



COMMUNITY EDUCATION AND CONFLICT ASSESSMENT

June 2016



USAID/EDUCATION CRISIS RESPONSE

Contracted Under AID-620-A-15-00001

DISCLAIMER

This document was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International. The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Acknowledgements

The Community Education and Conflict Assessment (CECA) team would like to acknowledge Creative Associates International, the Education Crisis Response (ECR) Project Team, the Monitoring and Evaluation Advisor and State Team Leaders, International Rescue Committee, and consultants to the project who provided guidance, tools, training and support to conduct interviews, focus group discussions and for secondary data collection.

The CECA could not have been conducted without the assistance of Nigerian Governmental agencies, NGOs, and local CBOs. 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 go to the MOE and the local NGO community.

Contents

Table of Content

Acknowledgements..... 1

Executive Summary 4

Recommendations..... 6

Introduction..... 7

Purpose and Background 7

State of Education 8

The Education Crisis Response 10

Methodology and Limitations..... 10

Findings and Conclusions 11

Equitable Access to Education..... 13

Protection and Well-Being..... 15

Teaching and Learning 19

Parental & Community Participation..... 21

Recommendations: Informing ECR..... 22

Sources..... 24

Annexes..... 25

Acronyms

CECA	Community Education and Conflict Assessment
ECR	Education Crisis Response Project
FGD	Focus Group Discussion
GON	Government of Nigeria
IDI	In-Depth Interview
IDP	Internally Displaced Person
LGA	Local Government Authority
LGEA	Local Government Education Authority
MOE	Ministry of Education
NGO	Non-governmental Organization
PTA	Parent Teacher Association
SMBC	School Based Management Committee
UNICEF	United Nations Children Emergency Fund
USAID	United States Agency for International Development

Executive Summary

Introduction

Northern Nigeria is host to millions of Internally Displaced Persons (IDPs). Boko Haram related incidents are the lead cause of the large population of IDPs. Children, youth and families lack access to basic education and learning opportunities due to attacks, insecurity and internal displacement. In order to better understand the changing nature of the impact of the conflict on education service provision a series of assessments have been conducted. This Community Education and Conflict Assessment (CECA) builds on three CECAs published in April, October and December 2015.

Purpose

The CECA provides findings, conclusions and recommendations to inform the design of interventions to improve educational access in Bauchi, Gombe and Adamawa. Yobe is not included in this assessment because a recent Yobe CECA was published in December 2015. It maps the availability of education for IDPs and presents a panorama of the education and learning context, with specific attention to the role of the insurgency from the perspective of children, youth, parents and teachers. By assessing the changes in Bauchi, Gombe and Adamawa the CECA has the potential to inform capacity building activities under the Education Crisis Response program. Through consultation with various stakeholders, informants and community participants a broader understanding of the relationship between education and conflict in Bauchi, Gombe and Adamawa can be gleaned.

Methodology

The CECA methodology employs a mixed methods approach. It uses rapid appraisal methods and includes primary data from children, youth, parents, teachers and community members via in-depth interviews and focus group discussions.

The CECA collected quantitative data on existing formal, non-formal and alternative education institutions across Bauchi, Gombe and Adamawa. The primary source for quantitative data was the secondary tool and the in-depth interview survey. The CECA collected qualitative data through focus group discussions (FGDs), and in-depth interviews (IDIs). IDP and host children, parents, and teachers were consulted. A total of over 150 IDIs, 96 FGDs with children, 48 FGDs with parents, and 24 FGDs with teachers comprise the data set.

Findings and Conclusions

The CECA is divided into five domains, they include: IDPs and vulnerable groups, equitable access to education, protection and well-being, teaching and learning and parental and community participation. Within each of these areas, findings and conclusions are drawn based on the data analyzed. The areas overlap and in turn provide three actionable recommendations to inform the ECR's intervention and the findings and **conclusions** are extracted below. Please see the full report for detailed data, figures and tables.

Table 1: IDPs and Vulnerable Groups:

Findings	Conclusions
1. The most vulnerable groups identified in addition to IDPs, many of whom are hawkers, orphans and the poor, are the itinerant learners.	1. IDP and other groups are vulnerable due to lack of resources and the types of work/ activities in which they engage.
2. Children/ youth work and engage in activities which make them vulnerable (e.g. collecting wood, after dark, during recess).	

Table 2: Equitable Access to Education:

Findings	Conclusions
3. More boys are attending school than girls; especially in Adamawa.	2. There remain more boys in school than girls in the three states.
4. Focus Group Discussion participants consistently advocate for vocational programs (tailoring, carpentry, Information Communication Technology, knitting and sewing).	3. There is a demand for vocational and other training programs/ activities for girls and boys.
5. There are more vocational activities for girls and recreation activities for boys.	

Table 3: Protection and Well-being:

Findings	Conclusions
6. Girls are more at risk than boys, especially with regard to abductions and sexual violence.	3. Girls and children/ youth in Adamawa are most at risk, conversely they are least at risk in Bauchi and Gombe.
7. Adamawa identified more fears than Bauchi and Gombe.	
8. Parents, teachers and leaders are the primary sources of support for children and youth.	4. Children/ youth go to adults for support, they do not tend to have youth groups.

Table 4: Teaching and Learning

Findings	Conclusions
9. Peace and health education are the most frequent topics reported as being taught.	5. Important topics are being taught to children and youth; however, there remains a need for other education related support such as psychological support.
10. There is a need for supplemental education/new topics (especially in Adamawa & Gombe), including social and emotional learning and peace education.	
11. Teachers and other community members advocate for more teachers and teacher training.	6. More training and qualified teachers are required.

Table 5: Parent and Community Participation:

Findings	Conclusions
12. There are active community organizations including PTA and SBMCs. There is also the presence of other NGO and organizations like USAID’s ECR and UNICEF, among others.	7. There are many active community organizations ranging from the local level to the international level.
13. Parents are grateful for the opportunities for their children, especially girls, to go to school.	8. There have been great gains made, but there is still need for more, in terms of psycho/social support to children and youth in communities. For example, there was significant gain in Y1 moving many learners from abnormal to normal level of socio-emotional being. It was acknowledged that football and skipping ropes were provided in the centers, but more recreational facilities need to be provided and peer-to-peer activities need to be organized regularly
14. Parents identified psychological support as a priority for children and youth.	

Recommendations

Recommendation 1: ECR should provide a forum for organized youth groups for children and youth, and include recreational activities for boys and girls. The project should also facilitate psychological and social support activities. Support peer-to-peer networks, i.e. youth groups within the same age range, prove equally as important in building self-esteem and other healthy behaviors. Led by a facilitator peer-to-peer should mobilize around issues important in their community, for example garnering resources for school supplies and materials.

Recommendation 2: ECR should continue to support IDP and other vulnerable groups (including girls) with basic education materials such as backpacks, exercise books, textbooks, and uniforms. Lack of family resources and need to work were identified as reasons to not attend school and therefore the provision of these fundamental learning supplies will support children/youth to attend. Link the materials with the curriculum and teacher training.

Recommendation 3: The project should continue to support vocational education programs for girls and boys. Unequivocally children/ youth and their parents emphasized hope in the future and value of their education thanks to skills that will enable them to get jobs. Specifically recruit and train teachers/ facilitators to teach tailoring, mechanics, Information Communication Technology, sewing, knitting, construction, carpentry and other skills. English and mathematics should also be integrated.

Introduction

Northern Nigeria is host to 2.4 million Internally Displaced Persons (IDPs). Boko Haram related incidents are the lead cause of the large population of IDPs. In 2014 there were over 6,000 deaths estimated due to Boko Haram terrorist incidents. Children, youth and families lack access to basic education and learning opportunities due to attacks, insecurity and internal displacement.

In order to better understand the changing nature of the impact of the conflict on education service provision a series of assessments have been conducted. This Community Education and Conflict Assessment (CECA) builds on three CECA's published in April, October and December 2015. This reports provides findings aligned to the aforementioned publications in order to provide a more in depth analysis and comparison of trends overtime.

Quality education is central to effective and sustainable development. The U.S. Agency for International Development (USAID) provides program support to the education sector in Nigeria via the Education Crisis Response (ECR) program. The CECA falls within the scope of the ECR to help develop a more profound understanding of the IDP populations in Northern Nigeria, in this case Bauchi, Gombe and Adamawa. Yobe is not included in this CECA because a recent Yobe CECA was published in December 2015.

In order to provide actionable recommendations to ECR and USAID at large, this report uses evidence based findings and conclusions. First, the purpose and background of the CECA are presented, then the methodology and limitations are described. The findings and conclusions are organized by the following lines of analysis: IDPs, equitable access to education, protection and well-being, teaching-learning environments, and parent perceptions of schooling. Finally, five recommendations are provided. The Annex contains the sources and tools.

Purpose and Background

Purpose

USAID's Education Strategy (2011-2015) Goal 3 aims to provide access to 15 million learners affected by conflict and crisis. The CECA provides findings, conclusions and recommendations to inform the design of interventions to improve educational access in Bauchi, Gombe and Adamawa. It maps the availability of education for IDPs and presents a panorama of the education and learning context, with specific attention to the role of the insurgency from the perspective of children, youth, parents and teachers. The time period from design to analysis spans from January 2016 to April 2016.

In addition, the purpose of the CECA is to assess the community education responses, recovery, restoration and resilience. By assessing the changes in Bauchi, Gombe and Adamawa, the CECA has the potential to inform capacity building activities under the ECR program. Through consultation via mixed methods with various stakeholders, informants and community participants, a broader understanding of the relationship between education and conflict in Bauchi, Gombe and Adamawa can be gleaned. Ultimately, using a conflict-sensitive approach, the CECA

and in turn ECR provides a foundation for transforming the education system and constructing positive pathways for children and youth to live successful lives.

Background

Northern Nigeria. 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. Political imbalances and injustices, entrenched social inequalities, corruption, and 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. Events instigated by Boko Haram have exacerbated the problems, resulting in an influx of IDPs.

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.

Bauchi State. Bauchi is a state in northern Nigeria. The capital is the city of Bauchi. It was formed in 1976. According to the most recent census data available the population is approximately 4.65 million people (2006). Bauchi state consists of twenty Local Government Authorities (LGAs) and represents 5.3 percent of Nigeria's total land mass. It has a total of fifty-five tribal groups. They have distinct backgrounds, occupations, beliefs and other cultural characteristics.

Gombe State. Gombe is also a state in northern Nigeria. The capital is the city of Gombe. It was formed in 1996. According to the 2006 census the population is approximately 2,353,000 people. Gombe state consists of eleven LGAs and has an area of 20,265 KM². It is a multi-ethnic society comprised of a dominant Fulani tribe and the second largest ethnic group, Tera.

Adamawa State. The capital of Adamawa State is Yola. Adamawa state was formed in 1991. It is one of the largest states in Nigeria at approximately 37,000 KM². In 2013 President Goodluck Jonathan declared a state of emergency in Adamawa due to the activities of the Boko Haram. As of November 2014, Adamawa had camps housing an estimated 35,000 IDPs fleeing the Boko Haram violence. In addition, an estimated 100,000 IDPs live in homes outside the camps and with friends and other relatives.

State of Education

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. Data is from the National Population Commission, 2013.

- The primary net attendance ratio in Bauchi is 47.3 percent.
- The primary net attendance ratio in Gombe is 44.6 percent.
- The primary net attendance ratio in Adamawa is 76.8 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 Bauchi the primary gross attendance ratio is 72.4 percent.
- In Gombe the primary gross attendance ratio is 68.4 percent.
- In Adamawa the primary gross attendance ratio is 114.0 percent.

Gross enrollment rates above 100 percent are due to over-aged learners.

Gender parity is a measure of gender equality; below are the gender parity indices at the primary level.

- In Bauchi more boys are enrolled than girls. The GPI for net attendance is 0.76 and is 0.78 for gross attendance.
- In Gombe more boys are enrolled than girls. The GPI for net attendance is 0.77 and is 0.73 for gross attendance.
- In Adamawa more boys are enrolled than girls. The GPI for net attendance is 0.94 and is 0.97 for gross attendance.

Table 6: Primary Attendance Indicators

	Net Attendance Ratio				Gross Attendance Ratio			
	Male	Female	Total	GPI	Male	Female	Total	GPI
Bauchi	54.0%	41.1%	47.3%	0.76	81.7%	63.9%	72.4%	0.78
Gombe	50.9%	39.3%	44.6%	0.77	80.4%	58.4%	68.4%	0.73
Adamawa	79.0%	74.5%	76.8%	0.94	115.7%	112.2%	114.0%	0.97
NPC, 2013								

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 in Bauchi is 25.7 percent.
- The secondary net attendance ratio in Gombe is 31.8 percent.
- The secondary net attendance ratio in Adamawa is 46.6 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.

- In Bauchi the secondary gross attendance ratio is 39.2 percent.
- In Gombe the secondary gross attendance ratio is 49.3 percent.
- In Adamawa the secondary gross attendance ratio is 70.3 percent.

Table 7: Secondary Attendance Indicators

	Net Attendance Ratio				Gross Attendance Ratio			
	Male	Female	Total	GPI	Male	Female	Total	GPI
Bauchi	32.7%	18.6%	25.7%	0.57	50.3%	27.8%	39.2%	0.55
Gombe	38.9%	24.5%	31.8%	0.63	64.3%	33.9%	49.3%	0.53
Adamawa	54.4%	39.9%	46.6%	0.73	88.0%	55.0%	70.3%	0.63
NPC, 2013								

In all three states gender parity at the secondary level is more unequal, favoring boys.

- In Bauchi the gender parity index for net attendance is 0.57 and is 0.55 for gross attendance.
- In Gombe the gender parity index for net attendance is 0.63 and is 0.53 for gross attendance.
- In Adamawa the gender parity index for net attendance is 0.73 and is 0.63 for gross attendance.

Literacy Rates. Literacy is defined as the ability to read and write in any language with understanding (NPC, 2013). The percentage of women 15-49 years that are literate in Bauchi is 20.1 percent, in Gombe is 32.7 percent, and in Adamawa is 53.2 percent. The percentage of men 15-49 years that are literate in Bauchi is 50 percent, in Gombe is 66.6 percent, and in Adamawa is 77.7 percent.

The Education Crisis Response

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 teach these approaches, 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.

Methodology and Limitations

The CECA methodology employs a mixed methods approach. It uses rapid appraisal methods and includes primary data from children, youth, parents, teachers and community members via in-depth interviews and focus group discussions. It also incorporates secondary data from humanitarian and relief organizations, the Nigerian government and State governments. See Annex I for detailed methodology and limitations.

Findings and Conclusions

This section is divided into the following domains: IDPs, equal access to education, protection and well-being, teaching and learning and parental and community participation. Within each section specific findings and conclusions are presented. There is an interrelated nature to the domains, for example, the section on equal access to education includes reference to vulnerable groups- such as girls. The final section integrates the conclusions into actionable recommendations for implementation.

IDPs & other vulnerable groups

The United Nations Human Rights Council defines Internally Displaced Persons as among the world's most vulnerable people. This section of the CECA examines variables specifically related to IDP children and youth as well as other vulnerable groups. Interview participants were specifically asked about which groups of children and young people were least likely to participate in education activities in their community. As seen in textbox 1, the most frequently identified groups included: itinerant learners, the poor, hawkers, orphans and IDPs. It is important to note that many of the poor, hawkers and orphans are also IDPs. On the whole, the IDP population reflect nearly 70 percent of children unlikely to participate in education.

This finding was supported in parent focus group discussions. When probed about attendance and specifically IDPs/ vulnerable groups, parents indicated: “Not all children in this community go to school, some IDPs are attending school and some are not.” [Adamawa Parent FGD] A parent focus group in Bauchi noted: “although most of the children go to school, some of the IDPs do not; their parents scarcely save to pay their fees because of the poverty they found themselves in.” [Bauchi Parent FGD] Similarly Gombe parents noted: “IDP children/ youth, itinerant learners, and other girls who are hawking do not attend school... the reasons why include poverty.” [Gombe parent FGD]

Textbox 1. Which groups of children are least likely to participate in education activities?

Response (count): Itinerant learners (22)
Poor (17)
Hawkers (13)
Orphans (11)
IDPs (10)

Parents explored further in focus group discussions the learning requirements and needs that differentiate IDPs, vulnerable groups and host community children. In Bauchi parents reflected:

- “The difference is that community children are better off because they are living in the comfort of their home while the IDPs are not.”

These are out-of-school factors associated with the living environment of children and youth which can impact their ability to concentrate, focus and learn. Parents in Adamawa and Gombe reflected on the logistical differences between the learning needs/ requirements; stating:

- “Host children take class in the morning, the IDPs take class in the afternoon” [Adamawa FGD] and “the host community children have uniforms while the IDPs have materials like books and backpacks.” [Gombe FGD]

Participants were asked about the current safety for IDP children and their teachers in their commute to and from school and non-formal learning centers. Most of the participants (over 90 percent) indicated that IDP boys, girls, and their female and male teachers were safe (see Table 8 and figure 1 below). This does not negate the fact that IDPs and other vulnerable groups are out of school but it does call into question the other reasons why they are among the most frequent not attending. The ECR program aims to reach over 54,000 IDP children/ youth, with not less than 70% of them being IDPs. Other reasons are explored in the next paragraph. Female teachers were identified as least safe.

Figure 1: Safety

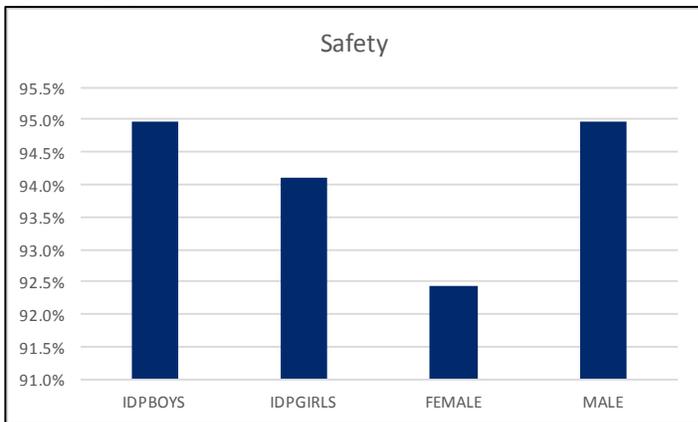


Table 8: Are IDP Children/ Their Teachers Safe to and from School?

	Yes (%)
IDP boys	95.0
IDP girls	94.1
Female teachers	92.5
Male teachers	95.0

Resources and the need for girls to work as hawkers appear as reasons for vulnerability and inability to attend school. The CECA examined the activities in which children/ youth are involved and which of them are associated with more risk and vulnerability. This data was examined across all three states and by gender (see Table 9/ figure 2 below).

Figure 2: Vulnerability

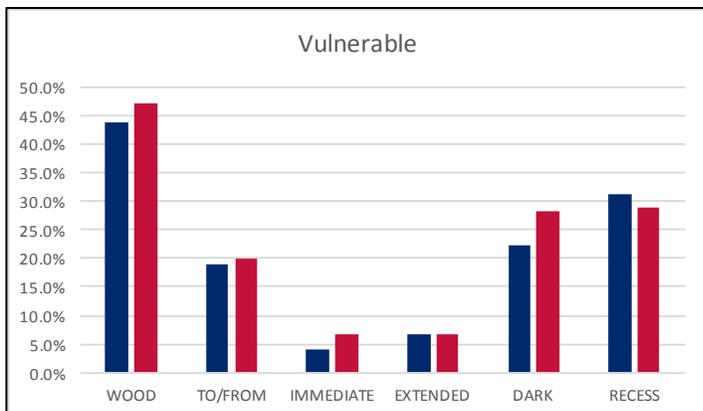


Table 9: When Are Children/ Youth Most Vulnerable?

	Boys (%)	Girls (%)
Collecting wood	43.8	47.1
To/ from school	19.0	19.8
With immediate family	4.2	6.7
With extended family	6.6	6.6
After dark	22.4	28.3
During recess	31.3	28.9
Boys= blue, Girls= red		

Respondents indicated that boys and girls were vulnerable most frequently when collecting wood, after dark and during recess. Girls were considered more vulnerable when getting wood and after dark whereas boys were identified as more vulnerable during recess. Future research would be useful to understand why children/youth are vulnerable at these times.

Table 10: Findings and Conclusions on Vulnerability?

Findings	Conclusions
1. The most vulnerable groups identified in addition to IDPs, are itinerant learners, hawkers, orphans and the poor.	1. IDP and other groups are vulnerable due to lack of resources and the types of work/ activities in which they engage.
2. Children/ youth work and engage in activities which make them vulnerable (e.g. collecting wood, after dark, during recess).	

Equitable Access to Education

UNESCO in its mandate to provide Education for All indicates that this implies all children have access to basic education of good quality. This section builds on the previous section by examining access in host communities and again highlights vulnerabilities, including those of girls. When participants were asked their perceptions about attendance of boys and girls in schools, we find that whereas 54 percent of respondents indicated almost all boys (75%-100%) were attending school, only 49 percent reported that almost all girls were attending school. In other words, 5 percent more participants indicated that boys attending schools.

Figure 3: Boys attendance

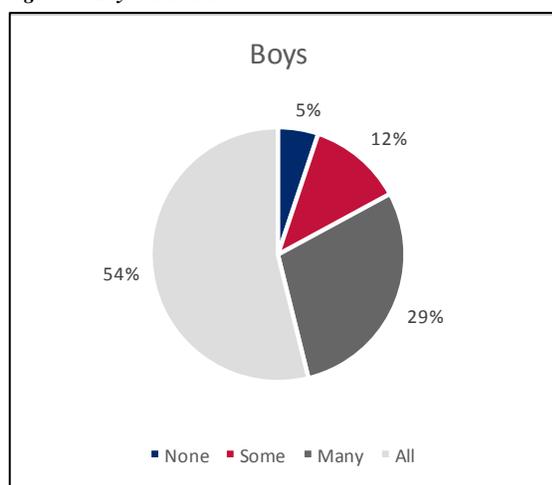
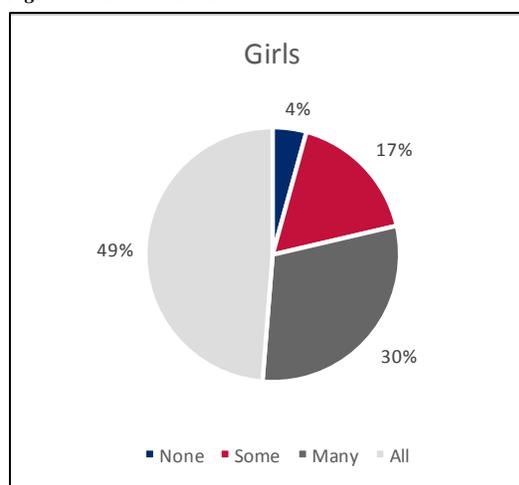


Figure 4: Girls attendance



In addition, upon further examination of the differences between Adamawa, Bauchi and Gombe we find that participants in Bauchi and Gombe were more likely to indicate “all boys in school” as compared to Adamawa (57% and 61% vs. 43%, respectively).

Figure 5: Attendance (Boys)

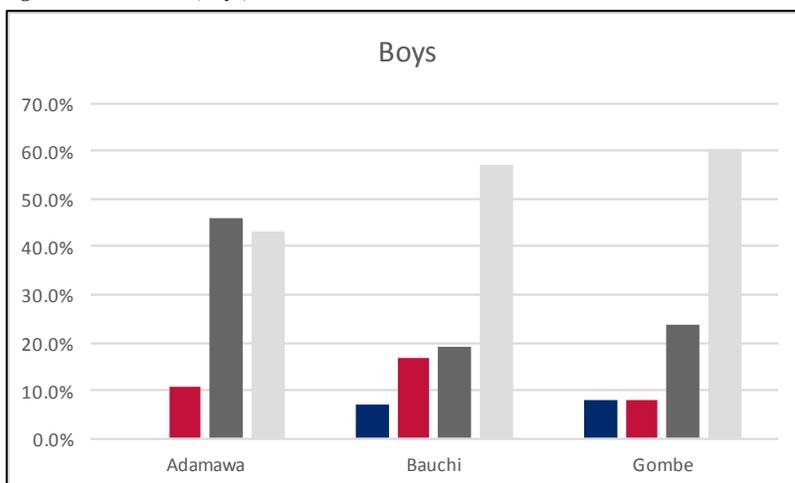


Table 11: Likelihood of Attendance (Boys)

	Adam-awa %	Bauchi %	Gombe %
None	0.0	7.1	7.9
Some	10.8	16.7	7.9
Many	45.9	19.0	23.7
All	43.2	57.1	60.5

Blue = None
 Red = Some
 Dark grey = Many
 Light grey = All

The literature highlights the importance of community based monitoring of attendance as an effective means of accurately collecting this data at the community level (see for example Bruns, Filmer Patrinos, Makings Schools Work, 2011). Respondents were more likely to indicate “all” boys in school in Adamawa than they were to indicate “all” girls in school (43% vs 38%), in other words attendance rates are likely to be lower for girls. More respondents indicated “all” boys in school in Bauchi (57% vs 45%) but rates are relatively the same when “some” and “all” categories are combined (76% boys, 74% girls), in other words attendance rates are comparable across gender. Lastly, more girls were indicated in the “all” category in Gombe as compared to boys (63% vs 61%) but rates were again relatively the same when “some” and “all” categories were combined (84% boys, 84% girls), in other words attendance rates are comparable gender. In conclusion, it is important to emphasize that across all three states, girls in Adamawa were the most vulnerable with only 37.8 % in the “all girls in school” category.

Figure 6: Attendance (Girls)

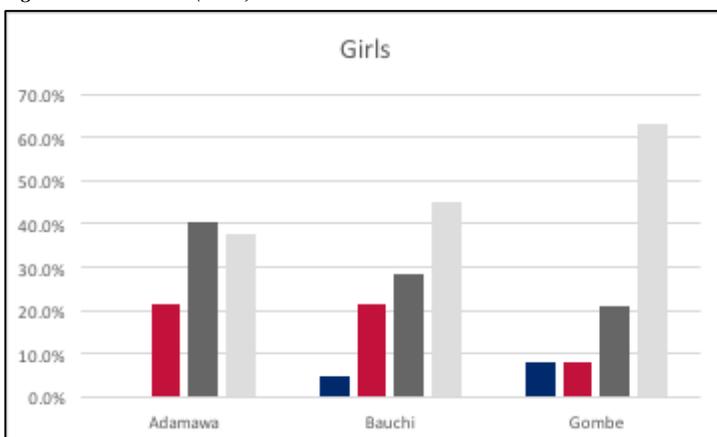


Table 12: Likelihood of Attendance (Boys)

	Adam-awa %	Bauchi %	Gombe %
0-25%	0.0	4.8	7.9
26-50%	21.6	21.4	7.9
51-75%	40.5	28.6	21.1
76-100%	37.8	45.2	63.2

Blue= None
 Red= Some
 Dark grey= Many
 Light grey= All

In children focus groups, participants were asked to reflect on what to do if children and youth cannot go to formal schooling. Host community boys in Bauchi shared, “vocational training, Information Communication Technology (ICT) training, and welding/ construction training” were required. [Host community boys Bauchi FGD]

Similarly, girls in Adamawa said, “they should be advised to go to school and be trained on how to work.” [Host community girls Adamawa FGD] IDP Girls in Gombe added, “job opportunities should be provided, building on a skill acquisition center where they can learn to become self-reliant through skills like tailoring and knitting.” [IDP girls Gombe FGD]

Figure 7: Activities Available

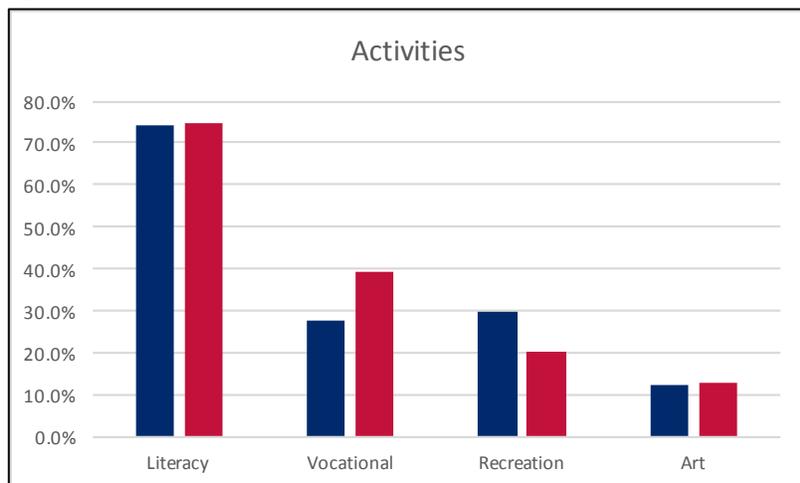


Table 13: Availability/ Access to Activities?

	Boys (%)	Girls (%)
Literacy	74.2	74.8
Vocational	27.5	39.5
Recreation	30.0	20.2
Art	12.5	12.6
Boys= blue, Girls= red		

Interviewees were asked about the status of current education related activities for boys and girls. The most common activity available was reading, followed by vocational and recreational activities. Whereas vocational activities were considered more available for girls; recreational activities were considered more available for boys (see figure 7/ Table 13, above) One reason is because boys are provided the opportunity to play with a ball on the playground during recess.

Table 14: Findings and Conclusions on Equitable Access to Education

Findings	Conclusions
3. More boys are attending school than girls; especially in Adamawa.	2. There remain more boys in school than girls in the three states. 3. There is a demand for vocational and other training programs/ activities for girls and boys.
4. Focus Group Discussion participants consistently advocate for vocational programs (tailoring, carpentry, Information Communication Technology (use of Microsoft word, excel and internet browsing), knitting and sewing).	
5. Currently there are more vocational activities offered for girls and recreation activities offered for boys.	

Protection and Well-Being

It is encouraging to hear children and youth reflect on their trust in their teachers, parents and community leaders. When probed as to who they would go to talk when they have a problem, they frequently identified these adults. On the other hand, they very infrequently identified having a youth-support-group available to them.

“We do not belong to any group of youth. We do feel that we can talk to our teachers in the school or our parents at home. We can count on those we knew before the conflict and our relatives.” – IDP Girl FGD, Gombe

“Many people are willing to help us in school- our teachers are always willing to help us out. We also have a group of good friends who support us.” – IDP Boys FGD, Bauchi

It is also optimistic to see the changes in fears from 2014 to 2015 with regard to bombing, abductions and natural disasters. For example, there was less fear of bombs (26% vs 13%, n= 150). Differences by state are presented in the pie chart figures 8-12 below. Citizens may be less fearful given the increased efforts to combat Boko Haram in 2014.

Table 15: Is There Fear of the Following? (% reporting yes)

	Bombs (%)	Abductions (%)	Sexual violence (%)	Disasters (%)	School violence (%)
2014	25.6%	12.4%	10.0%	37.5%	9.2%
2015	13.2%	10.7%	10.9%	24.0%	10.1%

As seen in the following figures of those who reported fear of bombs, abductions, sexual violence, natural disasters and ongoing school violence, the majority were from Adamawa. The next page also includes a table with the change in fear (2014-2015) by state.

Figure 8: Fear- Bombs (2015)

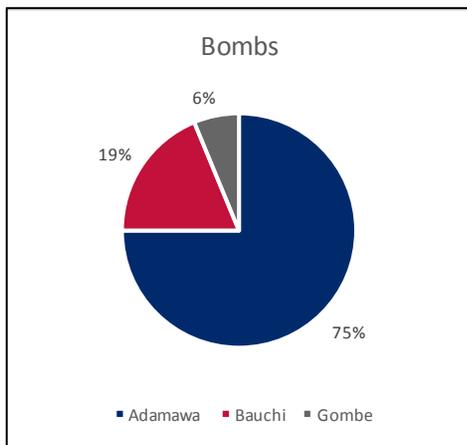


Figure 9: Fear- Abductions (2015)

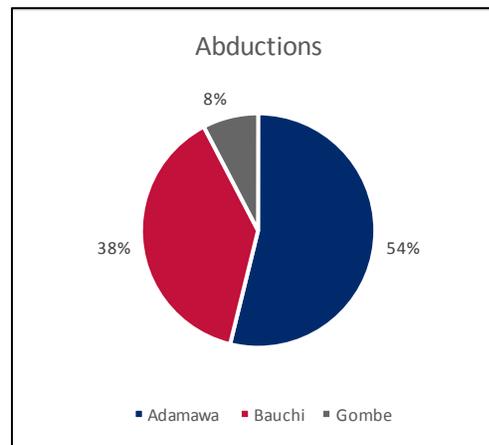


Figure 10: Fear-Sexual Violence (2015)

Figure 11: Fear- Disasters (2015)

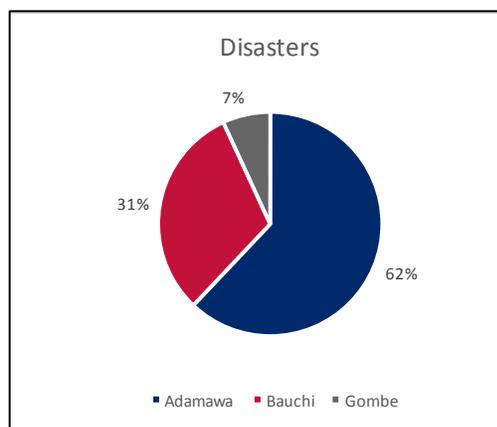
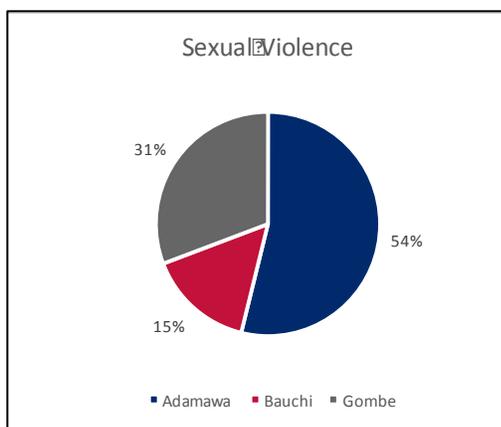


Figure 12: Fear-School Violence (2015)

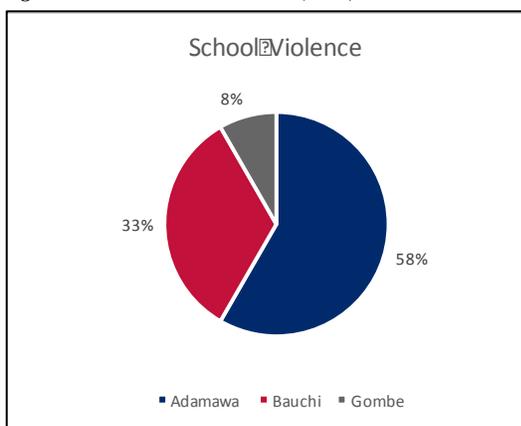


Table 16: Fears/Risk by State (2015)

	Adamawa %	Bauchi %	Gombe %
Bombs	75%	19%	6%
Abductions	54%	38%	8%
Sexual violence	54%	15%	31%
Disasters	62%	31%	7%
School violence	58%	33%	8%

Blue= Adamawa
 Red= Bauchi
 Grey= Gombe

Table 17: Interviewees Reporting Fear by State (2014, 2015)

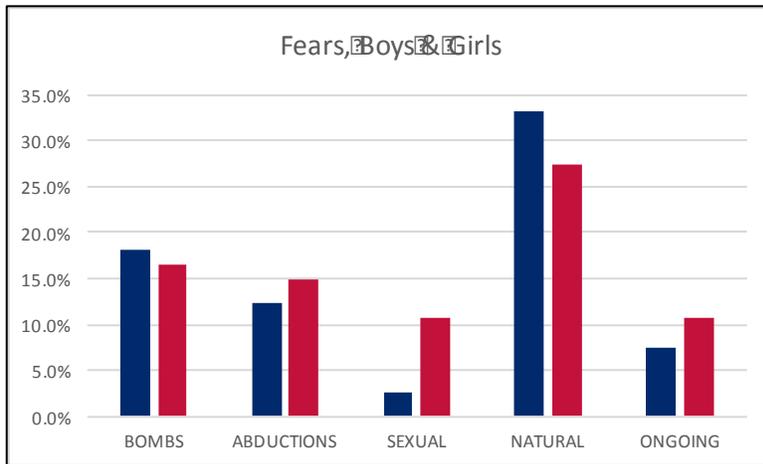
	Adamawa 2014	Adamawa 2015	Bauchi 2014	Bauchi 2015	Gombe 2014	Gombe 2015
Bombs	7	12	11	3	13	1
Abductions	2	7	7	5	6	1
Sexual violence	1	7	3	2	8	4
Disasters	19	18	15	9	11	2
Violence school	0	7	7	4	4	1

N= 120, 40 per state

We also examined fears/ risk by gender. We find that participants more frequently identified girls at risk with regard to abductions (15% vs 12%) and sexual violence (11% vs 3%). See table next page for breakdown by state.

Figure 13: Fears

Table 18: Fears/ Risk Disaggregated by Gender



	Boys (%)	Girls (%)
Bombs	18.2	16.5
Abductions	12.4	14.9
Sexual violence	2.5	10.7
Disasters	33.1	27.3
School violence	7.4	10.7
Boys= blue, Girls= red		

Lastly, it is also encouraging that along with the qualitative data identifying teachers and headmasters as support persons; classrooms are considered safe spaces for children. In fact, they were identified as safer slightly more for children/ youth than for their teachers. Specifically, we looked at safety in the classroom, in particular, we see safe learning spaces as secure environment for children/learners, which provides stimulation and support for children.

Table 19: Interviewees Reporting Fear by State (Boys, Girls)

	Adamawa Boys	Adamawa Girls	Bauchi Boys	Bauchi Girls	Gombe Boys	Gombe Girls
Bombs	7	7	9	10	6	3
Abductions	4	6	7	9	4	3
Sexual violence	1	4	0	4	2	5
Disasters	20	18	7	7	13	8
Violence school	2	4	4	6	3	3

N= 120, 40 per state

Figure 14: Safety in Classrooms

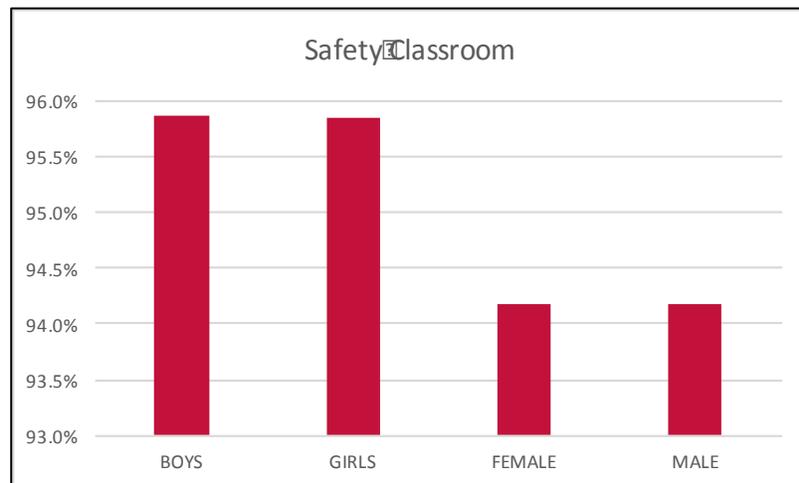


Table 20: Are children/Their Teachers Safe in Classrooms?

	Yes (%)
Boys	95.9
Girls	95.8
Female teachers	94.2
Male teachers	94.2

Table 21: Findings and Conclusions on Protection and Well-being

Findings	Conclusions
6. Girls are more at risk than boys, especially with regard to abductions and sexual violence.	4. Girls and children/ youth in Adamawa are most at risk, conversely they are least at risk in Bauchi and Gombe.
7. Adamawa identified more fears than Bauchi and Gombe.	
8. Parents, teachers and leaders are the primary sources of support for children and youth.	5. Children/ youth go to adults for support, they do not tend to have youth groups.

Teaching and Learning

Children in focus groups reflected on their teaching and learning experiences. There was universal agreement that what they were learning in school would be useful to them in the future. Many also expressed their hope in the future.

“What we learn is going to be useful to us in the future. It will help us stay healthy and when we graduate we will secure a job.”

–Adamawa Host Community Boys FGD

“Yes, what we are learning is very useful, especially English, mathematics and vocational skills. We will use what we are learning in the future to teach children.”

–Adamawa IDP Boys FGD

When children were asked what they needed in their teaching-learning environments, they identified materials, teachers, and infrastructure. For example, in Bauchi IDP Boys stated; “there is a need to employ and pay teachers, provide learning materials, and encourage youth to start businesses and give them capital to do so.” [Bauchi, IDP Boys FGD]. In Gombe IDP Girls reflected; “there is a need for potable drinking water, to renovate the school and repair the benches and chairs.” Often a spillover effect from the influx of IDPs is the limited space and seats in schools.

Table 22: Supplemental Education (% Reporting yes)

	Peace Education	Psychological Support	Health Promotion	Violence Prevention	Bomb Awareness	Awareness of Risk
Introduced	51.7%	48.3%	70.1%	40.0%	34.2%	47.2%
Needed	48.3%	51.7%	29.9%	60.0%	65.8%	52.8%

Participants were asked about the topics introduced in their communities and schools. Across all three states the most common topic introduced in schools according to interview participants was peace education and health promotion. The most frequently identified as needed is psychological support. The following figures also disaggregate introduced topics and needed topics by state. Bauchi appears least in need as compared to Adamawa and Gombe.

Below each LGA is examined. The first figure presents topics introduced in Adamawa, then Bauchi and finally Gombe. The findings are consistent across LGAs.

Health education was most frequently introduced in Adamawa (60 percent). Awareness of bombs was least frequently identified as introduced.

Health education was most frequently introduced in Bauchi (84 percent). Awareness of bombs was least frequently identified as introduced.

Health education was also most frequently introduced in Gombe (64 percent). Awareness of bombs was least frequently introduced.

Figure 15: Adamawa

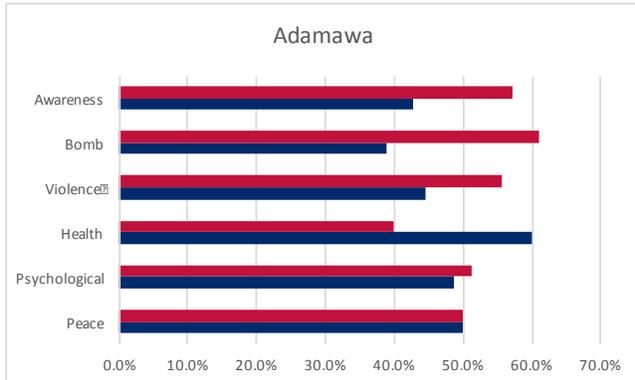


Table 23: Topics- Adamawa

	Introduced	Needed
Peace education	50.0%	50.0%
Psychological	48.6%	51.4%
Health promotion	60.0%	40.0%
Violence prevention	44.4%	55.6%
Bomb awareness	38.9%	61.1%
Awareness	42.9%	57.1%
Red= Needed		
Blue= Introduced		

Figure 16: Bauchi

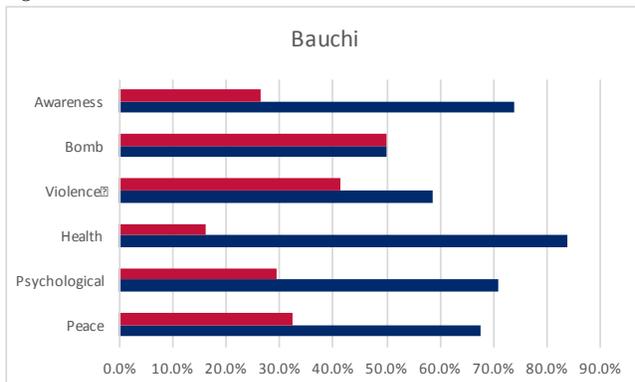


Table 24: Topics- Bauchi

	Introduced	Needed
Peace education	67.4%	32.6%
Psychological	70.7%	29.3%
Health promotion	83.7%	16.3%
Violence prevention	58.5%	41.5%
Bomb awareness	50.0%	50.0%
Awareness	73.7%	26.3%
Red= Needed		
Blue= Introduced		

Figure 17: Gombe

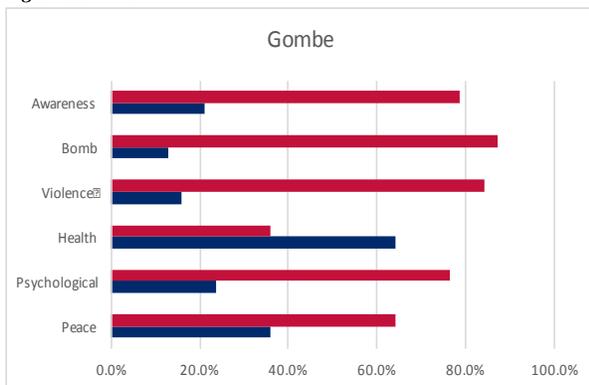


Table 25: Topics- Gombe

	Introduced	Needed
Peace education	35.9%	64.1%
Psychological	23.7%	76.3%
Health promotion	64.1%	35.9%
Violence prevention	15.8%	84.2%
Bomb awareness	12.80%	87.2%
Awareness	21.2%	78.8%
Red= Needed		
Blue= Introduced		

In Adamawa teachers stated: *“We are doing our best despite not being paid promptly nor promoted. Not being paid discourages us.”*

In Bauchi teachers enthusiastically reported: *“Teachers are trying to do the best we can, but teachers need financial and social support.”*

In Gombe teachers noted: *“Teachers need workshops for training, instructional materials for school and community support, including financial support.”*

Table 26 Findings and Conclusions on Teaching and Learning

Findings	Conclusions
9. Peace and health education are the most frequent topics reported as being taught.	6. Important topics are being taught to children and youth; however, there remains a need for other education related support such as psychological support.
10. There is a need for supplemental education (especially in Adamawa & Gombe), including social and emotional learning.	
11. Teachers and other community members advocate for more teachers and teacher training.	7. More training and qualified teachers are required.

Parental & Community Participation

Parental and community participation are considered essential ingredients in the provision of education. Community members were asked: Are there currently any organizations in this community that are supporting education: The following organizations were identified as active in education across all three states: PTA, SBMC, Education Secretariat, Government, USAID, ECR, and UNICEF (see textbox 2).

Textbox 2. Are there currently any organizations in this community that support education?

Organizations: PTA, SBMC, LGEA, Government Education Secretariat, USAID, ECR, NGOs, and UNICEF

Community members were also asked: What are parents thinking about education in your community? In other words, what are the priorities and concerns of sending children to school. The following responses were the most frequently reported responses across all three states: “Happy to have their children in school”, “Support their girls going to school”, and “Psychological support to teachers and students.” (see textbook 3).

In focus group discussions with parents they were asked to reflect on ways community members currently support schools/ non-formal learning communities? Parents in Adamawa noted, “the parents attend the PTA meetings and contribute positively to see what needs to be done so that the children benefit from quality education.” Future research should probe: how are parents invited, how do they deal with parent participants and how do they address parents’ concerns. They also noted, “Parents host home classes and gathering to discuss issues related to education.” [Parent FGD- Adamawa]

Textbox 3. What are parents thinking about regarding education in their community?

Priorities:
 #1 Have children in school,
 #2 Support girls going to school, and
 #3 Psychological support to schools.

At times parents reflected on oversight, for example in Bauchi parents noted, “Host community members supervise teachers in the community to ensure that their works is going smoothly and effectively.” [parent FGD- Bauchi] In addition, parents and community members contribute financially, in kind and via their labor. Via their labor provides an opportunity for less privileged parents to participate. As parents in Gombe noted, “The community members support through giving out rooms as learning centers, labor and writing materials.” [parent FGD- Gombe]

Table 27: Findings and Conclusions on Parental and Community Participation

Findings	Conclusions
12. There are active community organizations including PTAs and SBMCs.	8. There are many active community organizations ranging from the local level to the international level.
13. Parents are grateful for the opportunities for their children, especially girls, to go to school.	9. There have been great gains made, but there is still need for psycho/ social support to children and youth in communities.
14. Parents identified psychological support as a priority for children and youth.	

Recommendations: Informing ECR

Textbox 4. Allocation of resources...

Resources should be allocated to uniforms, writing materials and books. They should also be allocated to seats and tables, a new toilet, and a new gate for the school. –FGD children Adamawa

Resources should be allocated to provide adequate food and clothing, books and learning materials, and training on vocational skills. –FGD parents Gombe

Resources should be allocated for construction and renovation of classrooms, extra lessons

Recommendation 1: ECR should provide a forum for organized youth groups for children and youth, and include recreational activities for boys and girls. The project should also facilitate psychological and social support activities. Support peer-to-peer networks, i.e. youth groups within the same age range, prove equally as important in building self-esteem and other healthy behaviors. Lead by a facilitator peer-to-peer should mobilize around issues important in their community, for example garnering resources for school supplies and materials. [Based on Conclusions 1, 5, 6, and 9.]

Recommendation 2: ECR should continue to support IDP and other vulnerable groups (including girls) with basic education materials such as backpacks, exercise books, textbooks, and uniforms. Lack of family resources and need to work were identified as reasons to not attend school and therefore the provision of these fundamental learning supplies will support children/youth to attend. Link the materials with the curriculum and teacher training. [Based on Conclusions 2, 4 and 8.]

Recommendation 3: The project should continue to support vocational education programs for girls and boys. Unequivocally children/ youth and their parents emphasized hope in the future

and value of their education thanks to skills that will enable them to get jobs. Specifically recruit and train teachers/ facilitators to teach tailoring, mechanics, Information

Communication Technology, sewing, knitting, construction, carpentry and other skills. English and mathematics should also be integrated. [Based on Conclusions 3 and 7.

Textbox 5. Reflections from a Traditional Leader...

As a traditional leader since the emergence of the insurgency, I have been enlightening my people. I have been enlightening them to be security conscious. But, I am also pleading on the other actors [government and organizations] to provide more security to our schools, workplaces, markets and communities. Security should be provided free to our schools and our IDP Camps. [In Depth Interview- Adamawa]

Sources

Bruns, Filmer, Patrinos (2011). Making Schools Work, World Bank, Washington D.C.

Human Rights Watch (2015). World Report 2015: Nigeria, accessed 03/30/2016, <https://www.hrw.org/world-report/2015/country-chapters/nigeria>

National Population Commission (NPC), and ICF International (2013). Nigeria Demographic and Health Survey (DHS).

UNICEF (March, 2016). Nigeria Humanitarian Situation Report

USAID (April, 2015). Community Education and Conflict Assessment (CECA)

USAID (October, 2015). Rolling Community Education and Conflict Assessment (R-CECA)

USAID (December, 2015). Yobe Community Education and Conflict Assessment

Annexes

Annex I: Methodology and Limitations

Methodology

Quantitative and Qualitative Data: The CECA collected quantitative data on existing formal, non-formal and alternative education institutions in LGAs across Bauchi, Gombe and Adamawa. The primary source for quantitative data was the secondary tool and the in-depth interview(IDI) survey. The in-depth interview protocol and survey was used with key informants; a full copy of the protocol is provided as Annex 2. The CECA collected qualitative data through focus group discussions (FGDs), in-depth interviews (IDIs) in small groups, and one-on-one key stakeholder meetings. IDP and host children, IDP and host parents, and teachers were consulted. A total of over 150 IDIs, 96 FGDs with children [half IDP/ half non-IDP], 48 FGDs with parents, and 24 FGDs with teachers comprise the data set.

Tools: The data collection tools used were developed by adapting and integrating elements of a wide range of pre-existing, peer-reviewed, internationally applied and published tools for measuring education sector progress in conflict and crisis. Each tool was subject to broad-based consultation and reviews by expert practitioners, operational agencies, donors, policymakers and researchers alike. The secondary data form was created to collect information on school-going children and youth in the select communities. It allows for triangulation to verify rates of attendance, enrollment and retention, with limited individual-level data.

The focus group discussion protocol was used with IDP girls, IDP boys, host community girls and host community boys in separate FGDs. Additional FGDs were held with IDP mothers and fathers separately; and host teachers in mixed gender groups. Each group consisted of 7 to 10 persons with a facilitator and note taker. The in-depth interview protocol was with six different types of key informants, including an education secretary, economic and social development representative, head teacher, women's leader, religious representative, and traditional leader in identified communities within ECR project LGAs in Bauchi, Gombe and Adamawa states.

Sample Selection: Sites were selected based on a high prevalence of IDP arrivals in the prior, pre-selected local government authority locations for the project. The following criteria were used in order of importance: rate of recent arrival of IDP children between 6 and 17 years of age, IDPs living in camps, IDPs residing in separate housing within communities, and IDPs living with families or relatives in communities. In addition, the sample was selected in order to have a mix of rural and urban settings, available education services (e.g. learning centers), and being situated within one of the pre-selected LGAs for the project.

Training: A three-day training on data collection was provided to 18 enumerators. They learned 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. Applied practice took place in pilot communities where focus groups with boys and girls separately were conducted during the enumerators' training.

Data Entry: Qualitative data from focus group discussions and in-depth interviews conducted were transcribed from hand-written notes into an electronic format. The data was entered into an Excel spreadsheet, categorizing focus group discussions by community. Within each tab, the data were further separated by group (IDP girls, IDP boys, host girls, host boys, mothers, fathers, or teachers).

Each focus group discussion response from all communities was transcribed. The data were transcribed word for word as was found in the handwritten notes. Words that were partially illegible were surrounded by brackets, and words that were completely illegible were replaced by a question mark, whereby one question mark denoted one illegible word.

Data Analysis: The first step in qualitative data analysis entailed cleaning the data by removing responses from focus group discussions that elicited “yes” or “no” responses, information that was unclear and difficult to understand, and data that appeared irrelevant to the respondents (i.e. questions asking children about their experiences attending school when none of the respondents attended school). After the qualitative data was cleaned and entered, it was analyzed along the dimensions of the CECA and extracts are included in this report.

Limitations

One limitation was time. Focus groups and in-depth interviews attempted to follow a 40 to 50-minute time limit taking into consideration participants’ other commitments and people’s attention spans. Groups were meant to be between 7 to 10 persons without exceeding this range and be conducted in relative calm and quiet locations that were pre-determined. Enumerators were challenged in some cases in thoroughly covering all thematic areas in this timeframe while also probing for additional topical trajectories that could have afforded a deeper understanding of surfacing issues, particularly in the focus groups. After a one-day pilot, issues were prioritized and assigned different weights to the thematic areas, depending on the cohort in each focus group.

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

Logistical challenges. The data collection process faced some logistical difficulties in ensuring sufficient ability to explain how and why the IDPs and community members participate without direct incentives. For example, many communities requested something in exchange for the information provided. During both the data collection training and during the data collection process the state supervisors emphasized ways to provide the clear reason for why the data is being collected and how it will inform an education project that covers these geographic areas. The

supervisors and data collectors employed these strategies to minimize this challenge. Each respondent was also asked for consent prior to beginning discussions or interview, where the purpose of the data collection was reemphasized. As such, this challenge was overcome yet noted for future assessments.

Annex II: Instruments

Tool 1: Secondary Data Form/takardar tattara bayani mataki na biyu

1. PLEASE PROVIDE CURRENT ENROLLMENT DATA (2015/2016)/a kawo bayanin Jaukar Jalibai a shekarar 2015/2016

Formal/makarantar boko				Non-Formal/ajin yaƙi da jahinci			
Class/aji	Male/maza	Female/mata	Total/jimla	Level/mataki	Male/maza	Female/mata	Total/jumla
Pry/aji 1				Basic Literacy/ajin koyon karatu			
Pry/aji 2				Post Literacy/ajin Jara karatu			
Pry/aji 3				Continuing Edu/ajin ci gaba da karatu			
Pry/aji 4				Vocational Edu/ajin koyon sana 'a			
Pry/aji 5							
Pry/aji 6							
JSS/}aramar sakandare 1							
JSS/}aramar sakandare 2							
JSS/}aramar sakandare 3							
Total/jumla							

**Pry = Primary/firamare and JSS/}aramar sakandare = Junior Secondary School

Source/tushen bayani: _____

2. PLEASE PROVIDE SCHOOL DATA FROM 2014/2015/bayani a kan makaranta a shekarar 2014/2015

Formal/makarantar boko				Non-Formal/ajin yaƙi da jahinci			
Class/aji	Male/maza	Female/mata	Total/jimla	Level/mataki	Male/maza	Female/mata	Total/jumla
Pry/aji 1				Basic Literacy/ajin koyon karatu			
Pry/aji 2				Post Literacy/ajin Jara karatu			

Pry/aji 3				Continuing Edu/ajin ci gaba da karatu			
Pry/aji 4				Vocational Edu/ajin koyon sana 'a			
Pry/aji 5							
Pry/aji 6							
JSS/}aram ar sakandare 1							
JSS/}aram ar sakandare 2							
JSS/}aram ar sakandare 3							
Total/jum la							

**Pry = Primary/}iramare and JSS/}aramar sakandare = Junior Secondary School

Source/tushen bayani: _____

3. PLEASE PROVIDE SCHOOL DATA FROM 2013/2014/bayani a kan makaranta a shekarar 2013/2014

<i>Formal/makarantar boko</i>				<i>Non-Formal/ajin ya}i da jahinci</i>			
<i>Class/aji</i>	<i>Male/ma za</i>	<i>Female/ma ta</i>	<i>Total/jim la</i>	<i>Level/mat aki</i>	<i>Male/ma za</i>	<i>Female/ma ta</i>	<i>Total/jum la</i>
Pry/aji 1				Basic Literacy /ajin koyon karatu			
Pry/aji 2				Post Literacy /ajin }ara karatu			

Pry/aji 3				Continuing Edu /ajin ci gaba da karatu			
Pry/aji 4				Vocational Edu /ajin koyon sana'a			
Pry/aji 5							
Pry/aji 6							
JSS/}aram ar sakandare 1							
JSS/}aram ar sakandare 2							
JSS/}aram ar sakandare 3							
Total/jum la							

**Pry = Primary/}iramare and JSS/}aramar sakandare = Junior Secondary School

Source/tushen bayani: _____

4. PLEASE PROVIDE THE NUMBER OF INTERNALLY DISPLACED CHILDREN/kawo yawan yara 'yan gudun hijira

<i>Class/aji</i>	<i>Number of boys/adadin yara maza</i>	<i>Number of girls/adadin yara mata</i>	<i>Total/jumla</i>
Under 6 years old/ 'yan }asa da shekara shida			
6 years to 10 years old/ 'yan tsakanin shekara shida zuwa goma			
10 years to 17 years old/ 'yan tsakanin goma zuwa goma sha bakwai			

Over 17 years old/ 'yan sama da shekara goma sha bakwai			
Total/jumla			

Source/tushen bayani: _____

5. PLEASE PROVIDE DATA ON ALTERNATIVE LEARNING OPPORTUNITIES/ kawo bayanin wata hanyar samun ilimi

	<i>Number of boys/adadin yara maza</i>	<i>Number of girls/adadin yara mata</i>	<i>Total/jumla</i>
Youth learning centers/cibiyoyin koyo na matasa maza			
Adolescent girls' learning centers/ cibiyoyin koyo na matasa mata			
Other learning centers for out-of school children/sauran cibiyoyin koyo don waJanda basa zuwa makaranta			
Others: Please specify/sauransu (a fayyace) _____			

Source/tushen bayani: _____

Tool 2A: Focus Group Discussion-Instruction

Purpose: This set of tools provides questions to help understand the perspectives of children, youth, and adult community members, and teachers about key aspects of education in the area and how they have been affected by the conflict ongoing in the LGEA and Nigeria. This particular tool focuses on children.

Manufa: Wannan takarda ta junshi jagora ta yin tambayoyi, waJanda za su taimaka wajen fahimtar tunanin yara da matasa da ma manya na cikin wannan gari da kuma malaman makaranta a kan muhimman abubuwan da suka shafi ilimi a wannan yanki. Sannan kuma za a fahimci yadda ire-iren tashin hankalin da yake faruwa a yankin Jaramar hukumar da ma Najeriya baki Jaya ya shafe su. Wannan takardar ta fi mayar da hankali ne a kan Jalibai.

Unit of analysis: Focus group discussions should be conducted with groups of 7-10 participants. Separate groups should be organized by age and sex, and for the IDP/host community learners. The aim in grouping focus groups as such is to enable the participants to be as relaxed and honest as possible. The unit of analysis will be the overall categories of respondents, such as teachers, boys, and girls.

Dabarun sharhi: Za a gabatar da wannan ga Jungiyoyin Jalibai bakwai zuwa goma. A kasa Jaliban Jungiya-Jungiya, na maza daban, na mata ma daban. Haka kuma za a ware 'yan gudun hijira daban da Jalibai 'yan gari. Hikimar da ke tattare da wannan rabo ita ce, saboda Jalibai su saki jikinsu su faji gaskiya iya saninsu. Za a yi sharhin ne a kan dukkan rukunin waJanda aka yi hira da su, da suka haJa da malamai da yara maza da mata.

Instructions: Focus group discussions must be deliberately organized, well-facilitated, and properly documented in order to gain the type of quality, in-depth information sought. Recommendations for making focus group discussions effective are:

Umurni: tilas wannan tattaunawa ta zama an yi masa kyakkyawan tsari saboda a sami ingantaccen bayani mai zurfi da ake bukata. Abubuwan da ake bukata domin samun ingantaccen bayanin sun haJa da:-

Organizing focus group discussions:

- Organize homogeneous groups of similar ages, sexes, and experiences together.
- Keep the groups small. Sessions should have 7-10 participants.
- For children FGDs, choose the right facilitator for the group: men with boys/men and women with girls/women. Identify adults who have good rapport and skills for working with children and youth.
- Limit the presence of onlookers to enable participants to speak freely.
- Conduct the discussion in a location where participants can sit comfortably and talk with some privacy.

Tsarin yadda za a tattauna

- A tsara rukunin Jungiyoyin mutane danganen da dacewarsu ta fuskar shekaru da jinsi da kuma gogewar rayuwa.
- A sami mutane kaJan a cikin kowace Jungiyar, kada ya wuce mutum bakwai zuwa goma.

- *A za~i mutumin da ya dace ya gudanar da kowace }ungiyar. Maza manya su jagoranci }ungiyar maza zalla ko yara ko manya. Haka kuma mata manya su jagoranci }ungiyar mata zalla ko yara ko manya. Wajen za~en jagoran a natsu a duba wanda yake da dabarun sarrafa yara da matasa.*
- *A ta}aita yawan ‘yan kallo, saboda wa}anda za a tattauna da su sake su bu}a baki su yi magana sosai.*
- *A gudanar da tattaunawar a wani wuri da mahalarta za su saki jiki su yi magana.*

Facilitating focus group discussions:

- Warm the group up with energizers to make participants feel at ease and get them talking.
- Assure the participants that everything said in the session will be kept confidential.
- Don’t only rely on what the well-off, better educated, and more vocal have to say.
- Probe and cross-check each question by listening closely to what is being said, challenging answers (where appropriate), and asking for more details.
- Carefully lead up to sensitive questions.
- Keep to a manageable length – around 10 questions and between 45-90 minutes.

Yadda za a gudanar da tattaunawar

Yi wani abu da wartsakar da mahalarta tattaunawar yadda za su saki jikinsu su yarda su yi magana.

- *A ba wa mahalartan tabbacin cewa za a sirrinta duk abin da suka fa}a yayin wannan tattaunawar.*
- *Kada a dogara da cewa abin da masu zala}a ko wa}anda suka je makaranta ne kawai za su fa}i wani abu mai ma’ana.*
- *A yi nazarin kowace tambaya, sannan a yi saurara amsa cikin nutsuwa, wajen da ake bukatar }arni bayani a nema.*
- *Cikin nutsuwa ci gaba da tambaya, har a zo kan tambayoyi masu tar}iji.*
- *Kada a ja tattaunawar yadda za a }osa, a yi tambayoyi kimanin 10 cikin minti 45-90.*

Documenting responses:

- Assign one note taker to record what is being said and observed.
- The responses to questions can be documented in a notebook, but be sure to capture all the information under the ‘General Information’ section of the form for each group.
- Do not mix in interpretations of the responses during the note taking.
- Record the responses of the majority of the answers provided by the group. Also note any important differences in responses between groups of respondents (e.g. differences by gender or age).

Rubuta Amsoshi

- *A sami mutum }aya ya ri}a rubuta abin da aka fa}a da kuma abin da ya lura da shi.*
- *Za iya rubuta amsoshin da aka bayar a takarda, sai dai a tabbatar an sami dukkan bayanan da ake nema a sashen bayani na gaba }aya takardar game da kowace }ungiyar.*
- *Kada ka bayar da fahimtarka a kan wata amsa da aka bayar lokacin da kake rubuta amsoshin.*

- *A rubuta amsoshin da mafi yawan 'yan }ungiyar suka bayar. Haka kuma, ka kiyaye da muhimman bambance-bambance da ake iya samu a tsakani (misali sakamakon bambancin jinsi ko shekara)*

Tool 2B: Focus Group Discussion-Children/Jagorar Tattaunawa Da Yara

Interview Identification/bayanin masu hira

Instrument Code/Lambar gudanarwa: **Gom/FGD/Children/** _____

Date of assessment/Ranar Gwaji: ____/____/____ (dd/mm/yy) /(rn/wt/shkr)

Name of Assessors/Sunan masu gudanar da bincike:

Facilitator: _____

Note Taker: _____

Location of Assessment/Wurin hira

Name of State/Admin level 1/Sunan Jiha/ Mataki na 1: _____

Name of LGA/Admin level 2/Sunan }aramar Hukuma/ Mataki na 2: _____

Name of Community/Village/Admin level 3/Sunan Gunduma/Gari/ Mataki na 3: _____

Source of Information/wa}anda suka ba da bayani

IDP boys/'Yan gudun hijira yara maza:

IDP girls/'Yan gudun hijira yara mata:

Host Community boys/'Yan }asa yara maza:

Host Community girls/'Yan }asa yara mata:

1. Equal Access to Learning/samun damar karatu

1.1 Do all children in this community go to school? What groups of children or young people in this community are most often not in school? Are there IDPs? Do they attend school? Why or why not? /shin dukkan yara a wannan al'ummar suna zuwa makaranta? Wane rukunin yara ko matasa ne suka fi rashin zuwa makaranta? Shin akwai 'yan gudun hijira kuwa? Suna zuwa makaranta? Saboda me?

1.2 What is common to IDP and local children's learning requirements? What are the differences between IDP and community children? /Wace bu}atace ta koyo da kuke ganin yara 'yan }asa da 'yan gudun hijira suke da ita ta bai Jaya? Sannan kuma wace ce take da bambamci?

1.3 Are you able to go to school every day? If not, why? Do you have friends or know other children who cannot go to school? If so, why do they not attend?/ *Kuna samun damar zuwa makaranta kullum? Idan ba ka/ku/ki samu, menene dalili? kuna da wasu abokai ko kunsan wasu yara da basa zuwa makaranta? Idan kun sani menene yake hana su ko shi zuwa?*

1.4 What impact does the conflict have on children in this community? Does it affect whether or not they go to school or stay in school?/ *wane tasiri wannan tashin hankalin ya yi a kan yara cikin wannan al'ummar? Shin hakan ya shafi zuwa ko rashin zuwansu makaranta?*

1.5 For the young people in this community/area who cannot go to formal school, what types of classes or training would be best for them? What type of classes or training would you like to participate in?/ *dangane da matasan wannan al'ummar waJanda ba sa zuwa makaranta, wane irin tsari ne ya dace da su? Kai/ku/ke kuma wane ne zaka so shiga?*

2.4 Help us understand how you have been feeling. Do you feel hopeful about the future? Given the conflict and its influence, do you feel more hopeful about the future, less hopeful, or the same?/ *Yi mana bayanin menene tunaninku. Shin kuna ganin gaba za ta fi dadi? Idan kun lura da tsahin hankalin da yake faruwa, kuna ganin gaba za ta fi kyau ko za ta jara lalacewa, ko kuma dai ba za ta sake zani ba?*

2.5 Do you belong to a group of friends who support one another? Is there someone at your school that you feel you can go to talk to when you have a problem? Given the conflict conditions, do you feel you have more, fewer, or the same amount of people you can count on to help you out when needed?/ *Shin kuna da wata {ungiya ta taimakon juna? Shin a makarantarku akwai wanda kuke ganin shi zaku samu idan wata matsala ta taso? Idan an yi la'akari da tashin hankalin da ake fama da shi, kuna jin kuna da jarin mutane ko jarancin mutanen da zaku dogara a kansu. Ko kuwa dai babu abin da ya canza?*

3. Facilities in Schools/abubuwan cikin makaranta

3.1 Is there a place to play at your school? Do you use it? If not, why? /*akwai filin wasa a makarantar? Kuna zuwa? idan ba ka/ki/ku zuwa mene ne dalili?*

3.2 Is there water for drinking at your school? Is it clean? Who collects the water? Do you feel safe collecting water? If not, why?/akwai ruwan sha kuwa a makarantarku? Wane ne yake Jebowa? Shin kuna jin kuna da tsaro kuwa yayin da ka je jibar ruwa? Idan ba ku ji, mene ne dalili?

3.3 Are there latrines at your school? Do boys use the latrines at school? If not, why? Do girls use the latrines at school? If not, why?/akwai banjaki kuwa a makarantarku? Shin yara maza suna amfani da banjaki a makaranta? Idan basa yi, mene ne dalili? Shin yara mata suna amfani da banjaki a makaranta? Idan basa yi, mene ne dalili?

3.4 Do you normally eat at home before coming to school? If not, why? (food availability)/shin ku kan ci abinci a gida kafin zuwa makaranta? Idan ba ku/ka/ki ci mene ne dalili?

4. Curricula/manhaja

4.1 Do you think that any of the things taught in your classes discriminate against certain people? For example, present certain types of people as better or worse than other types of people? If so, what?/

Kuna ganin akwai wani abu da ake koyarwa a ajinku wanda yake haddasa wariya? Misali a nuna wasu mutane sun fi wasu ko basu kai wasu ba? Idan haka ne, mene ne?

4.2 Do you feel like what you are learning in school will be useful for you (e.g. to stay safe and healthy, or get a job)? Why or why not? What (else) would you like to be learning?/ *kuna ganin abin da kake koya a makaranta zai yi muku amfani (misali kasancewa cikin kariya da joshin lafiya ko samun aiki)? Me ya sa kuke jin zai yi muka amfani ko ba zai yi muka ba? Me kuke so kuma ku koya? Kuma me za ku so a ri}a koya maku?*

5. Learning Environment/muhallin koyo

5.1 Have you seen or heard of children being abused or harassed while they are in school?/ *kun ta~a gani ko jin an zagi yara ko an ci mutuncinsu yayin da suke makaranta?*

5.2 What type of children experience these things the most (e.g. girls, IDPs, others)? How has the conflict influenced this?/ *wane rukunin yara ne aka fi zagi ko cin mutunci (misali yara mata ko 'yan gudun hijira da sauransu). Ta yaya tashin hankalin nan ya yi tasiri a kan hakan.*

6. Participation/shiga hidimar karatu

6.1 Are children and youth involved in supporting schools and learning in this community/site? If so, how? If not, how could they be?/shin ana shigar da yara sha'anin tallafa wa koyon karatu kuwa a wannan al'ummar? Idan ana yi ta yaya? Idan ba a yi, to yaya za a sanya su?

6.2 If you could change or improve three things at school, what would they be? What can young people in this community do to help address these issues?/idan abin a baku damar canza abubuwa guda uku a makaranta ne, me da me zaku canza? Ta yaya matasa a wannan al'ummar za su taimaka wajen magance waɓannan matsaloli?

**Tool 2C: Focus Group Discussion -
Parents/Takardar Tattaunawa: Jagorar Hira Da Iyaye**

Interview Identification

Instrument Code/Lambar gudanarwa: **Gom/FGD/Parents/**_____

Date of assessment/Ranar gudanar da bincike: ____/____/____ (dd/mm/yy)/(Rana/Wata/Shekara)

Name(s) of Assessor(s)/Sunan masu gudanar da bincike:

Facilitator: _____

Note Taker _____

Location of Assessment

Name of State/Admin level 1/Sunan Jiha 1: _____

Name of LGA/Admin level 2/Sunan karamar hukuma 2: _____

Name of Community/Village/Admin level 3/Sunan al'ummal kauye 3: _____

Source of Information

IDP parents (men)/ 'yan gudun hijira maza:

IDP parents (women)/ 'yan gudun hijira mata:

1. Equal Access to Learning/bayar da damar koyo ga kowa

1.1 Do all children in this community go to school? What groups of children or young people in this community are most often not in school? Are there IDPs? Do they attend school? Why or why not?/shin dukkan yara a wannan al'ummar suna zuwa makaranta? Wane rukunin yara ko matasa ne suka fi rashin zuwa makaranta? Shin akwai 'yan gudun hijira? Suna zuwa makaranta? Saboda me?

1.2 What could be done to help such children get into or stay in school?/me za a yi don a taimaka wa ire-iren waJannan yaran su shiga makaranta ko su daina fita a cikinta?

1.3 What is common to IDP and local children's learning requirements? What are the differences between IDP and community children?/*wace bu}atar koyo ce kuke ganin yara 'yan gudun hijira da 'yan }asa suke da ita ta bai }aya? Sauran kuma ta ina suka sha bamban?*

1.4 Are your children able to go to school every day? If not, why? Do you know of other children who cannot go to school? If so, why do they not attend?/*shin yara suna samun damar zuwa makaranta koda yausha? Idan basu samu, mene ne dalili? Shin kun san wasu yaran da basu zuwa makaranta? Idan akwai, me ya sa basu zuwa?*

1.5 For the young people in this community who cannot go to formal school, what types of classes or training would be best for those who cannot attend?/*dangane da matasan wannan al'ummar wa}anda ba sa zuwa makaranta, wane irin horarwa ne ya dace da su?*

1.6 What impact does the conflict have on children in this community? Does it affect whether or not they go to school or stay in school?/*wane tasiri wannan tashin hankali ya yi a kan yara cikin wannan al'ummar? Shin hakan ya shafi zuwa ko rashin zuwansu makaranta?*

2.4 Do you know where children go for support if they experience abuse or violence against them? Is this common/not common?/*shin ka san wurin da yara suke zuwa don neman taimako idan an ci zarafinsu? Shin hakan yana yawan faruwa?*

3. Participation/ *shiga hidimar karatu*

3.1 What are the main ways community members currently support schools/NFLCs/learning spaces in this community/site?/*ta wa]anne hanyoyi jama'ar gari suke tallafa wa makarantu ko cibiyoyin ya}i da jahilci?*

3.2 What additional roles are priorities for the community to take on to improve education in this community/site?/*wa]anne abubuwa kuke ganin ya kamata jama'ar garinsu ba wa fifiko domin inganta ilimi a wannan al'ummar?*

3.3 What are the three most essential priorities for improving education in this community/site? What roles can community members play to address these issues?/*wa]anne abubuwa uku ne suka fi muhimmanci wajen inganta ilimin a wannan al'ummar? Wace irin rawa jama'ar gari za su taka wajen maganin wa]annan matsalolin?*

4. Community Resources/*gudunmowar jama'ar gari*

4.1 What community based learning activities exist here? Are families holding classes in homes or in community structures? Are there informal gatherings of children for non-formal/recreation activities? If yes, how often and where are they held?/wa]anne abubawa jama 'ar gari suke yi domin cigaban koyarwa a wannan al'ummar? Shin ana koyarwa a gidaje ne ko wasu gine-ginen jama 'a? akwai wasu taruka da ake yi domin ya}i da jahilci ko walwalar jama 'a? idan akwai, sau nawa ake yi kuma a ina?

4.2 If you could change or improve three things for the IDP children in this community, what would they be?/idan an baka za~in canzawa ko inganta abubuwa guda uku dangane da yara 'yan gudun hijira a ciki wannan al'ummar, wa]anne zaka]auka?

4.3 What can children and young people in this community do to help address these issues?/me yara da matasa na wannan al'ummar za su yi domin maganin wa]annan matsalolin?

Tool 2D: Focus Group Discussion – Teachers/ Takardar Tattaunawa: Jagorar Hira Da Malamai

Interview Identification/*gudanar da hira*

Instrument Code/Lambar gudanarwa: _____

Date of assessment/Ranar gudanar da bincike: ____/____/____ (dd/mm/yy)/(Rana/Wata/Shekara)

Name(s) of Assessor(s)/Sunan masu gudanar da bincike:

Facilitators: _____

Note Taker: _____

Location of Assessment/*wurin hira*

Name of State/Admin level 1/Sunan Jiha 1: _____

Name of LGA/Admin level 2/Sunan karamar hukuma2: _____

Name of Community/Village/Admin level 3/Sunan al'ummal kauye3: _____

Source of Information/*wa]anda suka ba da bayani*

of men/*maza*: _____ # of women/*mata*: _____

Equal Access to Learning/*bayar da damar koyo ga kowa*

- Do all children in this community go to school? What groups of children or young people in this community are most often not in school? Are there IDPs? Do they attend school? Why or why not? Has the situation changed over the last year?/*shin dukkan yara a wannan al'ummar suna zuwa makaranta? Wane rukunin yara ko matasa ne suka fi rashin zuwa makaranta? Shin akwai 'yan gudun hijira? Suna zuwa makaranta? Idan basa zuwa Saboda me? Shin abin ya canza daga shekarar da ta gabata?*
- What could be done to help such children get into or stay in school?/*me za a yi don a taimaka wa ire-iren wa]annan yaran su shiga makaranta ko su daina fita a cikinta?*
- What is common to IDP and local children's learning requirements? What are the differences between IDP and community children?/*wace bu}atar koyo ce kuke ganin yara 'yan gudun hijira da 'yan }asa suke da ita ta bai }aya? Sauran kuma ta ina suka sha bamban?*
- Are children able to go to school every day? If not, why?/*shin yara suna samun damar zuwa makaranta koda yausha? Idan basa samu, mene ne dalili?*
- What impact does the conflict have on children in this community? Does it affect whether or not they go to school or stay in school?/*wane tasiri wannan tashin hankali ya yi a kan yara cikin wannan al'ummar? Shin hakan ya shafi zuwa ko rashin zuwansu makaranta?*
- For the young people in this community who cannot go to formal school, what types of classes or training would be best for those who cannot attend?/*dangane da matasan wannan al'ummar wa]anda ba sa zuwa makaranta, wane irin horarwa ne ya dace da su?*

Participation/shiga hidimar karatu

- What are the main ways community members currently support schools/NFLCs/learning spaces in this community/site?*/ta waJanne hanyoyi jama'ar gari suke tallafa wa makarantu ko cibiyoyin ya}i da jahilci?*
- What additional roles are priorities for the community to take on to improve education in this community/site?*waJanne abubuwa kuke ganin ya kamata jama'ar garinsu ba wa fifiko domin inganta ilimi a wannan al'ummar?*
- What school management decisions does the PTA/SBMC have a say in? What were the top two issues discussed at the most recent SBMC meeting?*/a wane mataki na gudanar da makaranta }ungiwar iyaye da malamai (PTA) ko kwamitin gudanar da makaranta (SBMC) suke da ta cewa? WaJanne muhimman abubuwa biyu aka tattauna yayin taron (SBMC) na }arshe?*
- What are the three most essential priorities for improving education in this community/site? What roles can community members play to address these issues?*/waJanne abubuwa uku ne suka fi muhimmanci wajen inganta ilimin a wannan al'ummar? Wace irin rawa jama'ar gari za su taka wajen maganin waJannan matsalolin?*

Tool 3: In-depth Interview (IDI)/Tattaunawa Mai Zurfi

Purpose: This form contains possible information to be gathered from key informants within the selected locations (communities, towns, and possibly camps). **Manufa:** Wannan takarda tana junshe da wasu bayanai da ake so a samo daga wasu rukunin mutane daga wasu za-a~~un wurare (unguwanni da garuruwa wata}ila ma har da matattarar ‘yan gudun hijira)

Recommended Sources: The information for filling this form should be collected through key informant interviews with (Please tick as appropriate)

- Education Secretary (ES) Education and Social Development (ESD) official
 Religious Leader Women Leader
 Traditional Leader Partner of organizations working on IDP issues
 Head Teacher Others, Specify _____

1. GENERAL INFORMATION/bayanin gabatarwa

Interview Identification
Instrument Code/Takardar tattara bayani: Gom/IDI/Central _____
Date of assessment/Rana: ____/____/____ (dd/mm/yy/rr/ww/sh)
Name & Phone Numbers of Assessors/Sunan mai gudanar da bincike: _____
Facilitator: _____
Note Taker: _____
Location of Assessment
Name of State/Admin level 1/Sunan Jiha/ Mataki na 1: _____
Name of LGEA/Admin level 2/Sunan }aramar Hukuma/ Mataki na 2: _____
Name of Community within LGEA/Village/Admin level 3/Sunan Gunduma/ Gari/ Mataki na 3: _____
Community Details
School level: (mark all that apply and are available in the community)
<input type="checkbox"/> 1. Preschool/Wurin Reno Yara <input type="checkbox"/> 3. Junior Secondary/}aramar sakandare <input type="checkbox"/> 5. Non-formal/Ya}i da jahilci <input type="checkbox"/> 2. Primary/firamari <input type="checkbox"/> 4. Senior secondary/Babbar sekandare <input type="checkbox"/> 6. Other (specify)/sauransu (a fayyace) _____
School type in the community:
<input type="checkbox"/> 1. Public/government/na gwamnati <input type="checkbox"/> 3. Community/na kai-da-kai <input type="checkbox"/> 5. NGO-run/}ungiyoyi masu zaman kansu <input type="checkbox"/> 2. Private/na ku}i <input type="checkbox"/> 4. Religious/Mission/na addini <input type="checkbox"/> 6. Other (specify) sauransu (a fayyace) _____
Informed consent
Hello. My name is _____ and I am working with _____. We are conducting an assessment of the situation for education in this area. We would like to ask you some questions about the schools and educational activities taking place here. We will also ask about whether the education system has been affected by the current crisis, and try to understand parental perceptions about

education. The interview usually takes _____ minutes to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. Your participation is voluntary and you can choose not to answer any or all of the questions. However, we hope that you will participate since your views are important. Do you have any questions? May we begin now?

Barka da war haka. Sunana _____ ina tare da _____, muna tattara bayanai ne dangane da matsayin ilimi a wannan yankin. Za mu so mu tattauna da kai a kan makarantu da kuma abubuwan da suka shafi ilimi. Sannan za mu yi tambaya don sanin ko rikice-rikicen da suka addabi jasar nan sun yi tasiri a kan tsarin ilimi. Har ila yau, za mu so sanin tunanin iyaye dangane da ilimi. Yawanci wannan hirar takan jauki tsawon minti _____ kafin a kammala. Muna so ka sani cewa za mu sirrinta dukkan bayanin da ka bayar, babu wanda zai sani. Haka kuma yin wannan hirar ba dole ba ne, idan kaga dama kana iya jin amsa wata tambaya ko ma dukkan tambayoyin. Sai dai muna fatar za ka amince a yi hirar da kai, saboda ra'ayinka yana da muhimmanci. Kana da wata tambaya ko neman jari bayani? Za mu iya farawa?

2. ACCESS AND LEARNING ENVIRONMENT/*Bayar da ilimi da Muhallin Koyonsa*

Topic/ <i>Kamu</i>	No.	Questions/ <i>Tambaya</i>	Response categories/ <i>Tsarin Amsoshi</i>	
Equal Access/ <i>Bayar da damar samun ilimi wa kowa.</i>				
Availability of learning activities/<i>Samuwar Makarantu.</i>	1.1.	What types of educational opportunities are available in this community/site?/ <i>Wa janne irin makarantu ake da su a wannan al'ummar?</i>	<u>1. Yes/Eh</u>	<u>2. No/A'a</u>
		A. Pre-school/ECD/ <i>makarantar reno</i>	<input type="checkbox"/>	<input type="checkbox"/>
		B. Primary/ <i>Firamare</i>	<input type="checkbox"/>	<input type="checkbox"/>
		C. Secondary/ <i>Sakandare</i>	<input type="checkbox"/>	<input type="checkbox"/>
		D. Non-formal/ <i>Ya}i da jahilci</i>	<input type="checkbox"/>	<input type="checkbox"/>
		E. Religious/ <i>na addini</i>	<input type="checkbox"/>	<input type="checkbox"/>
		F. Other (specify)/ <i>Sauransu (sai a fayyace)</i> _____	<input type="checkbox"/>	<input type="checkbox"/>
Functioning schools/<i>Makarantun da suke aiki</i>	1.2.	In this community, how many functioning schools/ non-formal schools/learning spaces were there one year ago (January to December 2015) before the insurgency/crisis increased?/ <i>A shekarar da ta gabata wato 2015, kafin a fara tashin hankalin 'yan tada }ayar baya, makarantu ko cibiyoyin ya}i da jahilci nawa ne a cikin wannan al'ummar?</i>	___ # of schools/ <i>adadin makarantu</i>	
	1.3.	How many of the schools/non-formal schools/learning spaces are still functioning now (open and running a regular schedule of classes)?/ <i>A yanzu haka kuma nawa ne daga cikin makarantun ko cibiyoyin ya}i da jahilcin suke karatu kamar yadda aka saba?</i>	___ # of schools/ <i>adadin makarantu</i>	
Estimated attendance/<i>jiyas in masu zuwa makaranta</i>	1.4.	Since a year ago and increased crisis, how many of the host children are still attending schools/NFLCs in this community/site?/ <i>Daga shekarar da ta gabata har da tsanantar rashin zaman lafiya da aka samu, yara nawa ne daga wannan al'ummar har yanzun nan ba su daina zuwa makaranta ko cibiyoyin ya}i da jahilci ba</i>	<input type="checkbox"/> 1. None / only a few (0-25%) / <i>babu ko ka}an da basu wuce kashi daya cikin hu}u ba</i> <input type="checkbox"/> 2. Some (26-50%)/ <i>ka}an tsakanin kashi daya cikin hu}u zuwa rabi</i>	
		A. Boys/ <i>yara maza</i>		

Topic/Kamu	No.	Questions/Tambaya	Response categories/Tsarin Amsoshi		
			<input type="checkbox"/> 3. Many (51-75%)/masu yawa tsakanin rabi zuwa kashi uku cikin hu]u <input type="checkbox"/> 4. Almost all / all (76-100%)/kusan dukkansu sama da kashi uku cikin hu]u, ko ma dukansu		
		B. Girls/yara mata	<input type="checkbox"/> 1. None / only a few (0-25%) /babu ko ka]an da basu wuce kashi daya cikin hu]u ba <input type="checkbox"/> 2. Some (26-50%)/ka]an tsakanin kashi daya cikin hu]u zuwa rabi <input type="checkbox"/> 3. Many (51-75%)/masu yawa tsakanin rabi zuwa kashi uku cikin hu]u <input type="checkbox"/> 4. Almost all / all (76-100%)/kusan dukkansu sama da kashi uku cikin hu]u, ko ma dukansu		
Estimated enrollment/}iyas in yaran da aka saka a makaranta	1.5.	What percentage of IDP school-age children living in this community/site are currently enrolled in a school/NFLC?/Nawa ne adadin yaran 'yan gudun hijira wa]anda suka isa shiga makaranta a yanzu haka aka saka a makaranta ko cibiyar ya}I da jahinci a wannan al'umma?	<u>A. Boys</u> _ %	<u>B. Girls</u> _ %	<u>C. Average</u> _ %
Non-formal education/Ajin ya}I da jahilci	1.6.	What kinds of non-formal education activities are available in this community/area:/Wace irin makarantar ya}I da jahilci ake samu a garin nan? For boys? /domin yara maza	<u>1.6. For boys?/domin yara maza</u>		<u>1.7. For girls?domin yara mata</u>
	1.7.	For girls?/domin yara mata			
		A. Literacy and numeracy classes/ajin koyon karatu da lissafi	<input type="checkbox"/> <u>A</u>	<input type="checkbox"/> <u>A</u>	
		B. Vocational / skills training/ajin koyon sana'a	<input type="checkbox"/> <u>B</u>	<input type="checkbox"/> <u>B</u>	
		C. Recreational / sports activities/wurin motsa jiki da wasanni	<input type="checkbox"/> <u>C</u>	<input type="checkbox"/> <u>C</u>	
		D. Art, music, drama activities/ka]e-ka]e da wasan kwaikwayo	<input type="checkbox"/> <u>D</u>	<input type="checkbox"/> <u>D</u>	
		E. None/babu	<input type="checkbox"/> <u>E</u>	<input type="checkbox"/> <u>E</u>	
		F. Others (Specify)/Sauransu (sai a fayyace)_____	<input type="checkbox"/> <u>F</u>	<input type="checkbox"/> <u>F</u>	

Topic/Kamu	No.	Questions/Tambaya	Response categories/Tsarin Amsoshi	
Out of school/ excluded groups/Rukunin wa]anda ba sa zuwa makaranta	1.8.	What groups of children and young people are least likely to participate in education activities in your community/area? /Wane rukunin yara ne kake ganin ba za su sami damar shiga sha 'anin karatu ba a wannan al'umma?	(list the top 3 groups/kawo jerinsu guda uku da abun ya fi shafuwa) 1. _____ 2. _____ 3. _____	
Protection and Well-being/Tsaro da jin daji				
Safety to and from school/Tsaro a hanyar makaranta	1.9.	Is it safe for IDP children and teachers to travel to and from the schools/NFLCs in this community/area? /Shin yara da malamansu suna da kyakkyawan tsaro a hanyarsu ta zuwa makaranta/ cibiyar ya]i da jahilci a wannan yankin? A. Boy students/ Jalibai maza B. Girl students/ Jalibai mata C. Female Teachers/ Malamai mata D. Male Teachers/ Malami maza	<u>Yes/Eh</u> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<u>No/A'a</u> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	1.10.	What risks are present for children (and teachers) in this community? A ganinka mene ne hatsari ga yara (da malamai) a wannan garin?	<u>Last year?/Bara</u>	<u>Presently?/Bana</u>
	1.11.	A. Bombs/Tashin bam B. Abductions or forced recruitment/ Za a iya sace su ko a tilasta musu shiga]ungiya C. Sexual violence (harassment, abuse, rape)/ Cin zarafi ta fuskar fa]e da makamantansu D. Natural hazards (e.g. flooded areas)/ Annoba (misali ambaliyar ruwa) E. Ongoing violence in/around schools/tashin hankali a makaranta ko kewayenta Others? (Specify)/ Sauransu? (a fayyace)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Topic/Kamu	No.	Questions/Tambaya	Response categories/Tsarin Amsoshi	
Safety at school/Tsaro a makaranta	1.12.	Are children and teachers safe while in the classroom? /Shin yara da malamai suna da kyakkyawan tsaro idan suna aji?		
		A. Boy students/ Jalibai maza	<u>Yes/ Eh</u> <input type="checkbox"/>	<u>No/Aa</u> <input type="checkbox"/>
		B. Girl students/ Jalibai mata	<input type="checkbox"/>	<input type="checkbox"/>
		C. Female Teachers/ Malami mata	<input type="checkbox"/>	<input type="checkbox"/>
		D. Male Teachers/ Malamai maza	<input type="checkbox"/>	<input type="checkbox"/>
	1.13. 1.14.	What risks are children exposed to in this community or camp? Check as many as applicable. For Boys? For Girls?/Wa janne hatsura ne kake ganin yara za su iya fuskanta a wannan al'umma ko matattarar 'yan gudun hijira? Duba ka tantance wadda zai iya shafar yara maza ko mata.		
		A. Bombs/ Tashin bam	<u>Boys?/yara maza</u> <input type="checkbox"/>	<u>Girls?/yara mata</u> <input type="checkbox"/>
		B. Abductions or forced recruitment/ Za a iya sace su ko a tilasta musu shiga } ungiya	<input type="checkbox"/>	<input type="checkbox"/>
		C. Sexual violence (harassment, abuse, rape)/ Cin zarafi ta fuskar fa]e da makamantansu	<input type="checkbox"/>	<input type="checkbox"/>
		D. Natural hazards (e.g. flooded areas)/ Annoba (misali ambaliyar ruwa)	<input type="checkbox"/>	<input type="checkbox"/>
		E. Ongoing violence in/around schools/ tashin hankali a makaranta ko kewayenta	<input type="checkbox"/>	<input type="checkbox"/>
		F. Others? (Specify)/ Sauransu? (a fayyace)		

	<p>1.15. When or where are children (boys and girls) vulnerable/exposed to risks in this community/site? Check as many as applicable./<i>Wane lokaci ne kake ganin yara za su iya fuskantar hatsari a wannan al'umma? Kuma a ina? Za~i ko nawa ya dace</i></p> <p>For Boys? /yara maza For Girls? /yara mata</p> <p>1.16.</p> <p>A. When collecting firewood/farming in fields/<i>yayin neman itace a daji</i></p> <p>B. On their way to or from school/A <i>hanyar zuwa ko damuwa daga makaranta</i></p> <p>C. With immediate family/<i>da 'yan' uwa na kusa</i></p> <p>D. With extended family/<i>Da sauran 'yan' uwa</i></p> <p>E. After dark/<i>idan dare ya yi</i></p> <p>F. During recreational play /<i>lokacin wasanni</i></p> <p>G. Other/<i>sauransu (Specify/ka fada)</i></p>	<p>1.15. Boys?/yara <i>maza</i></p>	<p>1.16. Girls?/yara <i>mata</i></p>
Facilities/kaya			
<p>Type of facilities/ire-iren kayan aiki</p>	<p>1.17. How many of the schools/NFLCs currently functioning in this community/site are taking place in:/<i>makarantu ko cibiyoyin ya}I da jahilci nawa ne a yanzu:</i></p> <p>A. Temporary structures(e.g. tents, or outside)/<i>a muhalli na wucin gadi(misali tantuna ko }ar}ashin bishiyoyi)</i></p> <p>B. Semi-permanent structures(e.g. made of mud)/<i>Muhalli ginin }asa/laka</i></p> <p>C. Permanent structures(e.g. brick buildings)/<i>Muhalli na din-din-din (misali ginin bulo)</i></p>	<p><input type="checkbox"/> 1. None/only a few/Babu/}alilan (0-25%)</p> <p><input type="checkbox"/> 2. Some/ ka}an (26- 50%)</p> <p><input type="checkbox"/> 3. Many/da yawa (51-75%)</p> <p><input type="checkbox"/> 4. Almost all/all/}usan duka (76-100%)</p> <p><input type="checkbox"/> 1. None/only a few/Babu/}alilan (0-25%)</p> <p><input type="checkbox"/> 2. Some/ ka}an (26- 50%)</p> <p><input type="checkbox"/> 3. Many/da yawa (51-75%)</p> <p><input type="checkbox"/> 4. Almost all/all/}usan duka (76-100%)</p> <p><input type="checkbox"/> 1. None/only a few/Babu/}alilan (0-25%)</p> <p><input type="checkbox"/> 2. Some/ ka}an (26- 50%)</p> <p><input type="checkbox"/> 3. Many/da yawa (51-75%)</p> <p><input type="checkbox"/> 4. Almost all/all/}usan duka (76-100%)</p>	
<p>Schools as shelters/makara</p>	<p>1.18. Are schools/NFLCs in this community/site being used as collective shelters for families, IDPs, or other groups?/<i>Shin ana amfani da</i></p>	<p><input type="checkbox"/> 1. Yes/Eh</p> <p><input type="checkbox"/> 2. No/A 'a</p>	

<p><i>nta a matsayin mafaka</i></p>		<p><i>makaranta a matsayin mafaka ga iyalan 'yan gudun hijira ko wasu rukunin mutane daban</i></p>	<p>If yes, how many are being used out of the total number existing?/<i>idan ana yi wane adadi ake amfani da shi a cikin dukkanin makarantu?</i></p> <p>_____</p>
--	--	--	---

Conflict-Sensitive Education-related topics/Batutu wan darasi masu la'akari da tashin hankali	1.22	What topics have been introduced in schools in this community/site to help learners deal with the emergency? <i>/waJanne abubuwa ake gabatarwa a makarantun wannan al'umma da za su taimaka wajen taimakon gaggawa?</i>		
		What additional topics are needed? <i>/waJanne }arin batutuwa ake bu}ata?</i>	<u>1. Introduced</u>	<u>2. Needed</u>
		A. Peace education and conflict mitigation and resolution/ <i>ilimi a kan zaman lafiya da kwantar da tarzoma</i>	<input type="checkbox"/>	<input type="checkbox"/>
		B. Psychosocial support and social emotional learning/ <i>taimakawa ta fuskar abubuwan da suka shafi susar zuciya</i>	<input type="checkbox"/>	<input type="checkbox"/>
		C. Health, nutrition, and hygiene promotion/ <i>abubuwan da suka shafi kiwon lafiya</i>	<input type="checkbox"/>	<input type="checkbox"/>
		D. Violence prevention, including sexual and gender-based/ <i>Kwantar da tarzoma da kariya ga kowane jinsi</i>	<input type="checkbox"/>	<input type="checkbox"/>
		E. Bomb/explosives awareness/ <i>fahimtar abin da ya kamata a yi yayin tashin bom</i>	<input type="checkbox"/>	<input type="checkbox"/>
		F. Awareness of risks, such as contingency planning for emergency and preparedness/ <i>Fahimtar da dalibai kan abubuwa masu hatsari</i> Other (specify)/ <i>da sauransu (a fayyace)</i> _____	<input type="checkbox"/>	<input type="checkbox"/>
Comments and additional information/}arin bayani idan da akwai:				
<hr/>				

4. EDUCATION POLICY AND COORDINATION/*manufar ilimi da tsare-tsarensa*

Topic	No.	Questions	Response categories	
Policy Formulation and Enactment				
Rights violations/ Tauye ha}ji	1.23	<p>Have you heard of any of the following taking place within this community/site?/<i>Ka ta-a jin Jaya daga cikin wa}annan ya faru a wannan garin?</i></p> <p>A. Schools being attacked or destroyed by the insurgency/<i>Yan ta da }ayar baya sun kai hari makaranta sun ~ata ta.</i></p> <p>B. Teachers being targeted by the conflict/<i>Rikici yana harin malamai</i></p> <p>C. School children being recruited by armed groups/<i>A sanya yara 'yan makaranta }aukan makamai</i></p> <p>D. Certain children being denied access to education (If yes, specify group)/<i>A hana wasu yara damar samun ilimi_____</i></p> <p>E. Other, specify(<i>sauransu, a fayyace</i>)</p>	<p><u>Yes/Eh</u></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><u>No/A'a</u></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
Coordination/tsarawa				
Actors present/Masu taimakawa da ake da su	1.24	<p>Are there currently any organizations in this community/site that are supporting education? /<i>Akwai }ungiyoyin da suke taimaka wa ilimi a wannan garin yanzu haka?</i></p> <p>If so, who are they? Check all that apply./<i>Idan akwai, su waye?</i></p> <p><input type="checkbox"/> Community Education Committees (such as PTA, SBMCs) /<i>Za-a~~un mutane masu kula da ilimi na gari kamar }ungiyar iyaye da malaman makaranta (PTA) ko kwamitin gudanar da makarantu (SBMC)</i></p> <p><input type="checkbox"/> Government Education Authorities/<i>Hukumomin Ilimi na gwamnati</i></p> <p><input type="checkbox"/> Local NGOs /<i>}ungiyoyin da ba na gwamnati ba na }asa</i></p> <p><input type="checkbox"/> International NGOs/<i>}ungiyoyin da ba na gwamnati ba na }asa da }asa</i></p> <p><input type="checkbox"/> UN agencies/<i>Hukumomin Majalisar }inkin duniya</i></p>	<p><input type="checkbox"/> Yes/Eh <input type="checkbox"/> 2. No/A'a</p> <p><i>Specify names/a ambaci sunansu)</i></p> <p><input type="checkbox"/> _____</p>	

Topic	No.	Questions	Response categories	
Active community groups/ <i>jun giyoyin masu bayar da gudunmowa</i>	1.25	Are there community-based groups or other community groups currently working to support learning in this community/site? <i>Shin akwai wasu }ungiyoyin na jama'ar gari da suke tallafa wa ilimi? Idan akwai wa}anne iri ne?</i>	<u>1. Yes/Eh</u>	<u>2. No/A'a</u>
		A. Parent Teacher Associates or School management Committees / <i>}ungiyar Iyaye da Malaman makaranta ko Kwamitin Gudanar da Makarantu</i>	<input type="checkbox"/>	<input type="checkbox"/>
		B. Women's groups/ <i>}ungiyoyin mata</i>		
		C. Children and/or Youth groups/ <i>}ungiyoyin Yara ko na Matasa</i>	<input type="checkbox"/>	<input type="checkbox"/>
		D. Religious groups / <i>}ungiyoyin addinai</i>	<input type="checkbox"/>	<input type="checkbox"/>
		E. Artisan group/association/union / <i>}ungiyoyin Jama'ar gari da na sana'o'i</i>	<input type="checkbox"/>	<input type="checkbox"/>
		F. Others: Specify (<i>Sauransu: A tantance</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>

Participation/shiga hidimar karatu		
Parental priorities/a bin da iyayesuka fi ba wa fifiko	1.26	What are parents thinking about education in your community? What are the priority issues that parents feel?/Me iyaye suke tunani game da ilimi a cikin al'ummarku? Wadanne abubuwa iyaye su ka fi a tunaninsu?
		A. Fear about their children going to school/Tsoro game da zuwan yaransu makaranta. B. Happy to have their children go to school/suna farin ciki da zuwa yaransu makaranta C. Fear having their girls go to school/Tsoro game da zuwan yaransu makaranta D. Support their girls going to school/ba 'ya'yansu mata taimako zuwa mata makaranta E. Support non-formal learning centers/ba ilimin yaki da jahilci taimako F. Support psychosocial support to teachers and students so learning/ teaching improves./ba tunanin su da sosa rai taimako ga malamai da dalibai domin koyarwa ya inganta G. Worry about risks in the schools/damuwa game da hatsari a cikin makaranta. H. Other (specify) da sauran su _____
		<i>Put 3 letters into the space to show the three top priority issues for parents/za-i haruffan da kake ganin bayani ne na muhimman abubuwan da iyayen 'yan gari suka fi ba wa fifiko.</i>
		1 st priority/fifiko: <input type="text"/>
		2 nd priority/fifiko: <input type="text"/>
		3 rd priority/fifiko: <input type="text"/>
Comments and additional information/}arin bayani:		
<hr/>		
Any overall or additional comments or information/}arin bayani nag aba jaya idan akwai:		
<hr/> <hr/> <hr/> <hr/>		
