conclusions 7, 9, and 10]

Lastly, there is still a great deal of uncertainty with regard to how to most effectively support out-of-school IDP children and youth in Borno. Future research should take an in-depth approach towards understanding the diverse needs within Borno. This study used a gender lens for analysis. Future research should also use a gender analysis.

ANNEX

LIST OF SOURCES

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