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Rolling Community Education and Conflict Assessment (CECA) – Adamawa, Bauchi, Borno, Gombe and Yobe States

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Acknowledgements

Contents

Acronyms

CBO   Community-Based Organization
CECA   Community Education and Conflict Assessment
ECR   Education Crisis Response
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
NFLC   Non-Formal Learning Center
NGO   Non-Governmental Organization
RSA   Rapid Situational Analysis
UNICEF United Nations Children Emergency Fund
USAID   United States Agency for International Development

Executive Summary

The executive summary provides a brief overview of the findings from the Rolling Community Education and Conflict Assessment (R-CECA) conducted in five northeastern Nigerian states (Adamawa, Bauchi, Borno, Gombe and Yobe) in July 2017. These findings are grouped according to the following key themes:

- IDP Children/ Youth and Vulnerability,
- Access to Education,
- Protection and Well-being,
- Teaching and Learning, and
- Parental and Community Participation.

IDP Children/ Youth and Vulnerability

Poverty and IDP status continue to be leading factors that affect the vulnerability of children, with poor boys and poor girls being the least likely group to attend school. In addition to poverty, IDP status made children and youth vulnerable and unlikely to attend. Often vulnerability and lack of attendance were associated with poverty and the need to work, especially in the market. IDPs and poor children are therefore still highly vulnerable in Northern Nigeria.

Key Findings
Poverty makes children and youth vulnerable and less likely to participate in educational activities. Poverty also forces them to work in vulnerable settings like the market: • Ninety-two percent of IDI respondents said poor boys and girls are least likely to attend school.   • Eighty-three percent of IDI respondents said girl hawkers are least likely to attend school.   **Boys and girls IDPs remain vulnerable** in Northern Nigeria and among the least likely to participate in educational activities: • Sixty percent of IDI respondents said IDPs (both boys and girls) are unlikely to attend school.   • Twice as many IDP children (26%) than host community children (13%) report not having most of the things they need to go to school according to the children survey.

Access to Education

Children and youth are enrolling and staying in school and/or non-formal learning centers (NFLCs). Host community children's attendance of schools and NFLCs depicts a gender gap and differences by state while IDP children's attendance is more gender equitable but also shows differences by state. Children and youth desire the opportunity to learn vocational skills, computer training and language skills such as English.

Key Findings
Many or all host community boys and girls continued to attend formal school in the last six months, according to large majority of IDI respondents, **yet a gender gap exists**.
• Forty-six percent of IDI respondents noted that "Many" host community boys are still attending school while 41% said "All" boys are still attending.
• For girls, 42% of respondents noted that "Many" host community girls are still attending school compared with 34% who said "All" girls are still attending. This shows that in the aggregate, significantly fewer respondents (76%) say "many or all" girls are still attending compared to a much higher rate for boys (87%).
Attendance of formal schools and NFLCs by host community children depict large differences by state with Gombe showing highest attendance rates and Adamawa the lowest.
• Gombe has the highest share of respondents (58%) indicating that "All/Almost all" host community boys are still attending formal school, while Adamawa has the lowest (24%).
• Gombe also has highest host community girl attendance (41%) compared to 20% for Adamawa.
• In terms of attendance of NFLCs for boys by state, Gombe also has the highest share of respondents indicating that "All/Almost all" boys are still attending (22%), followed closely by Borno (19%), compared with just 4% for Adamawa.
• For host community girls attending NFLCs, Gombe has the highest share of respondents (24%) saying "All/Almost all" girls are still attending while Adamawa has lowest share (6%).
IDP children's attendance in formal schools and NFLCs appears uniform by gender but shows large differences by state with lowest attendance rates in Borno and highest in Gombe.
• Borno has the lowest share of IDP boys and girls enrolled in formal schools, at 40% and 39% respectively, compared with a higher average of 47% for other states and genders combined.
• For NFLCs, Gombe stands out with the highest percentages of enrolled IDP boys and girls (60% and 61% respectively); Borno stands out at lowest enrollment rates (39% and 37% respectively).
Children want to learn hard skills in school and NFLCs, according to qualitative data from focus groups with children.
• Children seek vocational skills, computer training and English language skills

Protection and Well-Being

CECA findings suggest that safety in Northern Nigeria has somewhat improved. Girls and boys as well as female and male teachers are reported as increasingly safe when traveling to and from school. Furthermore, they are reported as increasingly safe when at school. Nevertheless, children report being less safe than adults.

Key Findings
Girls and boys are reported as increasingly safe when traveling to/from school and at school:
• A much higher share of respondents in this CECA (71%) than in the previous CECA (62%) indicated that boys as "very safe."
• For girls too, 69% indicated they are "very safe," up from 62% in the previous CECA.
• Data collected through the IDI survey on children safety does not depict a significant gender gap.
Children's feeling of safety shows a narrow gender gap and differences by state where boys reported in the Child survey feeling less safe than girls traveling to and from school in Gombe, Bauchi and Yobe states:

- Gombe children appear to have lowest perceptions of safety: 82% of boys and 92% of girls feel safe; much lower than the average for other states (96% for boys and 98% for girls).
- Boys perceive themselves less safe than girls in Gombe (by a 10-percentage point deficit), in Bauchi (by 6 points), and Yobe (by 4 points)

Male and female teachers are reported as increasingly safe and safer than children traveling to/from school and at school:
- The IDI survey shows that "very safe" assessments regarding teachers traveling to and from school increased by five percentage points for both male and female teachers: in this CECA, 73% indicated female teachers are "very safe," up from 68% in the last CECA.
- 75% in this CECA indicated male teachers are "very safe," up from 70% in the last CECA.

Teaching and Learning

Availability of non-formal numeracy and literacy activities is judged to be good across all states while vocational/recreational activities are slightly less available and depict large differences by gender and state. While children and youth may easily access literacy and numeracy programs, other types of education, such as the arts, are very limited or not available. Across all five states, Borno has the least opportunity. Therefore, this state requires the establishment of more teaching-learning opportunities for children and youth. Children report being motivated to learn because they want to help their families and communities.

Key Findings
There is widespread availability of non-formal literacy/ numeracy opportunities in all states and for both boys and girls and these opportunities appear to be increasing.

- A full 91% of IDI respondents said that literacy/ numeracy opportunities are available for boys in their community (up from 90% in the previous CECA).
- Similarly, opportunities for girls appear to have increased for literacy/numeracy (91%, up from 89% in the previous CECA).

Vocational and recreational opportunities vary by state and within states by gender while art activities are low across the board.
- Boys enjoy more vocational opportunities in Adamawa (74%) than girls (61%), while girls have more of these opportunities in Borno (71%) and Gombe (88%) than boys (60% and 68% respectively).
- Recreational activities are particularly low for girls in Borno (25%) and Bauchi (39%) compared to boys (44% and 53% respectively).
- Less than 10% of respondents mention art activities for boys and girls in all states except for Borno where 15% say there are available art activities for girls.

Borno tends to have lower education opportunities than other states, showing a particularly large deficit in recreational activities for girls and in vocational activities for boys.

Children want to learn to be able to help themselves, their families and their communities. However, learning opportunities are limited to the development of literacy and numeracy skills. There is a desire for arts education, but few exist.

Parental and Community Participation

Community organizations are more active in education than government entities. There are many organizations active in the five states, although Borno has fewer active

organizations than other states. Parents and communities participate in their children's education in different ways, such as by purchasing school supplies and providing encouragement and moral support.

Key Findings

Community organizations are the most active organizations in supporting education, followed by government entities and international NGOs**.**
  • Community organizations were most frequently cited as active across the five states (83%).
  • Government was the second most mentioned (76%) and International NGOs third (72%).
Community organizations are least prevalent in Borno.
  • Community organizations are most frequently reported as active in Adamawa (94%), Bauchi (93%) and Yobe (91%) and least frequently reported as active in Borno (58%) and Gombe (80%).
Parents can and do contribute to education in communities: parents want to help their children in their education via advice, support and supplies.

CECA Recommendations

The recommendations are divided into two types: first, those directly related to the data and findings and conclusions from the assessment (primary recommendations) are presented. Secondly, recommendations are made regarding the methodology, processes and approach of the CECA (secondary recommendations) for future activities in northeast Nigeria and/or similar conflict-affected contexts.

Primary recommendations

Recommendation 1. More attention should be given to Borno in future similar programming and more compensatory efforts are required so that Borno can reach the same levels as its neighboring states. Borno lags significantly behind other states on all measures, with key indicators lower in Borno than in all other target states. This is partly since Borno was the last state into which the ECR project intervened. However, given that Borno was also the hardest hit by insecurity and violence, educational opportunities in Borno are severely limited and its civil society institutions are perhaps weakest.

Recommendation 2. School curricula should offer practical skills to children and youth that can serve them in their futures, such as language skills, mechanics, and computer skills. CECA results suggest that children and youth want to learn vocational skills so that they can contribute economically to their families and communities. They are attending schools and NFLCs, and their attendance rates have largely remained constant or improved. Nevertheless, if children/ youth are faced with steep opportunity costs, such as the need to work, then they will likely drop out. Education providers should therefore ensure that learning opportunities are relevant and linked to employability and job readiness.

Recommendation 3. All educational programming should be gender-sensitive. Given girls' historically unequal access to education in northeast Nigeria, all education providers should proactively seek to promote the integration of girls into their centers and schools, and raise

awareness among stakeholders and communities of the importance of schooling for all children, male or female. The ECR project demonstrated that, with concerted efforts, including the establishment of girls-only centers, female enrollment in non-formal learning centers can equal or even surpass that of boys; however, CECA findings suggest that a gender gap still exists in formal school enrollment.

Recommendation 4. Stakeholders should advocate for more diverse learning opportunities, including arts, recreation, and social emotional learning (SEL). CECA findings confirm that most learning centers and schools focus on traditional academic subjects, though learners often yearn for alternative ways to learn and grow. Other research (outside of the project's rolling assessments) points to the critical importance of building children's social emotional competencies so that they increase their resilience, become productive members of the workforce, and engage responsibly in civil society. Therefore, policy makers and implementing partners should push to enhance instructional delivery and learning outcomes by incorporating SEL training of school staff and NFLC facilitators.

Recommendation 5. Development initiatives should benefit parents as well as children. CECA findings indicate that parents want to help their children succeed in their education, and these caregivers are often lacking basic literacy and numeracy skills themselves. The ECR project has learned from implementation experience that parents would also benefit from non-formal education opportunities.

Secondary recommendations

Rapid assessments play an important role in making development efforts conflict sensitive because they enable implementing partners to take a more frequent pulse of the context in which they work. Such assessments are particularly important for complex interventions in volatile environments. The following recommendations are presented to assist implementing partners as they plan rolling assessments for future activities in northeast Nigeria and/or similar conflict-affected contexts.

Recommendation 1. A revision of the CECA instrument (or the development of another rolling assessment) is recommended to be able to get more insight into the findings and perform a more nuanced analysis that investigates factors explaining differentials in programmatic impact. While changes can be detected, there are still nuances in the data which could merit more investigation. For example, while we know there are differences between girls and boys when it comes to access to school, the current data does not explore all the reasons why this phenomenon is prevalent. Therefore, a more in-depth ethnographic study at the community level is needed to provide a deeper understanding of the issues. The CECA revision, or new tool, should allow for collecting data from a broader base of participants whose perspectives could strengthen the analysis, such as local community and government stakeholders.

Recommendation 2. Implementing partners should consider a phased approach to data collection in future rolling assessments that utilize mixed methods (both quantitative and qualitative data). While the current R-CECA design uses a convergent parallel approach, where stakeholder in-depth interviews and focus groups discussions with parents and children are conducted during the same timeframe and analyzed in tandem, it may be useful to implement a sequential explanatory approach in future iterations, where the quantitative data collection phase is conducted first, and the qualitative phase is conducted second, and is informed by the first phase. This would allow implementing partners to dig deeper into quantitative survey findings by using the qualitative phase to further explain and elaborate findings from the quantitative phase. This is particularly useful when survey results show, for instances, large differences in experiences or impacts between target groups or when results are simply unexpected or difficult to explain or attribute. The qualitative phase would then be used to further probe findings by investigating them with participants/stakeholders who are best placed to explain these tendencies.

Recommendation 3. There is a need for additional research on how to improve school safety. CECA findings on vulnerability and children's perceptions of safety continue to show that children (both boys and girls) report feeling safer than in previous assessments, yet less safe than their teachers. Accordingly, this warrants further research and additional probing to examine what factors make children feel less safe and how to better address safety concerns in future similar interventions.

Introduction

Nigeria has an estimated 10.5 million children and youth out-of-school, the majority of whom reside in the north (BBC, 2017). Political insecurity, high levels of poverty and spill-over effects related to violence and conflict continue to have devastating effects on children and youth in Northern Nigeria. Various vulnerable groups exist, including women and girls, as well as significant Internally Displaced Person (IDP) populations in selected areas.

Recent research from the UN Office for Coordination of Humanitarian Affairs indicates that school-age children who have been forcibly displaced and gone through secondary displacement movements are at an increased risk of succumbing to exploitative labor, recruitment into armed groups and early marriage/pregnancy. According to the report, approximately three million school-aged children (3-17) have been deprived of their right to education. Nearly 30 percent (800,000) are IDPs, 13 percent (400,000) are returnees, 38 percent (1,150,000) belong to the host communities where the majority of IDPs have sought refuge. (UN, 2017).

In order to better understand the changing nature of education within communities and the impact of insecurity and conflict, a series of assessments have been conducted. This Community Education and Conflict Assessment (CECA) is one in a series of CECAs conducted by USAID, including assessments in Bauchi and Sokoto under the Northern Education Initiative Plus (The Initiative) Project, and in Adamawa, Bauchi, Borno, Gombe and Yobe under the Education Crisis Response (ECR) Project. In addition, ECR conducted Rapid Situational Analyses (RSAs) in Yobe (May 2015) and in Borno (November 2015), paving way for the project's expansion into those two states. This CECA consolidates findings across all five of ECR's project states: Adamawa, Bauchi, Borno, Gombe and Yobe and makes comparisons with the last R-CECA conducted in March 2017 as well as previous CECAs where applicable.

Quality education is central to effective and sustainable development. USAID provides program support to the education sector in Nigeria via ECR, and the CECA has helped ECR achieve its purpose, to increase access to education, especially for IDPs.

In order to provide actionable recommendations to ECR, USAID, and the international development community 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 along the following lines of analysis: IDPs, equitable access to education, protection and well-being, teaching-learning environments, and parent perceptions of schooling. Finally, three recommendations are provided. The Annex contains the sources and tools.

Purpose and Response

Purpose

USAID's Education Strategy (2011-2015) Goal 3 aimed 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. It maps the availability of education for IDPs and presents an analysis of the education context, with specific attention to the role of the insurgency from the perspective of children, youth, parents and teachers. The time period for design and analysis spanned four weeks during the month of July 2017.

In addition, the purpose of the CECA is to assess community education responses, recovery, restoration and resilience. By assessing the various aspects of the educational context, the CECA has the potential to inform capacity building activities under the ECR project. Through consultation via mixed methods with various stakeholders, informants and community participants, a broader understanding of the education is gleaned. Ultimately, the CECA and, in turn, the ECR project provide a foundation for transforming the education system and constructing positive pathways for children and youth to learn fundamental literacy skills.

This CECA makes comparisons with the last CECA (March 2017), conducted six months later. In the text below, the tables indicate the last CECA as "previous" and this CECA as "current". The only exception where direct comparisons are not made is when participants themselves reflect on "changes in the last six months." In this case interpretation would be complicated and not useful to the reader. This case is highlighted in the findings.

Education Crisis Response

ECR began in October 2014. The three-year project aims to expand access to quality protective and relevant non-formal and alternative education opportunities to more than 80,000 internally displaced children and youth between the ages 6-17. Currently, the program operates in Adamawa, Bauchi, Borno, Gombe, and Yobe. ECR addresses the main learning needs of its beneficiaries through 1,454[1] NFLCs. ECR uses a holistic approach to meet social, emotional and learning needs.

ECR improves instructional practices and develops teaching-learning materials for literacy, math, life skills and social emotional learning competencies. To teach the curriculum, the project recruits, trains and supports learning facilitators to provide quality instruction to beneficiaries. The project also garners the support of state and local governments and the community through establishing community coalitions responsible for the oversight and management of the non-formal learning centers, and supports government to participate in project monitoring and evaluation.

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[1] This consists of 296 in Project Year 1 (PY1); 412 in PY2 and 746 in PY3. However, given that some of the learning centers have existed for two or three years with different cohort of learners, the total number of distinct non-formal learning centers established by the project is 935 (164 in Adamawa, 165 in Bauchi, 304 in Borno, 162 in Gombe and 140 in Yobe).

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, short surveys, and focus group discussions. It also incorporates secondary data from humanitarian and relief organizations, and federal and state government. All data were collected from July 10-17, 2017.

Table 1: Data Collection Tools Used in R CECA Methodology			
Quantitative data collection techniques			
	Type of respondents	**Sample size**	**Key specs**
In-Depth Interview stakeholder survey	• Education secretaries • Education and social development officials • Religious leaders • Traditional leaders • Head teachers • Government ministries • NGOs	Total = 271 • Adamawa 54 • Bauchi 61 • Borno 52 • Gombe 59 • Yobe 45	• 37 closed questions (Likert scale, yes/no, multiple response), 3 open questions assessing 5 core dimensions (vulnerability, access, quality, protection and participation). • Administered by data collector, entered in Excel, analyzed on SPSS through descriptive statistics and crosstabs by gender and state
Teacher survey	• Formal school teachers • NFLC learning facilitators • Formal school teachers and NFLC learning facilitators	Total = 342 • Adamawa 72 • Bauchi 80 • Borno 60 • Gombe 69 • Yobe 61	• 4 closed questions examining perceptions of safety, self-assessments of performance, adequacy of teaching/learning resources
Child survey	• Host community children • IDP children	Total = 1,463 • Adamawa 321 • Bauchi 310 • Borno 270 • Gombe 320 • Yobe 242	• 5 closed questions examining perceptions of safety, adequacy of resources, feeling of hope for the future
Secondary data and statistics	• LGEA stakeholders	N/A	• Education data and statistics
Qualitative data collection techniques			
Focus Group Discussions	• Parents • Children • Teachers	• 66 parent FGDs • 142 children FGDs • 36 teacher FGDs	• Open ended questions based on the five dimensions

Methodology

The CECA collected both quantitative and qualitative data.

Quantitative Data: The CECA collected quantitative data on existing formal, non-formal and alternative education institutions in LGAs across Adamawa, Bauchi, Borno, Gombe and Yobe. The quantitative data was from the in-depth interview (IDI) stakeholder survey, the child survey, the teacher survey, and the secondary tool (which collects education data from LGEA stakeholders). Please see Table 1 above for full specifications for each data collection tool used.

Qualitative Data: The qualitative data was collected through Focus Group Discussions (FGDs) with children/ youth, parents and teachers. Data collectors use tablets to collect qualitative data and simultaneous code responses using pre-determined codes. In some questions space is provided for respondents to provide longer text responses (used for quotes in this assessment).

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 such as those used in the Rapid Education Risk Assessment (RERA). Each tool was subjected to broad-based consultation and reviews by expert practitioners, operational agencies, donors, policymakers and researchers alike. The final version of each tool was then digitized. All the digitized tools can be found in the Annexes, which include the questions and how responses were coded.

Figure 1: Data Collection Tablet

The FGD protocol was used with girls and boys divided into separate FGDs by gender. Additional FGDs were held with mothers and fathers separately; and host teachers in mixed gender groups. Each group consisted of between 7-10 individuals with a facilitator, who documented the discussion on a handheld device. There were 142 child FGDs, 66 parent FGDs and 36 teacher FGDs. The in-depth interview stakeholder survey protocol was used for one-on-one interviews conducted with approximately six key informants, including an education secretary, education and social development officers, head teachers, women's leaders, religious representatives, and traditional leaders in each LGAs for a total of 271 interviews. In some cases, where there is an implementing partner (IP) or a donor intervening in the locality, there is a seventh IDI with a representative of the IP.

Sample Selection: A purposive sampling approach was employed. The sample was selected in order to have a mix of rural and urban settings, available education services (e.g. learning centers), and location within one of the pre-selected LGAs for the ECR project. Coverage of vulnerable groups was another attribute of selection criteria.

Enumerator Training: A training on data collection with tablets was provided to enumerators. The enumerators were a mix of professionals with experience in conducting the paper-based CECA data collection and professionals with experience conducting data collection electronically, although most had not done so for previous CECAs. The training took place in June 2017. The training built on previous CECA trainings, especially in terms of a review of the IDI survey tools and the assessment protocol. It covered how to facilitate focus group discussions and conduct in-depth interviews.

Data Entry: Since data collection was conducted using a digital approach, less time was required for data entry. Enumerators compiled electronic notes immediately for all data collection sessions. In the case of FGDs, the data was coded by previously defined codes from earlier CECAs and the CECA codebook, both of which were only reviewed to align them with the current CECA tools. This allowed for the CECA to provide summative statistics with qualitative data.

Data Analysis: The first step in data analysis entailed cleaning the data in the field. Then, frequencies, and percentages were generated. Trends were then discovered, and these trends constitute the findings of this report. Since the last CECA for ECR was conducted in March 2017, this CECA follows up and draws comparisons where possible. It also makes comparisons between the five states. Specifically, the analysis is divided along the lines of vulnerable groups, equitable access, protection and well-being, teaching and learning, and parental participation.

Limitations

The sample was determined based on purposive sampling methods, which is a non-probability technique that relies on the judgment of those doing the study when it comes to selecting the units to be studied (e.g., girls, boys, parents, teachers and community members and other pieces of data). Therefore, statistical techniques such as regression are not applicable. The CECA was conducted to inform the ongoing activity effectiveness and any needed changes to scale and scope of the ECR project; thus, this was the most appropriate sampling method. In an effort to reduce the bias commonly associated with small sample size and purposive sampling, triangulation, verification and random checks of data quality were prioritized.

Findings and Conclusions

IDP Children & Youth/ Vulnerability

This section examines key variables related to the vulnerability of children and youth, IDPs and education. The World Bank Orphans and other Vulnerable Children Toolkit (2005) defines vulnerability in the Nigerian context as: "high probability of a negative outcome", or an expected welfare loss above a socially accepted norm, which results from risky or uncertain events, and the lack of appropriate means to deal with them.

Poverty and IDP status continue to impact children's likelihood to go to school.

Key Section Findings
Poverty makes children and youth vulnerable and less likely to participate in educational activities. Poverty also forces them to work in vulnerable settings like the market: • Ninety-two percent of IDI respondents said poor boys and girls are least likely to attend school. • Eighty-three percent of IDI respondents said girl hawkers are least likely to attend school. **Boys and girls IDPs remain vulnerable** in Northern Nigeria and among the least likely to participate in educational activities: • Sixty percent of IDI respondents said IDPs (both boys and girls) are unlikely to attend school. • Twice as many IDP children (26%) than host community children (13%) report not having most of the things they need to go to school according to the children survey.

IDI survey respondents were asked to identify the groups of children who are least likely to participate in education activities. Survey results show that poverty remains the most powerful factor in determining whether a child goes to school or not. While addressing poverty may be beyond the scope of the ECR project, being aware of the toll poverty takes on children and youth is nevertheless important, and these findings are useful in helping contextualize programmatic approaches.

As Figures 2 and 3 show, 92 percent of IDI respondents identified poverty as an obstacle for girls and boys alike in the five states, suggesting that children who are poor are the least likely to

Figure 2: *"What groups of boys are least likely to participate in educational activities in your community/area?"* n= 271 stakeholders

Poor 92% Orphans 63% Hawkers 63% IDPs 60% Almajiri 51% Disabled 40%
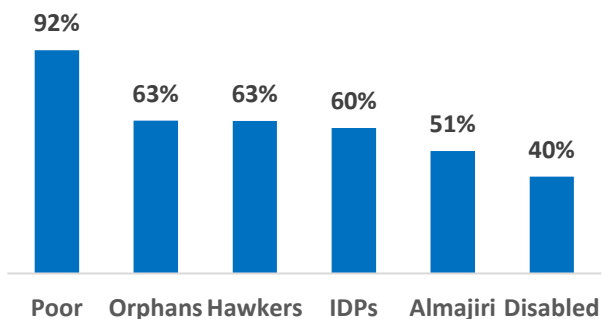
Figure 3: *"What groups of girls are least likely to participate in educational activities in your community/area?"* n= 271 stakeholders

Poor 92% Hawkers 83% Orphans 61% IDPs 60% Disabled 39% Almajiri 23%
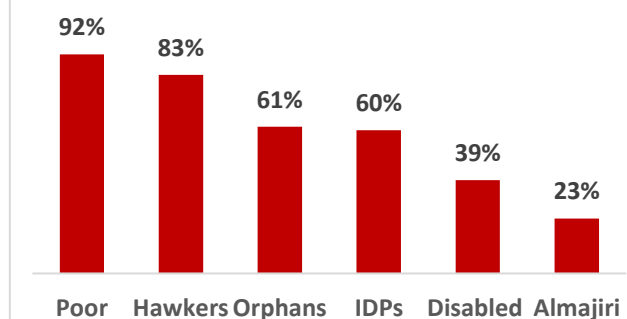
participate in educational activities. In addition, IDPs were identified as one of the top groups experiencing difficulties in accessing education. Indeed, 60 percent of IDI respondents identified IDP status as an obstacle for both boys and girls preventing them from attending school.

Surveyed IDP children also echoed some of the vulnerabilities identified in the IDI survey. When comparing responses of IDP children to host community children, the data shows that twice as many IDP children (26%) as host community children (13%) report not having most of the things they need to be able to go to school. This suggests that while IDP children may be attending school, they still experience difficulties or have limited resources to be able to effectively participate in educational activities (Figure 4).

Figure 4: Adequacy of resources available for children to be able to attend school
IDP children n=739; Host community children n= 724
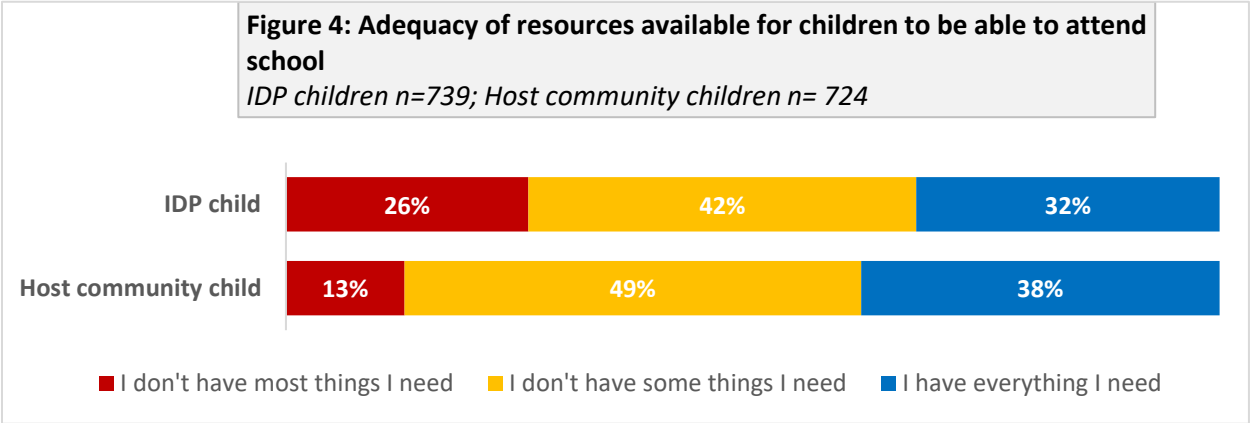
Survey results are more promising, however, when children were asked if they felt hopeful about the future. As Figure 5 shows, while slightly fewer IDP children (74%) than host community children (80%) said they are "very hopeful", the difference is narrow and shows overall optimism about the future. Indeed, only 6% of IDP children and 4% of host community children said they are "not hopeful."

Figure 5: *"How hopeful do you feel about the future?"*
IDP children n=739; Host community children n= 724
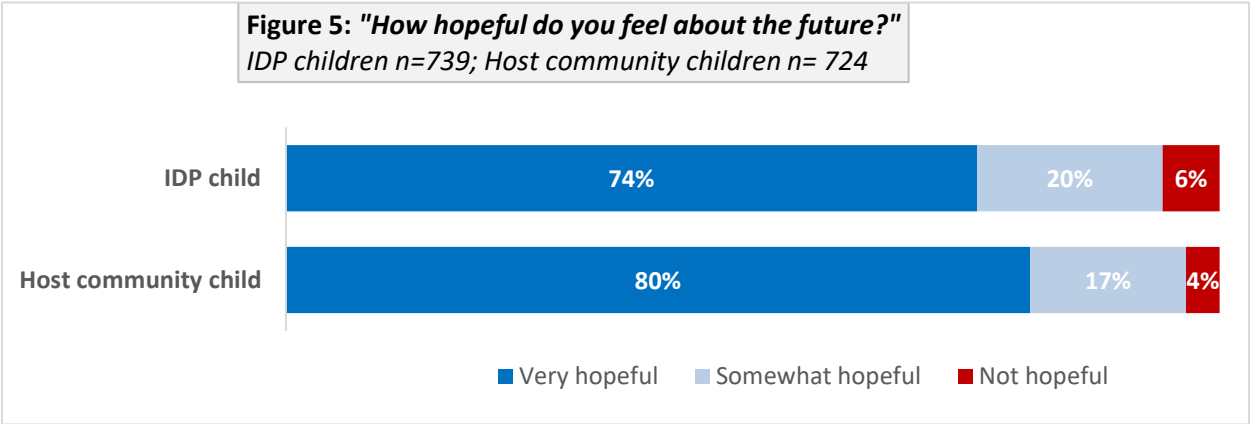
In the case of both boys and girls, it is important to note that orphaned children, according to at least six in 10 IDI respondents, are considered to be among the most vulnerable in terms of participating in educational activities.

The data also suggests some important differences by gender where significantly more respondents (83%) identified girls who work as hawkers to be among the least likely to participate in education compared to a lower yet sizable percentage for boys (63%). This suggests that girls are more vulnerable when engaged in market activities. In the case of boys, it is also important to note that half of respondents (51%) identified Almajiri, youth Islamic scholars working under the supervision of imams, or Islamic spiritual leader-teachers, who often support their scholarship and their schooling by soliciting alms on the street, as unlikely to participate in education compared to a lower rate for girls (23%) (Figures 2 & 3).

Teachers reflected on the reasons why children and youth do not attend school in Adamawa, Bauchi, Borno, Gombe and Yobe. In addition, parents reflected on the reasons why IDP children and youth in the five states do not attend school.

Why not attend… Teacher FGD findings:

Children do not go to school because their parents have not been to school and their parents are illiterate. Boys do not go to school to work on the farm and girls do not go to do housework.

IDP needs… Parent FGD findings:

IDP children are in greater need of uniforms and they require more support than the host community children; this is often because some of them have lost their parents. IDPs also need shelter, meals, soap and shoes. IDP children need enough food so that they can concentrate in classes.

Use of schools as shelters drops systematically but large differences exist by state.
IDI survey respondents were asked whether schools/NFLCs are being used as shelters for IDPs, families or other groups. Data from this CECA compared with previous CECAs suggests that the use of schools as shelters has been systematically decreasing, as shown in Figure 6. In the current CECA (July 2017 data), only 15% of respondents said "yes" schools are being used as shelters, down from 17% in the April 2017 CECA, and further down from 24% in the September 2016 CECA. This is important because it shows that schools are increasingly being used for educational purposes and not stretched beyond their scope to provide additional services which take their toll on the school infrastructure. Furthermore, if the schools were used for shelter, it

would suggest that children/youth IDPs remained unsettled and continue struggling to access formal education.

Figure 6: "Are schools/NFLCs in this community/site being used as collective shelters for families, IDPs, or other groups" | Time series
n= 271 stakeholders
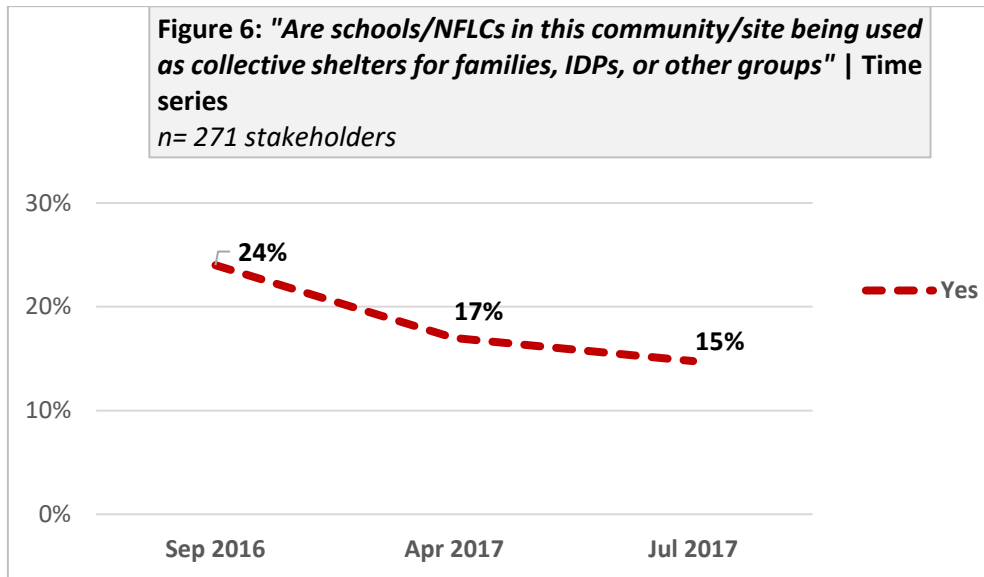
While the use of schools as shelters is declining over time in the aggregate, when looking at the current use of schools as shelters by state, we notice significant differences by state. In some states, schools are believed to be used as shelters at much higher rates than others. Indeed, the data shows that a full third of respondents (33%) said that in Yobe, schools are being used as shelters, and 22% said the same in Adamawa, as seen in Figure 7. In contrast, only 2% of said schools are being used as shelters in Gombe, compared with 8% in Borno and 13% in Bauchi. Accordingly, special attention needs to be given to Yobe and Adamawa where a significant portion of schools are still used for non-educational purposes, thus potentially limiting education possibilities for children.

Figure 7: "Are schools/NFLCs in this community/site being used as collective shelters for families, IDPs, or other groups" | by State
n= 271 stakeholders
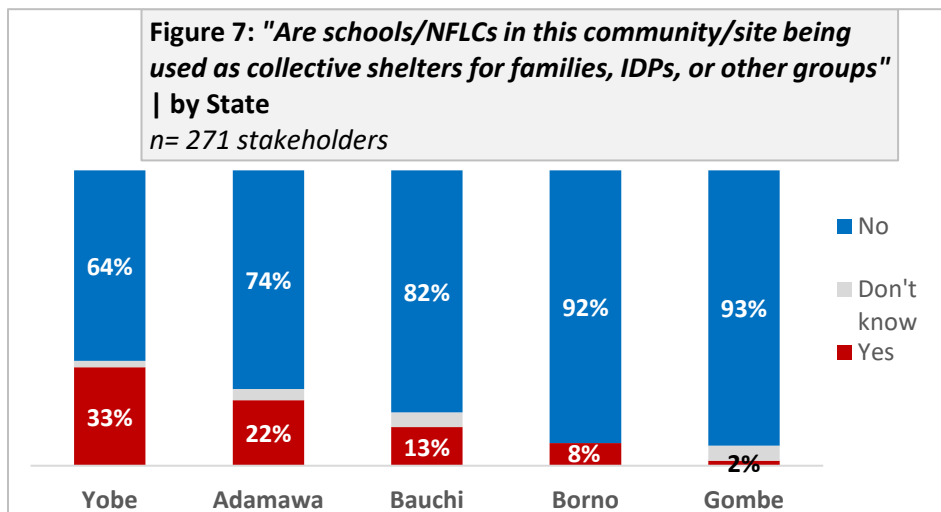
Equitable Access to Education

This section presents IDI respondents' estimates of children's continued attendance of schools and NFLCs in the past six months.

Host community children's attendance of schools and NFLCs depicts a gender gap and differences by state; IDP children's attendance is more gender equitable but also shows differences by state.

Key Section Findings
Many or all host community boys and girls continued to attend formal school in the last six months, according to large majority of IDI respondents, **yet a gender gap exists**.   • Forty-six percent of IDI respondents noted that "Many" host community boys are still attending school while 41% said "All" boys are still attending.   • For girls, 42% of respondents noted that "Many" host community girls are still attending school compared with 34% who said "All" girls are still attending, but these rates are significantly lower than boys.   **Attendance of formal schools and NFLCs by host community children depict large differences by state** with Gombe showing highest attendance rates and Adamawa the lowest.   • Gombe has highest share of respondents (58%) indicating that "All/Almost all" host community boys are still attending formal school, while Adamawa has the lowest (24%).   • Gombe also has highest host community girl attendance (41%) compared to 20% for Adamawa.   • In terms of attendance of NFLCs for boys by state, Gombe also has the highest share of "All/Almost all" boys are still attending (22%), followed closely by Borno (19%), compared with just 4% for Adamawa.   • For host community girls attending NFLCs, Gombe has highest share of respondents (24%) saying "All/Almost all" girls are still attending while Adamawa has lowest share (6%).   **IDP children's attendance of formal schools and NFLCs appears uniform by gender but shows large differences by state** with lowest attendance rates for Borno and highest for Gombe.   • Borno has the lowest share of IDP boys and girls enrolled in formal schools at 40% and 39% respectively compared with a higher average of 47% for other states and genders combined.   • For NFLCs, Gombe stands out with the highest percentages of enrolled IDP boys and girls (60% and 61% respectively); Borno stands out at lowest enrollment rates (39% and 37% respectively).   **Children want to learn hard skills in school and NFLCs**, according to qualitative data from focus groups with children.   • Children seek vocational skills, computer training and English language skills.

According to a large majority of IDI respondents, many or all host community boys and girls continued to attend school in the last six months. Since this is a recall question, it may be misleading to report change in the last six-months by comparing to responses from the previous CECA. Furthermore, the question phrasing and probing has changed for the current CECA relative to previous waves: it now distinguishes between host community children and IDP children, which had not been done in the past. Therefore, only data from this CECA is presented.

Respondents are asked what proportion of children are still attending schools or NFLCs in the past six months. Answer options presented to respondents are as follows: None= 0-25 percent, Some= 26-50 percent, Many= 51-75 percent and Almost all= 76-100 percent.

Formal school attendance by host community kids shows gender gap and larger differences by state.

In terms of formal school attendance 46% of IDI respondents noted that "Many" host community boys are still attending school while 41% said "All" boys are still attending (see Figure 8). For girls, 42% of respondents noted that "Many" host community girls are still attending school compared with 34% who said "All" girls are still attending. Comparisons between boys' and girls' reported attendance shows that a lower proportion of girls are still attending, according to IDI respondents.

Figure 8: *"Since six months ago, how many host community children are still attending formal schools in this community/site?"*
n=271 stakeholders

	None / Only a few (0-25%)	Some (26-50%)	Many (51-75%)	Almost all / All (76-100%)
Boys	1%	12%	46%	41%
Girls	1%	24%	42%	34%
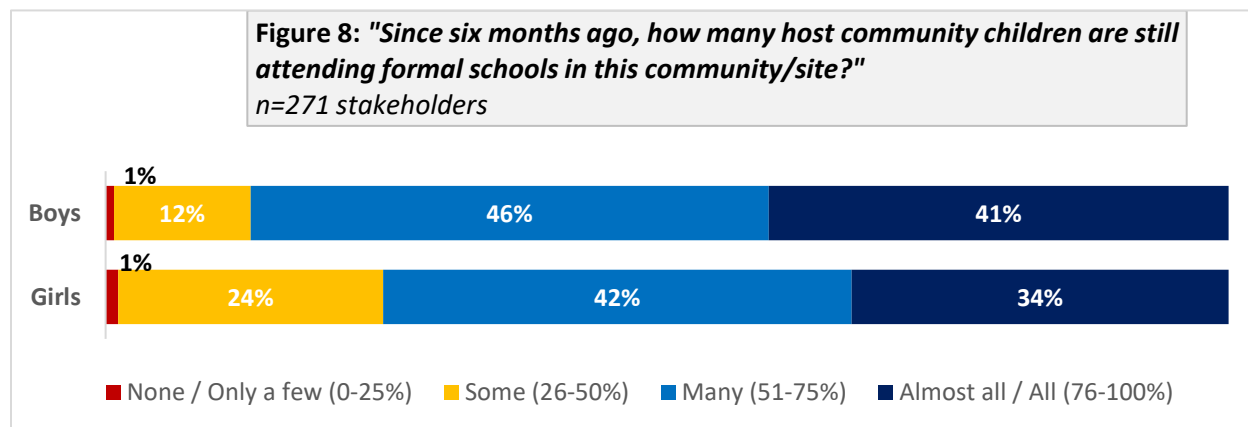
Data reported on boys' attendance of formal school also suggests significant differences by state as shown in Figure 9. Gombe state has the highest share of respondents (58%) indicating that "All/Almost all" host community boys are still attending, followed by Bauchi (43%), Yobe (40%), Borno (38%), and Adamawa (24%).

Figure 9: *"Since six months ago, how many host community boys are still attending formal schools in this community/site?"* - *By State*
n=271 stakeholders

	None / Only a few (0-25%)	Some (26-50%)	Many (51-75%)	Almost all / All (76-100%)
Total	%	12%	46%	41%
Gombe		7%	36%	58%
Bauchi	2%	20%	36%	43%
Yobe		20%	40%	40%
Borno	4%		58%	38%
Adamawa	2%	11%	63%	24%
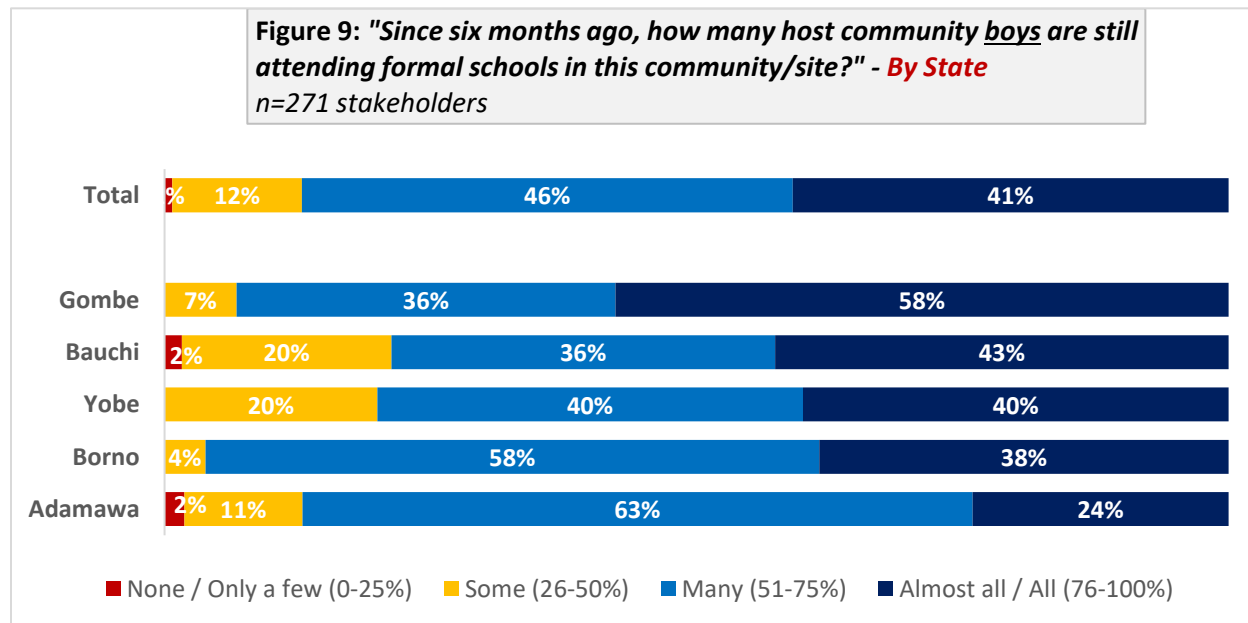
For girls too, data reported on continued attendance of formal school depicts significant differences by state (see Figure 10). Similar to data for boys, Gombe and Bauchi states have the highest shares of respondents (41% and 39% respectively) indicating that "All/Almost all" host community girls are still attending. However, Borno is in the third place (35%), followed by Yobe (31%), and finally Adamawa (20%).

Figure 10: *"Since six months ago, how many host community <u>girls</u> are still attending formal schools in this community/site?" - **By State***
n=271 stakeholders

	None / Only a few (0-25%)	Some (26-50%)	Many (51-75%)	Almost all / All (76 100%)
Total	%	24%	42%	34%
Gombe	2%	24%	34%	41%
Bauchi	2%	31%	28%	39%
Borno	2%	15%	48%	35%
Yobe		24%	44%	31%
Adamawa		22%	57%	20%
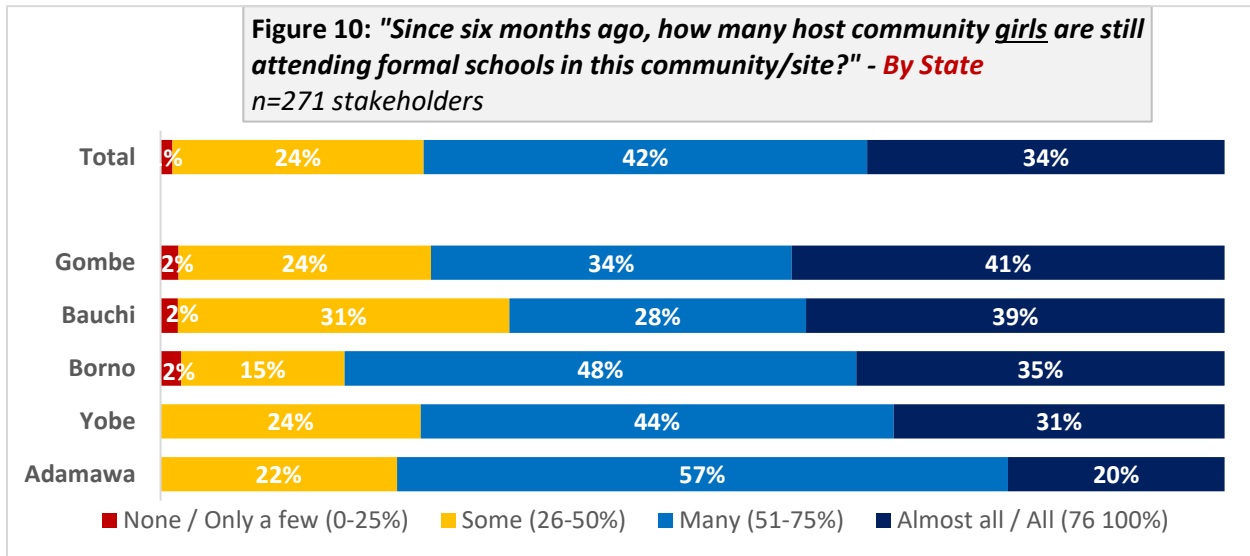
Attendance of NFLCs by host community children depicts narrow gender gap and wide differences by state.

With regard to attendance of NFLCs, results are mixed with similar proportions of respondents saying that "Many" (35%) or "All/Almost all" (15%) boys are still attending NFLCs versus those who say that "Some" (35%) or "None/Only a few" (15%) are still attending (see Figure 11). For girls, slightly more respondents say that "Some" (37%) or "None/Only a few" (17%) are still attending than those who say that "Many" (30%) or "All/Almost all" (15%) are still attending. The lower reported percentages of children still attending NFLCs than those still attending formal schools may be due to a number of factors, such as the shorter duration of the program, transition to the formal school structure or returning home.

Figure 11: *"Since six months ago, how many host community children are still attending NFLCs in this community/site?"*
n=271 stakeholders

	None / Only a few (0-25%)	Some (26-50%)	Many (51-75%)	Almost all / All (76-100%)
Boys	15%	35%	35%	15%
Girls	17%	37%	30%	15%
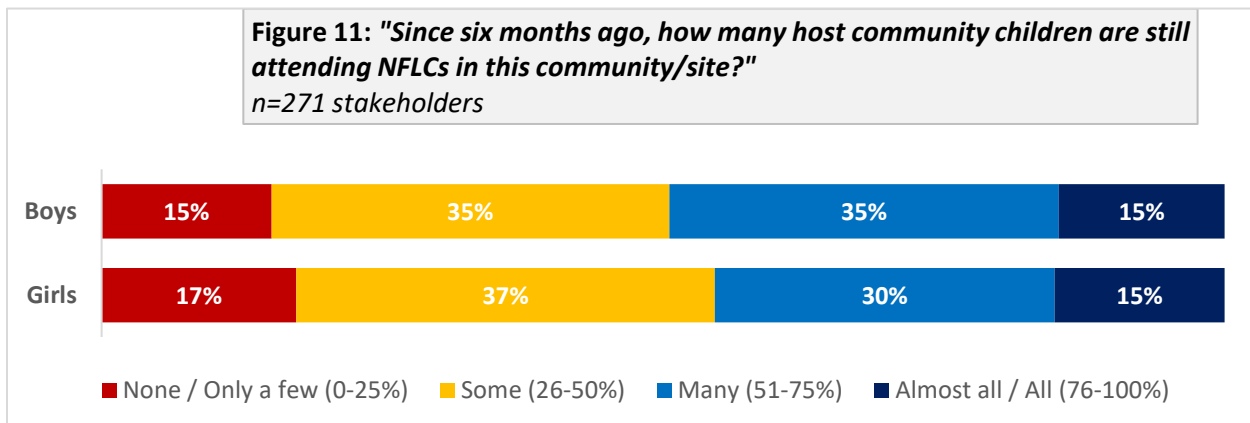
When looking at continued attendance of NFLCs for boys by state, we notice that for all states, the bulk of responses falls into the "Some" or the "Many" are still attending, while lower proportions say that "All/Almost all" are still attending or that "None/Only a few" are still attending (see Figure 12). The state with the highest share of "All/Almost all" boys still attending NFLCs is Gombe at 22%, followed closely by Borno (19%). For Adamawa, fewer than 4% of respondents said that "All/Almost all" boys are still attending.

Figure 12: *"Since six months ago, how many host community boys are still attending NFLCs in this community/site?" - By State*
n=271 stakeholders

State	None / Only a few (0-25%)	Some (26-50%)	Many (51-75%)	Almost all / All (76-100%)
Total	15%	35%	35%	15%
Gombe	8%	36%	34%	22%
Borno	17%	25%	38%	19%
Bauchi	20%	39%	25%	16%
Yobe	9%	42%	38%	11%
Adamawa	20%	35%	41%	4%
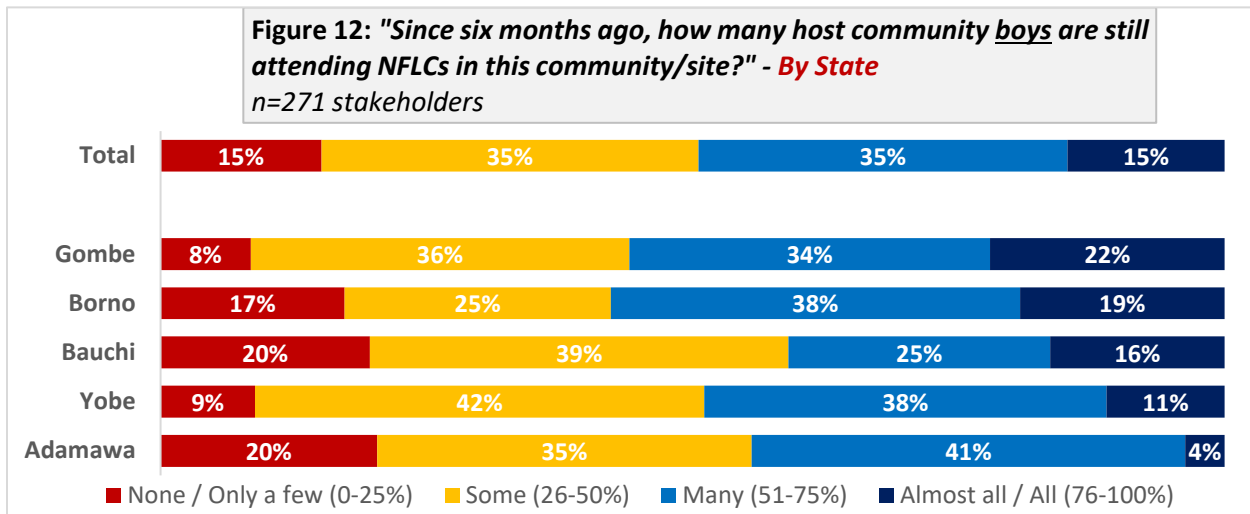
For girls attending NFLCs, the data is not too different from boys' attendance data by state, with Gombe having the highest share of respondents (24%) saying "All/Almost all" girls are still attending while Adamawa has the lowest share (6%) of respondents saying "All/Almost all" girls are still attending (see Figure 13).

Figure 13: *"Since six months ago, how many host community girls are still attending NFLCs in this community/site?" - By State*
n=271 stakeholders

State	None / Only a few (0-25%)	Some (26-50%)	Many (51-75%)	Almost all / All (76-100%)
Total	17%	37%	30%	15%
Gombe	15%	32%	29%	24%
Borno	21%	23%	37%	19%
Yobe	13%	49%	24%	13%
Bauchi	20%	41%	26%	13%
Adamawa	17%	43%	35%	6%
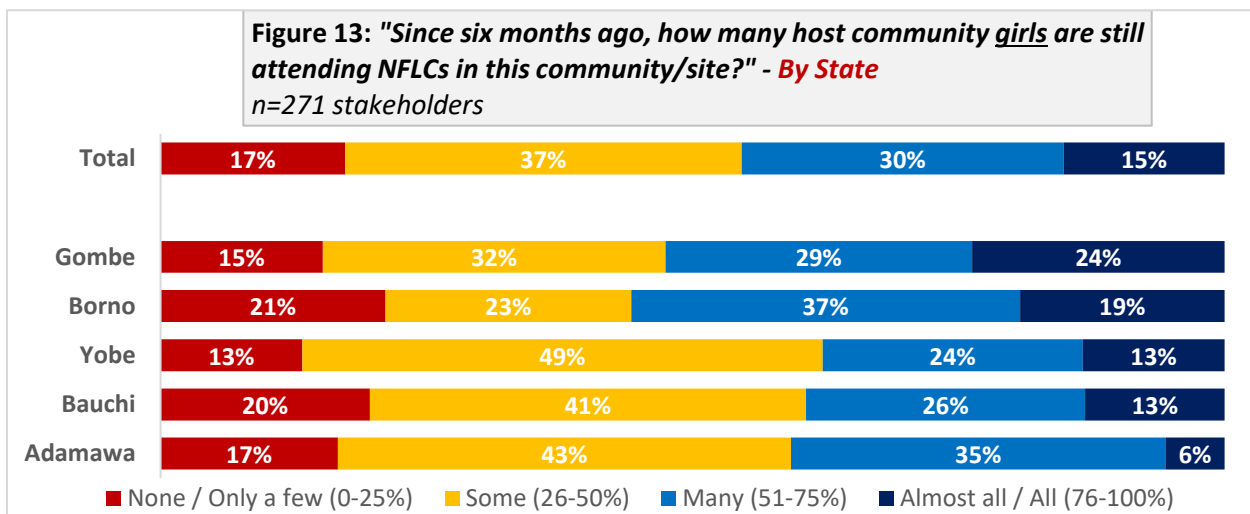
IDP children's enrollment in formal schools and NFLCs nearly uniform by gender, lower for Borno than other states.

In the case of IDPs, IDI respondents were asked to approximate the percentage of boys and girls currently enrolled in formal schools or NFLCs, rather than providing ranges like the previous question on host community children.[2] IDI respondents reported on average that 46% of IDP boys were enrolled in formal schools, compared with 45% of IDP girls enrolled. In terms of enrollment of IDP boys in NFLCs, respondents reported on average that 49% of IDP boys were enrolled, similar to the proportion of IDP girls enrolled (49%). As such, the data on IDP children enrollment in both formal schools and NFLCs does not depict significant differences by gender (Figure 14).

In terms of IDP boys' and girls' enrollment in formal schools by state, the data does not show significant gender differences within states, except for Bauchi, where the rate of IDP girls' enrollment (44%) is slightly lower than boys (48%). Overall, Borno has the lowest share of IDP boys and girls enrolled in formal schools at 40% and 39% respectively compared with a higher average of 47% for other states and genders combined (Figure 15).

As for IDP boys' and girls' enrollment in NFLCs by state, the data again does not depict significant differences by gender but shows that Gombe stands out with the highest percentages of enrolled IDP boys and girls (60% and 61% respectively), while Borno stands out at the lowest enrollment

Figure 14: Average reported percentage of IDP boys and girls enrolled in formal schools and NFLCs
n= 271 stakeholders
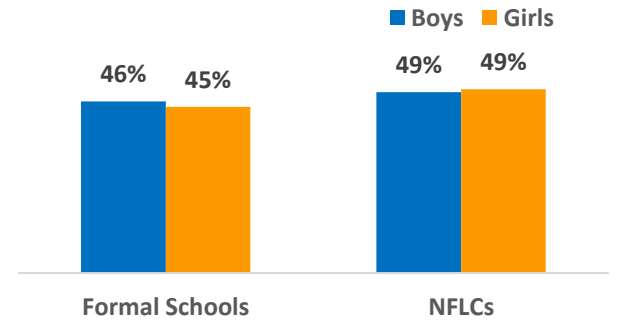
Figure 15: IDP boys' and girls' enrollment in formal schools - *By State* (n=271 stakeholders)
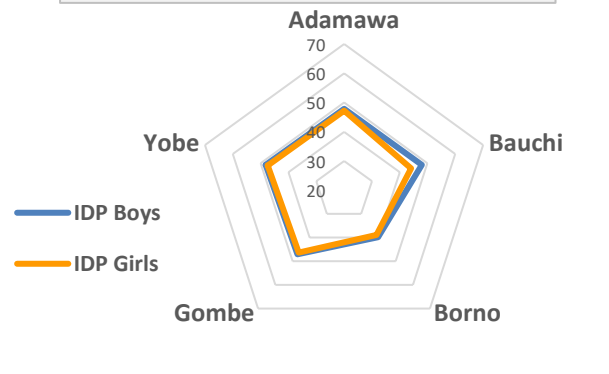
Figure 16: IDP boys' and girls' enrollment in NFLCs - *By State* (n=271 stakeholders)

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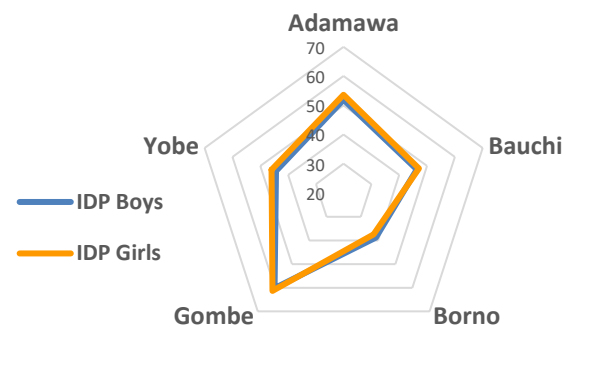
[2] Since the questions on IDP children attendance is formulated differently from the question on host community children attendance, we cannot perform reliable comparisons between these two groups.

rates (39% and 37% respectively – see Figure 16).

On a separate note, children in FGDs discussed what they would like to learn, or in other words, what they would like their teachers and learning facilitators to teach. It is important to remember that teaching-learning is a reciprocal relationship. Understanding the learning desires of children helps teachers and programs such as ECR better target interventions to their learning needs and desires. If they are uninterested in the content, then they are less likely to pay attention and stay motivated; especially in the face of opportunity costs, such as the need to work. Please also note the reference to the arts in the textbox below.

> What to learn… Child FGD findings:
>
> -We want to learn vocational skills, we want to learn about computers and we want to learn how to read. We also want to learn how to speak and write in English.
> -We want to learn about mechanics and trading as well as the arts such as drama and dancing.
> -We want to learn to help our families and our communities.

Children in FGDs also discussed the learning needs of IDP and host community children. Based on the responses from children, we learned that when basic supplies and materials are not available to children and youth, then they are vulnerable and/or susceptible to dropping out or not being able to attend school. Their reflections are below.

> To learn… Child FGD findings:
>
> In order to learn we need basic supplies like blackboards, chalk, and erasers. We also need charts, drawing and painting supplies, pencils, pens. We need school bags, sandals/ shoes and books.

Protection and Well-Being

The CECA examined the well-being of children/ youth regarding safety and exposure to risk. In addition, it examined data related to abuse/ harassment and the availability of facilities. Specifically, participants were asked to rate the safety of boys, girls, and female and male teachers when traveling to and from school on a scale of "very unsafe" to "very safe." In addition, participants were asked to rate the safety of boys, girls, female and male teachers when at school, also on a scale of "very unsafe" to "very safe."

Safety when traveling to school and when at school improved for both children and teachers.

Key Section Findings
Girls and boys are reported as increasingly safe to/from school and at school:
• A much higher share of respondents in this CECA (71%) than in the previous CECA (62%) indicated that boys as "very safe."
• For girls too, 69% indicated they are "very safe," up from 62% in the previous CECA.
• Data collected through the IDI survey on children safety does not depict a significant gender gap.
Children's feeling of safety shows a narrow gender gap and differences by state where boys reported in the Child survey feeling less safe than girls traveling to and from school in Gombe, Bauchi and Yobe states:
• Gombe children appear to have lowest perceptions of safety: 82% of boys and 92% of girls feel safe; much lower than the average for other states (96% for boys and 98% for girls).
• Boys perceive themselves less safe than girls in Gombe (by a 10-percentage point deficit), in Bauchi (by 6 points), and Yobe (by 4 points)
Male and female teachers are reported as increasingly safe and safer than children traveling to/from school and at school:
• The IDI survey shows that "very safe" assessments regarding teachers traveling to and from school increased by five percentage points for both male and female teachers: in this CECA 73% indicated female teachers are "very safe," up from 68% in the last CECA.
• 75% in this CECA indicated male teachers are "very safe," up from 70% in the last CECA.

As was the case in the last CECA, responses largely fell in the "safe" and "very safe" categories. Only in a few cases respondents provided "unsafe" or "very unsafe" responses. It is important to note that while the category of children/youth reported as "safe" decreased, the reports in the category of "very safe" increased, for both genders, thus suggesting that safety has improved overall since the last CECA, thanks in part to the ECR intervention as well as to larger contextual changes, such as the drop in insurgent attacks now as compared to 2014 and 2015. Indeed, recent reports suggest that safety to/from and at school has improved given that Boko Haram is less active and given that kidnappings, abductions and related violent attacks have decreased. Additionally, the majority of school girls kidnapped in 2015 were released back to their communities earlier this year.

Boys and girls increasingly safe traveling to/from school and at school.

While in the last CECA 62% of respondents indicated that boys and girls as "very safe" to/from school; in this CECA, a much higher share of respondents (71%) indicated that boys as "very safe" and 69% indicated girls as "very safe" (Figure 17).

When respondents were asked about safety at school, the data suggested a similar trend to safety traveling to and from school, where children/youth were increasingly reported as "very safe." While in the last CECA, 69% of respondents reported that boys were "very safe" at school, in this CECA 74% indicated boys as "very safe," up five percentage points. Similarly, in the last CECA, 67% of respondents indicated girls as "very safe," compared with 73% in this CECA, an increase by six percentage points (Figure 18).

Children's feeling of safety shows a narrow gender gap and differences by state.

Figure 17: Safety for boys and girls traveling to and from school (Figure shows only those saying "Very Safe" or "Safe" and shows the sum of the two. The "unsafe" category is not shown | n= 271 IDI stakeholders)

	Very safe	Safe	Very safe/safe combined
Boy safety (current)	71%	22%	93%
Boy safety (previous)	62%	32%	94%
Girl safety (current)	69%	23%	92%
Girl safety (previous)	62%	32%	94%

Figure 18: Safety for boys and girls at school n=271 stakeholders

	Very safe	Safe	Very safe/safe combined
Boy safety (current)	74%	20%	94%
Boy safety (previous)	69%	27%	96%
Girl safety (current)	73%	20%	93%
Girl safety (previous)	67%	28%	95%

Data from the Child Survey helps triangulate findings from the IDI survey and shows similar high assessments of safety, as reported by surveyed boys and girls. The data depicts significant variation by state, particularly for Gombe, which shows lowest assessments of safety for boys (82%) and girls (92%) than the average for other states (96% for boys and 98% for girls). It is also noteworthy that boys perceive themselves as less safe than girls in Gombe (by a 10-percentage point deficit), in Bauchi (by 6 points), and Yobe (by 4 points) (Figure 19).
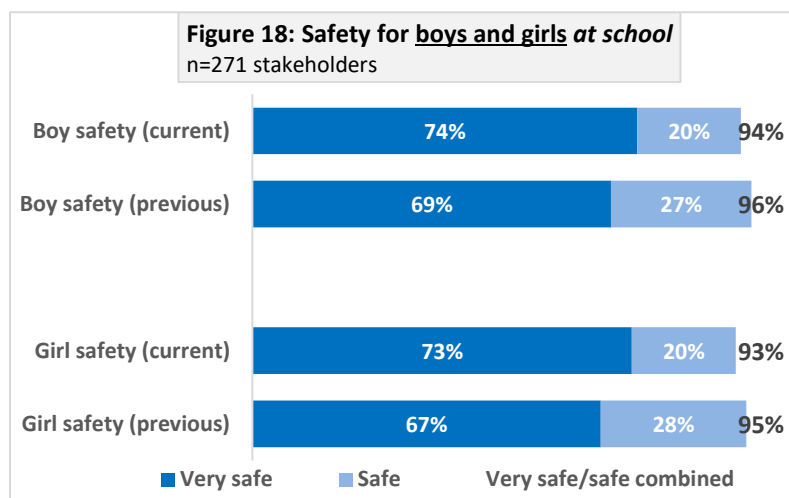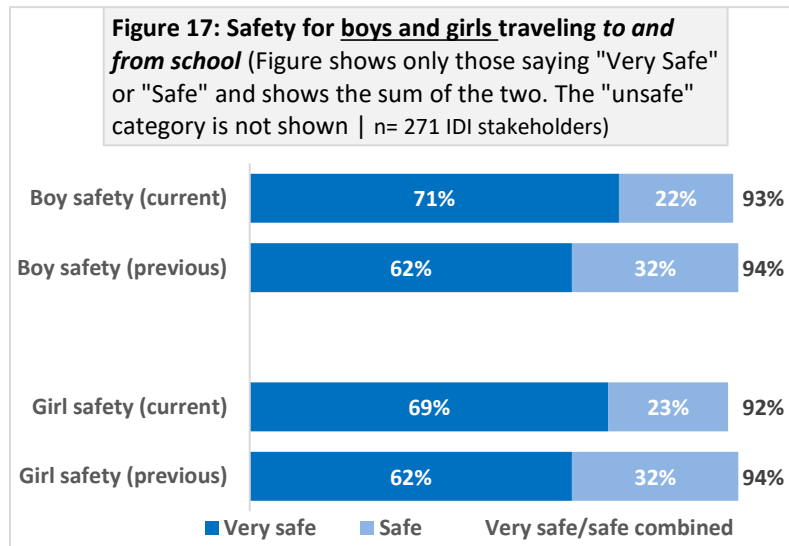
When children were asked how safe they felt at school during the Child Survey, the overall data shows slightly higher assessments of safety being at school than safety traveling to and from school, yet Gombe boys (85%) and girls (91%) feel significantly less safe at school than their counterparts in other states where safety assessments for boys averaged 98% for boys and 99% for girls. Just as seen in the gender gap for perceptions of safety traveling to and from school in Gombe, boys appear to feel less safe at school than girls by a 6-percentage point deficit. There is a gender gap in Bauchi as well, where boys feel less safe than girls by a 5-percentage point deficit (Figure 20).

Figure 19: *"How safe do you feel when traveling to and from school?" - By State* (Figure shows proportions of children saying they feel very safe or safe; n=1,463 children)
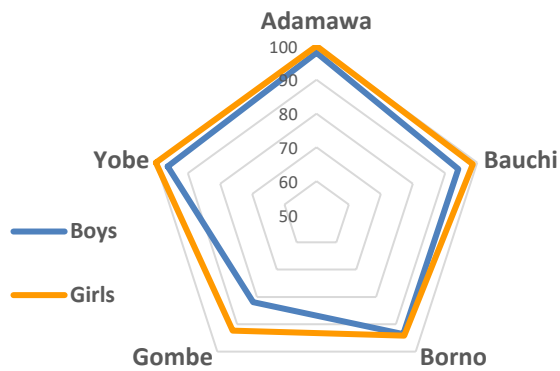
Figure 20: *"How safe do you feel at school?" - By State* (Figure shows proportions of children saying they feel very safe or safe; n=1,463 children)
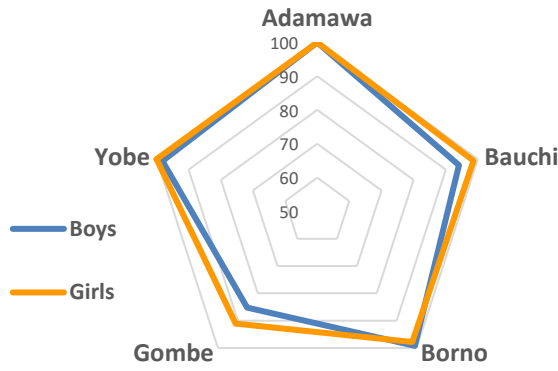
Teachers are considered increasingly safe traveling to/from school and at school.
Regarding the safety of teachers, the trend is similar to children's safety: the category for "Very Safe" in the IDI survey has continued to increase in respondents' reports. In the last CECA, 68% of respondents indicated female teachers as "very safe" traveling to/from school whereas in this CECA, 73% indicated female teachers as "very safe." Similarly, in the last CECA, 70% of respondents indicated male teachers as "very safe" traveling to/from school, whereas in this CECA, 75% of respondents indicate male teachers as "very safe." This marks an increase in "very safe" assessments by five percentage points for both male and female teachers (Figure 21).

Figure 21: Safety for male and female teachers traveling *to and from school* n= 271 IDI stakeholders

	Very safe	Safe	Very safe/ safe combined
Male teacher safety (current)	75%	20%	95%
Male teacher safety (previous)	70%	26%	96%
Female teacher safety (current)	73%	21%	94%
Female teacher safety (previous)	68%	27%	95%

27
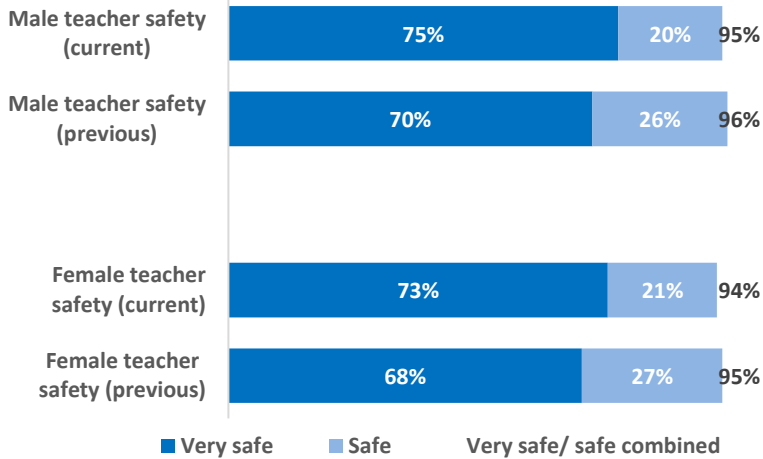
It is important to note that there are slight gender differences in safety assessments, as respondents indicate girls and female teachers as "very safe" at slightly lower rates than their male counterparts.

The same trend is true for teachers. In the last CECA, 71% of respondents indicated female teachers as very safe at school, whereas in this CECA, 77% reported female teachers as very safe, up by six percentage points. Similarly, in the last CECA, 73% indicated male teachers as "very safe", whereas in this CECA, it is up four percentage points to 77% (Figure 22).

Figure 22: Safety for male and female teachers *at school*
(n=271 stakeholders)

	Very safe	Safe	Very safe/safe combined
Male teacher safety (current)	77%	18%	95%
Male teacher safety (previous)	73%	24%	97%
Female teacher safety (current)	77%	18%	95%
Female teacher safety (previous)	71%	25%	96%
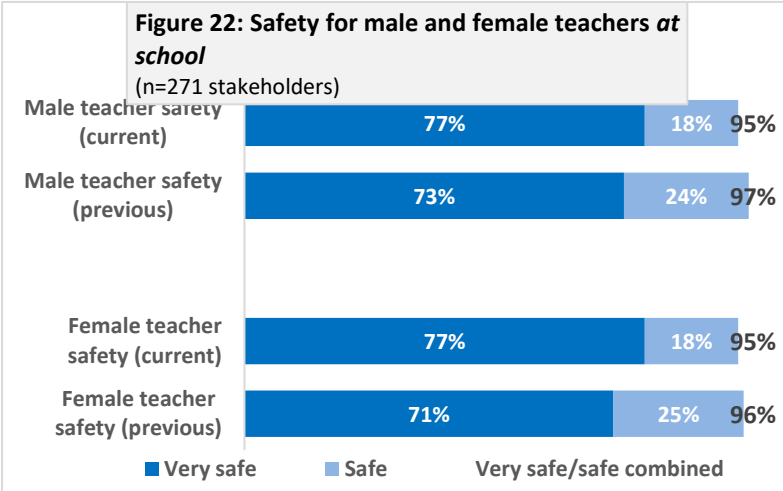
Boys and girls equally at risk of natural hazards and bombs but girls face much higher sexual violence risk and boys are more at risk of abductions.

IDI respondents also answered questions related to the types of risks children/ youth were exposed to in their community. Responses included: bombs, abductions, sexual violence, and natural disasters. The most frequent risks cited by IDI respondents remain natural disasters and hazards: 55% of respondents reported that boys face these types of risks and 53% said girls face these risks. In addition, girls were identified as being at high risk of sexual violence (38%) at a much higher rate than boys (10%). Boys and girls were both believed to be at risk of bombs (19% and 18% respectively). Boys were considered more at risk of abductions than girls (14% vs. 8%) (Figure 23).

Figure 23: % of IDI respondents saying boys and girls face these types of risks in their communities
(n=271 stakeholders)

	Girls	Boys
Natural Hazards	53%	55%
Sexual Violence	38%	10%
Bombs	18%	19%
Abductions	8%	14%
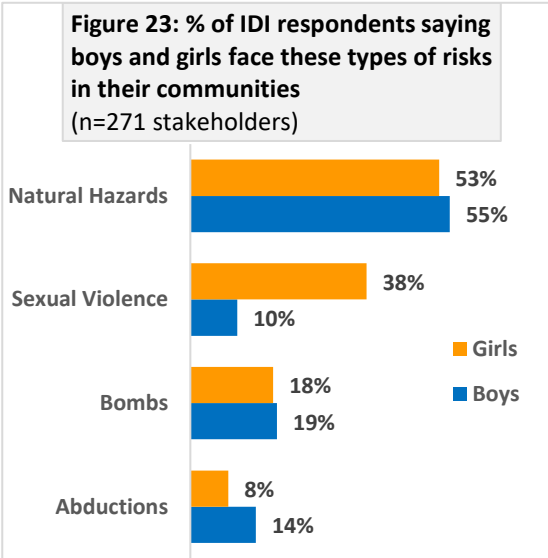
Parents reflected in FGDs about how they can support the safety of their children.

How parents help – safety… Parent FGD findings:

With regard to ensuring safety, teachers and parents can help give training and advice on safety and safe behaviors. We can monitor the children. Also, youth can help younger students.

Teaching and Learning

Teaching and learning is a reciprocal relationship between teachers and their students. Often, teachers are teaching more than just hard skills (i.e. language, mathematics, or vocational) and are also supporting students' well-being. Children and youth in FGDs in Adamawa, Bauchi, Borno, Gombe and Yobe discussed earnestly why they want to go to school.

Non-formal educational opportunities are increasing across the board for boys and girls.

Key Section Findings
There is widespread availability of non-formal literacy/ numeracy opportunities in all states and for both boys and girls and these opportunities appear to be increasing.
• A full 91% of IDI respondents said that literacy/ numeracy opportunities are available for boys in their community (up from 90% in the previous CECA).
• Similarly, opportunities for girls appear to have increased for literacy/numeracy (91%, up from 89% in the previous CECA).
Vocational and recreational opportunities vary by state and within states by gender while art activities are low across the board.
• Boys enjoy more vocational opportunities in Adamawa (74%) than girls (61%), while girls have more of these opportunities in Borno (71%) and Gombe (88%) than boys (60% and 68% respectively)
• Recreational activities are particularly low for girls in Borno (25%) and Bauchi (39%) compared to boys (44% and 53% respectively).
• Less than 10% of respondents mention art activities for boys and girls in all states except for Borno where 15% say there are available art activities for girls.
Borno tends to have lower education opportunities than other states, showing particularly a large deficit in recreational activities for girls and in vocational activities for boys.
Children want to learn to be able to help themselves, their families and their communities. However, learning opportunities are limited to the development of literacy and numeracy skills. There is a desire for arts education, but few exist.

When IDI respondents were asked about non-formal education activities available for boys in their community, a full 91% mentioned literacy/numeracy (90% in the previous CECA). Vocational activities appear to have become more available for boys with 79% of respondents mentioning them in the current CECA, up by 5 percentage points (74% in the previous CECA). Recreational activities also increased to 52% from 50% in the previous CECA. Art activities are not available, with only 1% mentioning them, down from an already low base of 4% in the previous CECA (Figure 24).

Similarly, opportunities for girls appear to have increased for literacy/numeracy (91%, up from 89% in the previous CECA), vocational activities (80%, up from 78% in the previous CECA), and for recreational activities (45%, up from 41% in the previous CECA). Vocational activities may have been driven by the specific All Girls Learning Centers which offer vocational training. Art activities, however, did not increase and were only mentioned by 3% of respondents. Non-formal educational opportunities are very similar by gender with the exception of recreational opportunities, which are more available for boys (52%) than girls (45%) despite having increased for both since the last CECA (Figure 25).

Figure 24: "What kind of non-formal education activities are available in this community for boys?"
(Current vs. Previous CECA)

	Current CECA	Previous CECA
Lit/ numeracy	91%	90%
Vocational	79%	74%
Recreational	52%	50%
Arts	1%	4%

Figure 25: "What kind of non-formal education activities are available in this community for girls?"
(Current vs. Previous CECA)

	Current CECA	Previous CECA
Lit/ numeracy	91%	89%
Vocational	80%	78%
Recreational	45%	41%
Arts	3%	3%

Literacy/ numeracy opportunities largely available for boys in all states while vocational/ recreational activities are lower and art activities are limited.

When examining the availability of non-formal education activities for boys by state, the data shows that literacy/numeracy activities are largely available in all states, and more available than other education activities in all states, except for Yobe where vocational activities (93%) are more available than literacy/numeracy activities (81%). Vocational activities are in fact also largely available for boys in Bauchi (81%) and Adamawa (74%) and less available in Gombe (68%) and Borno (60%). Recreational activities are mostly available for boys in Yobe (68%) and least available in Adamawa (40%). Art activities are very limited in all states (Figure 26).

Literacy/ numeracy opportunities are available for girls in all states while recreational activities are much lower, particularly in Borno.

Data on availability of non-formal education activities for girls shows that literacy/numeracy activities

Figure 26: Non-formal education activities for boys - *By State*
n=271 stakeholders
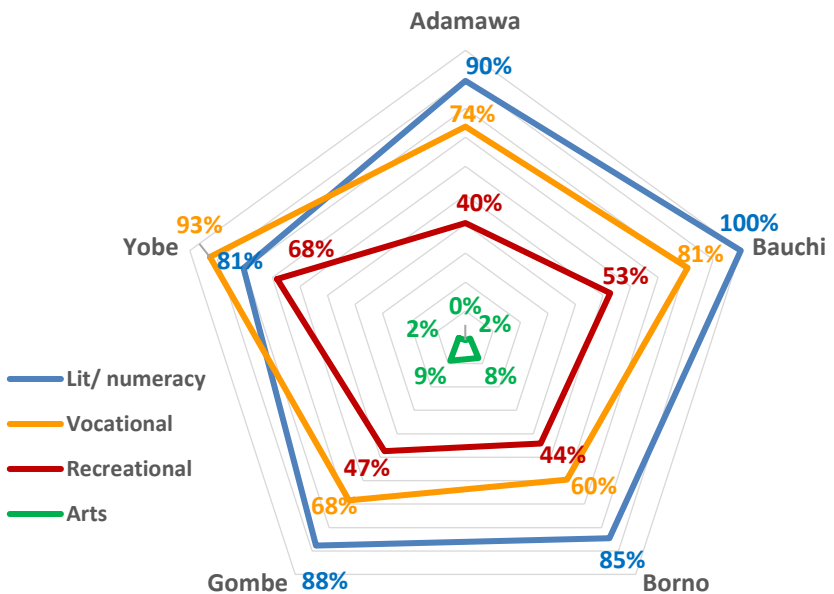
Figure 27: Non-formal education activities for girls - *By State*
n=271 stakeholders

are largely available across all states, just as for boys. However, there are some stark gender and
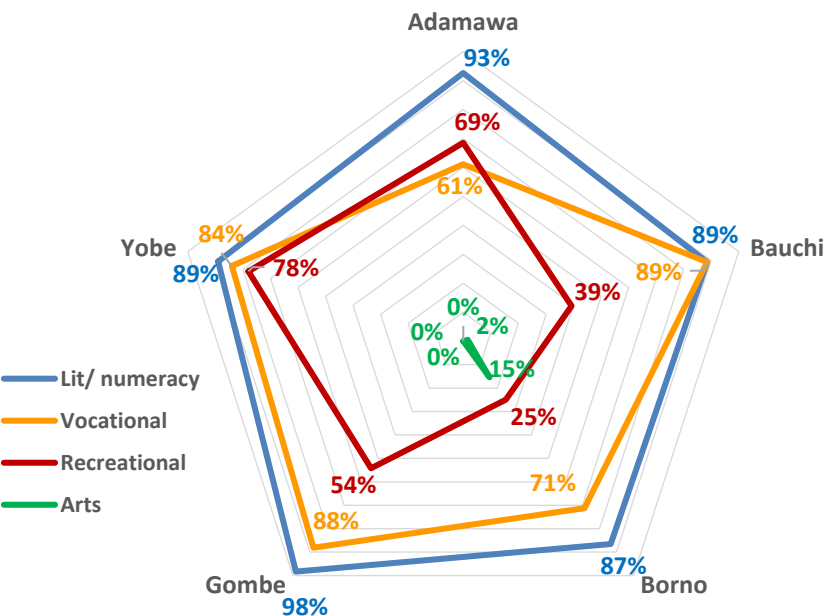
state differences when it comes to recreational activities for girls: the availability of recreational activities for girls are much lower in Borno (25%) and Bauchi (39%) than they are in Yobe (78%) and Adamawa (69%). The data also suggests that vocational activities for girls are relatively low in Adamawa (61%) when compared to other states (83%) and when compared to boys in that state (74%). It is also noteworthy that while art activities are nearly non-existent in most states, 15% of respondents mentioned that art activities are available for girls in Borno (Figures 27).

Children and youth in FGDs reflected on the reasons why they go to school: they identified immediate returns such as learning to read as well as long-term goals, like helping their country. See reflections below.

> Why learn… Child FGD findings:
>
> We want to be able to gain knowledge so that they can help their parents. They even extended their interest to help beyond their families and stated: we want to be useful in society and help our community and Nigeria.
>
> In the future, we want to be able to get a job. We want to become doctors, police officers and teachers.

Parental & Community Participation

Bjork (2003) argues that when activities are to be implemented on the local level through community participation, then these actors' voices should be a source of information for decision-making. Parental and community participation can be defined in various ways. It can include school management, finance and teaching-learning. School management usually entails participation in meetings and providing labor for school construction, maintenance and meals. School finance focuses on the provision of funds and/or resources to support education, with varying degrees of voice regarding how those resources are spent. Support for teaching-learning can include in-class volunteering and support to children with their studies at home.

Community organization, followed by government, then international NGOs are most active supporters of education.

Key Section Findings
Community organizations are most active organizations in supporting education, followed by government entities and international NGOs**.**
• Community organizations were most frequently cited as active across the five states (83%).
• Government was the second most mentioned (76%) and International NGOs third (72%).
Community organizations are least prevalent in Borno.
• Community organizations are most frequently reported as active in Adamawa (94%), Bauchi (93%) and Yobe (91%) and least frequently reported as active in Borno (58%) and Gombe (80%).
Parents can and do contribute to education in communities: parents want to help their children in their education via advice, support and supplies.

When respondents were asked about organizations that are supporting education in their communities, community organizations were most frequently cited as active across the five states (83%). These organizations include PTAs and SBMCs. Government was the second most mentioned (76%); marking a decrease since the last CECA (81%). International NGOs were the third most cited group (72%), depicting a slight increase since the last CECA. It is important to continue to examine why government is not the primary provider as an active education entity within the states (Figure 28).
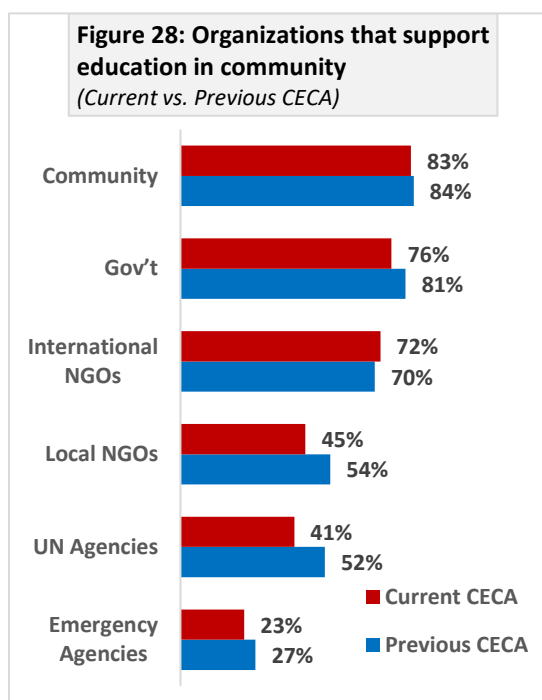
When looking at active organizations by state, community organizations are most frequently reported as active in Adamawa (94%), Bauchi (93%) and Yobe (91%). Conversely, they are least frequently reported as active in Borno (58%) and Gombe (80%). Government was most frequently

Figure 28: Organizations that support education in community
(Current vs. Previous CECA)

	Current CECA	Previous CECA
Community	83%	84%
Gov't	76%	81%
International NGOs	72%	70%
Local NGOs	45%	54%
UN Agencies	41%	52%
Emergency Agencies	23%	27%

indicated as 'active' also in Adamawa (94%) and Bauchi (82%). Only about 67% of respondents indicated government as an active education provider in Borno, Gombe and Yobe (Table 2).

Table 2: Active organizations across states according to IDI respondents (%); n=271						
State	**Community**	**Government**	**Local NGO**	**INGO**	**UN**	**Emergency**
Adamawa	94	94	46	78	48	22
Bauchi	93	82	52	74	52	15
Borno	58	67	35	85	29	15
Gombe	80	68	59	66	22	31
Yobe	91	67	29	58	53	36

Parents reflected on how they can support the education of their children and youth, as well others. Their comments included covering basic needs, as well as broader support- such as emotional support and encouragement for schooling. Their reflections are below.

How parents help… Parent FGD findings:

Parents can provide the basics and the essentials for their children. They can also monitor and supervise if their children are going to school.

Parents can encourage their children to go to school. Parents can also sensitize their and other children on the importance of going to school. Parents can help by being volunteer teachers and help in the class.

Recommendations: Informing ECR

The recommendations are divided into two types: first, those directly related to the data and findings and conclusions from the assessment (primary recommendations) are presented. Secondly, recommendations are made regarding the methodology, processes and approach of the CECA (secondary recommendations) for future activities in northeast Nigeria and/or similar conflict-affected contexts.

Primary recommendations

Recommendation 1. More attention should be given to Borno in future similar programming and more compensatory efforts are required so that Borno can reach the same levels as its neighboring states. Borno lags significantly behind other states on all measures, with key indicators lower in Borno than in all other target states. This is partly due to the fact that Borno was the last state into which the ECR project intervened. However, given that Borno was also the hardest hit by insecurity and violence, educational opportunities in Borno are severely limited and its civil society institutions are perhaps weakest.

Recommendation 2. School curricula should offer practical skills to children and youth that can serve them in their futures, such as language skills, mechanics, and computer skills. CECA results suggest that children and youth want to learn vocational skills so that they can contribute economically to their families and communities. They are attending schools and NFLCs, and their attendance rates have largely remained constant or improved. Nevertheless, if children/ youth are faced with steep opportunity costs, such as the need to work, then they will likely drop out. Education providers should therefore ensure that learning opportunities are relevant and linked to employability and job readiness.

Recommendation 3. All educational programming should be gender-sensitive. Given girls' historically unequal access to education in northeast Nigeria, all education providers should proactively seek to promote the integration of girls into their centers and schools, and raise awareness among stakeholders and communities of the importance of schooling for all children, male or female. The ECR project demonstrated that, with concerted efforts, including the establishment of girls-only centers, female enrollment in non-formal learning centers can equal or even surpass that of boys; however, CECA findings suggest that a gender gap still exists in formal school enrollment.

Recommendation 4. Stakeholders should advocate for more diverse learning opportunities, including arts, recreation, and social emotional learning (SEL). CECA findings confirm that most learning centers and schools focus on traditional academic subjects, though learners often yearn for alternative ways to learn and grow. Other research (outside of the project's rolling assessments) points to the critical importance of building children's social emotional competencies so that they increase their resilience, become productive members of the workforce, and engage responsibly in civil society. Therefore, policy makers and implementing

partners should push to enhance instructional delivery and learning outcomes by incorporating SEL training of school staff and NFLC facilitators.

Recommendation 5. Development initiatives should benefit parents as well as children. CECA findings indicate that parents want to help their children succeed in their education, and these caregivers are often lacking basic literacy and numeracy skills themselves. The ECR project has learned from implementation experience that parents would also benefit from non-formal education opportunities.

Secondary recommendations

Rapid assessments play an important role in making development efforts conflict sensitive because they enable implementing partners to take a more frequent pulse of the context in which they work. Such assessments are particularly important for complex interventions in volatile environments. The following recommendations are presented to assist implementing partners as they plan rolling assessments for future activities in northeast Nigeria and/or similar conflict-affected contexts.

Recommendation 1. A revision of the CECA instrument (or the development of another rolling assessment) is recommended to be able to get more insight into the findings and perform a more nuanced analysis that investigates factors explaining differentials in programmatic impact. While changes can be detected, there are still nuances in the data which could merit more investigation. For example, while we know there are differences between girls and boys when it comes to access to school, the current data does not explore all the reasons why this phenomenon is prevalent. Therefore, a more in-depth ethnographic study at the community level is needed to provide a deeper understanding of the issues. The CECA revision, or new tool, should allow for collecting data from a broader base of participants whose perspectives could strengthen the analysis, such as local community and government stakeholders.

Recommendation 2. Implementing partners should consider a phased approach to data collection in future rolling assessments that utilize mixed methods (both quantitative and qualitative data). While the current R-CECA design uses a convergent parallel approach, where stakeholder in-depth interviews and focus groups discussions with parents and children are conducted during the same timeframe and analyzed in tandem, it may be useful to implement a sequential explanatory approach in future iterations, where the quantitative data collection phase is conducted first, and the qualitative phase is conducted second, and is informed by the first phase. This would allow implementing partners to dig deeper into quantitative survey findings by using the qualitative phase to further explain and elaborate findings from the quantitative phase. This is particularly useful when survey results show, for instance, large differences in experiences or impacts between target groups or when results are simply unexpected or difficult to explain or attribute. The qualitative phase would then be used to further probe findings by investigating them with participants/stakeholders who are best placed to explain these tendencies.

Recommendation 3. There is a need for additional research on how to improve school safety. CECA findings on vulnerability and children's perceptions of safety continue to show that children (both boys and girls) report feeling safer than in previous assessments, yet less safe than their teachers. Accordingly, this warrants further research and additional probing to examine what factors make children feel less safe and how to better address safety concerns in future similar interventions.

Annexes

ANNEX 1: SOURCES

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ANNEX II: BACKGROUND

Northern Nigeria. Northern Nigeria remains a volatile area subject to political violence and conflict contributing to a population of 1.9 million IDPs and 3 million girls and boys in need of education. 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.

The Boko Haram insurgency has entered its eighth year and has cost Nigeria more than 10,000 lives, affected more than 26 million, destroyed hundreds of schools and government buildings and devastated the North East, one of Nigeria's poorest regions. National security services have struggled to put an end to the violence and many Nigerians have been displaced internally or have become refugees in Niger, Chad and Cameroon.

Adamawa State

The capital of Adamawa State is Yola. Adamawa was formed in 1991. It is one of the largest states in Nigeria at approximately 37,000 KM^2. The total population is 3,737,223 people. There is a total of 143,209 IDPs (DTM, May 2017); 135,964 live in the host community and 11,564 live in a camp (January 2017). There are 21 LGAs. In 2013, former President Goodluck Jonathan declared a state of emergency in Adamawa due to the activities of the Boko Haram.

Bauchi State

Bauchi is a state in northern Nigeria. The capital is the city of Bauchi. It was formed in 1976. There are 4.65 million people. There is a total of 56,916 IDPs (DTM, May 2017), all living in the host community (January 2017). 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, which have distinct backgrounds, occupations, beliefs and other cultural characteristics.

Borno State

Borno is a state in northern Nigeria, it was formed in 1976 and its capital is Maiduguri. The size is 57,799 Km^2. The population is 5,925,668 people. There is a total of 1,496,995 IDPs (DTM, May 2017); 940,995 live in the host community and 565,175 live in a camp (January 2017). There are 27 LGAs. Former President Goodluck Jonathan declared a state of emergency in Borno after fighting between Boko Haram and the armed forces killed as many as 200 people in2013. Borno has been one of the most raided states in Nigeria by Boko Haram.

Gombe State

Gombe is also a state in northern Nigeria. The capital is the city of Gombe. It was formed in 1996. Gombe state consists of eleven LGAs and has an area of 20,265 KM^2. The population is 2,353,000 people. There is a total of 28,183 IDPs (DTM, May 2017), all live in the host community (January 2017). It is a multi-ethnic society comprised of a dominant Fulani tribe and the second largest ethnic group, Tera.

Yobe State

Yobe was created in 1991. It was carved out of Borno. The capital of Yobe is Damaturu. Yobe is approximately 45,000 KM². The population is over 2.5 million people. There are 108,769 IDPs (DTM, May 2017); 102,411 live in the host community and 10,603 live in a camp (January 2017). There is a total of 17 LGAs.

Education Enrollment. Primary net attendance ratio (NAR) is defined as the number of children who attend primary school and belong to the age group that officially corresponds to primary schooling divided by the total population of the same age group.
➔ The primary net attendance ratio in Adamawa is 80% (males) and 78% (females).
➔ The primary net attendance ratio in Bauchi is 42% (males) and 39% (females).
➔ The primary net attendance ratio in Borno is 19% (male) and 15% (female).
➔ The primary net attendance ratio in Gombe is 55% (males) and 44% (females).
➔ The primary net attendance ratio in Yobe is 22% (male) and 22% (female).

Primary gross attendance ratio (GAR) 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 Adamawa, the primary gross attendance ratio is 114% (male) and 115% (female). Adamawa has the highest rates for all indicators.[3]
➔ In Bauchi, the primary gross attendance ratio is 57% (male) and 57% (female). Both indicators favor boys.
➔ In Borno, the primary gross attendance ratio is 24% (male) and 21% (females). Both the NAR and the GAR favor males.
➔ In Gombe, the primary gross attendance ratio is 75% (male) and 64% (female). Both indicators favor boys.
➔ In Yobe, the primary gross attendance ratio is 29% (male) and 27% (female).

Table 1. Primary Attendance Indicators, Nigerian Education Data Survey (NEDS 2015)				
State	**NAR Male**	**GAR Male**	**NAR Female**	**GAR Female**
Adamawa	2010			
	64%	96%	55%	85%
	2015			
	80%	114%	78%	115%

---

[3] Adamawa education indicators rank high, however, as indicated in the data collected for this CECA there are comparatively higher rates of violence and displacement; the effects of which are likely to be observed in the next data collection on attendance. There are also fewer organizations in Adamawa. Given its relatively high rank, organizations were in less demand as compared to other states. Now, organizations (due to more recent need) are in demand but there is not the established organizational infrastructure and there is a threat of violence.

Table 1. Primary Attendance Indicators, Nigerian Education Data Survey (NEDS 2015)				
State	**NAR Male**	**GAR Male**	**NAR Female**	**GAR Female**
Bauchi	2010			
	47%	70%	43%	58%
	2015			
	42%	57%	39%	56%
Borno	2010			
	24%	32%	23%	31%
	2015			
	19%	24%	15%	21%
Gombe	2010			
	56%	79%	59%	79%
	2015			
	55%	75%	44%	64%
Yobe	2010			
	40%	54%	35%	50%
	2015			
	22%	29%	22%	27%

Secondary net attendance ratio (NAR) is defined as the number of children who attend secondary school and 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 Adamawa is 35% (male) and 25% (female).
➔ The secondary net attendance ratio in Bauchi is 18% (male) and 19% (female).
➔ The secondary net attendance ratio in Borno is 13% (male) and 15% (female).
➔ The secondary net attendance ratio in Gombe is 23% (male) and 24% (female).
➔ The secondary net attendance ratio in Yobe is 16% (male) and 21% (female).

Secondary gross attendance ratio (GAR) is defined as the number of children who attend secondary school regardless of age divided by the total population of the official age group.
➔ The secondary gross attendance ratio in Adamawa is 60% (male) and 49% (female). In the case of secondary, both the NAR and the GAR favor males.
➔ The secondary gross attendance ratio in Bauchi is 35% (male) and 28% (female). There are lower rates at the secondary than at the primary level for both groups.
➔ The secondary gross attendance ratio in Borno is 18% (male) and 22% (female). In the case of secondary, both the NAR and the GAR favor females.
➔ The secondary gross attendance ratio in Gombe is 36% (male) and 35% (female). There are lower rates at the secondary than at the primary level for both groups.
➔ The secondary gross attendance ratio in Yobe is 30% (male) and 32% (female).

Table 2. Secondary Attendance Indicators, NEDS 2015				
State	**NAR Male**	**GAR Male**	**NAR Female**	**GAR Female**
Adamawa	2010			
	26%	n/a	26%	n/a
	2015			
	35%	60%	25%	49%

Table 2. Secondary Attendance Indicators, NEDS 2015				
State	**NAR Male**	**GAR Male**	**NAR Female**	**GAR Female**
Bauchi	2010			
	10%	n/a	7%	n/a
	2015			
	18%	35%	19%	28%
Borno	2010			
	17%	n/a	13%	n/a
	2015			
	13%	18%	15%	22%
Gombe	2010			
	24%	n/a	27%	n/a
	2015			
	23%	36%	24%	35%
Yobe	2010			
	17%	n/a	21%	n/a
	2015			
	16%	30%	21%	32%

Literacy Rates (NPC, 2013). Literacy is defined as the ability to read and write in any language with understanding. The percentage of women 15-49 years that are literate in Adamawa is 53.2 percent, in Bauchi is 20.1 percent, in Borno is 22.2 percent, in Gombe is 32.7 percent, and in Yobe is 12.9 percent. The percentage of men 15-49 years that are literate in Adamawa is 77.7 percent, in Bauchi is 50 percent, in Borno is 41.7 percent, in Gombe is 66.6 percent, and in Yobe is 19.6 percent. Therefore, Adamawa has the highest literacy rates for females and males, whereas Yobe has the lowest literacy rates for females and males.

ANNEX II: Survey instruments

Tool 1: Secondary Data Form

Please ensure data collected and entered is CORRECT"
Date of data collection
State of Data collection
LGA of Data collection
community of Data collection.
Name of Assessor
PLEASE PROVIDE 2016 ENROLLMENT DATA FOR FORMAL SCHOOLS
Number of Male pupils in Primary 1 - Primary 6 (2016)
Primary 1: _____
Primary 2: _____
Primary 3: _____
Primary 4: _____
Primary 5: _____
Primary 6: _____
Number of Female pupils in Primary 1 - Primary 6 (2016)
Primary 1: _____
Primary 2: _____
Primary 3: _____
Primary 4: _____
Primary 5: _____
Primary 6: _____
Number of Male pupils in JSS 1 - JSS 3 (2016)
JSS 1: _____
JSS 2: _____
JSS 3: _____
Number of Female pupils in JSS 1 - JSS 3 (2016)
JSS 1: _____
JSS 2: _____
JSS 3: _____
Please Type in Source of Data?

_____

2016 NONFORMAL ENROLLMENT
Number of Male Learners in Non-Formal Learning (2016)
Basic Literacy Level 2016: _____
Post Literacy Level 2016: _____
Continuing Education Level 2016: _____
Vocation Education Level 2016: _____

Number of Female Learners in Non-Formal Learning
Basic Literacy Level 2016: _____
Post Literacy Level 2016: _____

Continuing Education Level 2016: _____
Vocation Education Level 2016: _____
Please Type in Source of Data

_____

PLEASE PROVIDE 2015 ENROLLMENT DATA FOR FORMAL SCHOOLS
Number of Male pupils in Primary 1 - Primary 6 (2015)
Primary 1: _____
Primary 2: _____
Primary 3: _____
Primary 4: _____
Primary 5: _____
Primary 6: _____

Number of Female pupils in Primary 1 - Primary 6 (2015)
Primary 1: _____
Primary 2: _____
Primary 3: _____
Primary 4: _____
Primary 5: _____
Primary 6: _____
Number of Male pupils in JSS 1 - JSS 3 (2015)
JSS 1: _____
JSS 2: _____
JSS 3: _____

Number of Female pupils in JSS 1 - JSS 3 (2015)
JSS 1: _____
JSS 2: _____
JSS 3: _____
Please Type in Source of Data
(2015)_____

2015 NONFORMAL ENROLLMENT
Number of Male Learners in Non-Formal Learning (2015)
Basic Literacy Level 2015: _____
Post Literacy Level 2015: _____
Continuing Education Level 2015: _____
Vocation Education Level 2015: _____

Number of Female Learners in Non-Formal Learning (2015)
Basic Literacy Level 2015: _____
Post Literacy Level 2015: _____
Continuing Education Level 2015: _____
Vocation Education Level 2015: _____
Please Type in Source of Data: _____

PLEASE PROVIDE 2014 ENROLLMENT DATA FOR FORMAL SCHOOLS
Number of Male pupils in Primary 1 - Primary 6 (2014)
Primary 1: _____
Primary 2: _____
Primary 3: _____
Primary 4: _____
Primary 5: _____
Primary 6: _____

Number of Female pupils in Primary 1 - Primary 6 (2014)
Primary 1: _____
Primary 2: _____
Primary 3: _____
Primary 4: _____
Primary 5: _____
Primary 6: _____

Number of Male pupils in JSS 1 - JSS 3 (2014)
JSS 1: _____
JSS 2: _____
JSS 3: _____

Number of Female pupils in JSS 1 - JSS 3 (2014)
JSS 1: _____
JSS 2: _____
JSS 3: _____
Please Type in Source of Data

_____

2014 NONFORMAL ENROLLMENT
Number of Male Learners in Non-Formal Learning (2014)
Basic Literacy Level 2014: _____
Post Literacy Level 2014: _____
Continuing Education Level 2014: _____
Vocation Education Level 2014: _____

Number of Female Learners in Non-Formal Learning (2014)
Basic Literacy Level 2014: _____
Post Literacy Level 2014: _____
Continuing Education Level 2014: _____
Vocation Education Level 2014: _____
Please Type in Source of Data: _____
Internally Displaced Children: _____

Number of Male Internal Displaced Children within these Age range

Male under 6 Years old: _____

Male 6 to 10 Years old: _____

Male 10 to 17 Years old: _____

Male over 17 Years old: _____

Number of Female Internal Displaced Children within these Age range

Female under 6 Years old: _____

Female 6 to 10 Years old: _____

Female 10 to 17 years old: _____

Female over 17 Years old: _____

Please Type in Source of Data? : _____

Alternative Learning Opportunities: _____

Number of Male children attending Alternative Learning Opportunities: _____

Male's in Youth Learning Centers: _____

Males in Adolescent Boys Learning Centers: _____

Male's in other Learning Center for Out of School Children: _____

Other Alternative Learning Opportunities to specify males in other ALO not listed. :

_____

Others Alternative Learning Opportunities: _____

Number of Males in Other ALO: _____

Number of Female children attending Alternative Learning Opportunities: _____

Females in Youth Learning Centers: _____

Females in Adolescent Girls learning Centers: _____

Females in other Learning Center for Out of School Children: _____

Other Alternative Learning Opportunities to specify females in other ALO not listed. :

_____

Others Alternative Learning Opportunities: _____

Number of Females in Other ALO: _____

Please Type in Source of

Data_____

Tool 2A: Focus Group Discussion-Children/Tattaunawa cikin Rukuni tare da yara

Interview Identification/Shaidar tattaunawa
Instrument Code/*Lambar takarda*: Date of assessment/*Ranar tantancewa*: _____/_____/_____ (dd/mm/yy) /*(rn/wt/shkr)* Name of Assessors/*Sunayen masu tantancewa*: Facilitator: _____ _____ Note Taker: _____ ___
Location of Assessment/*Wurin tantancewa*
Name of State/Admin level 1/*Sunan Jiha/ Mataki na 1*: _____- _____ Name of LGA/Admin level 2/*Sunan}aramar Hukuma/ Matakina 2*: _____ Name of Community/Village/Admin level 3/*Sunan /Garikauye/ Matakina 3*: _____
Source of Information/*Hanyar samo bayani*
IDPboys/*Yara maza'yan gudunhijira*: ☐   IDPgirls/*Yara mata'yan gudunhijira*: ☐ Host Community boys/*Yara maza'yan }asa*: ☐   Host Community girls/*Yara mata'yan }asa*: ☐ Number in attendance: _____

EQUAL ACCESS TO LEARNING
1. Are there children in this community who do not go to school?

    ○ Yes

    ○ No
2. If yes, select best description of Children or Youths in this community not attending school?

Boys	Girls
○ Poor	○ Poor
○ Hawkers	○ Hawkers
○ IDPs	○ IDPs
○ Orphans	○ Orphans
○ Disabled/children with special needs	○ Disabled/children with special needs
○ Other children group (Specify): _____	○ Other children group (Specify): _____

3. Are there IDPs in this community?

    ○ Yes

      ○ No
4. Do they attend school?
  - ○ Yes
  - ○ No
  - ○ Some do attend school

5. If not, why do they (IDPs) not attend school in this community?

  - ○ Parents not interested/ do not care
  - ○ Parents do not have money
  - ○ Children have to work
  - ○ Children not interested/ do not care
  - ○ Parents are afraid
  - ○ Children are afraid
  - ○ No school nearby
  - ○ No resources or materials
  - ○ Attend Quranic school only
  - ○ Other reasons not listed
  - ○ Specify other reasons

6. Are there Out of School Children in this community?
  - ○ Yes
  - ○ No

7. Do they(OOSC) attend school?
  - ○ Yes
  - ○ No
  - ○ Some do attend school

8. If not, why do they (OOSC) not attend school in this community?

  - ○ Parents not interested/ do not care
  - ○ Parents do not have money
  - ○ Children have to work
  - ○ Children not interested/ do not care
  - ○ Parents are afraid
  - ○ Children are afraid
  - ○ No school nearby
  - ○ No resources or materials
  - ○ Attend Quranic school only
  - ○ Other reasons not listed
  - ○ Specify other reasons

9.   Are you able to go to school everyday?
    ○ Yes
    ○ No
10.   If Not, why are you not able to go to school? (Select all that apply)
    ○ Work in market
    ○ School closed
    ○ Work on farm
    ○ Other reasons not listed
    ○ Specify other reasons
11.   Do you have friends or know other children who can not go to school?
    ○ Yes
    ○ No
12.   If Yes, why do they not attend school? (Select all that apply)
    ○ Work in market
    ○ School closed
    ○ Work on farm
    ○ Poverty
    ○ Parent refuse to send them to school
    ○ Other reasons not listed
    ○ Specify other reasons

PROTECTION AND WELLBEING
1.   Enumerator: During the Child survey interview, did children say they do not feel safe going to school?
    ○ Yes
    ○ No
2.   It appears you may not feel safe on your way to and from school?
    ○ Yes, I do not feel safe
    ○ No, I feel safe
3.   Why do you not feel safe? (Select all that apply)
    ○ Older children bullying
    ○ Attacks
    ○ Vehicles
    ○ Other reason
    ○ Specify others not listed?
4.   Is there anything that makes you afraid at school?
    ○ Yes
    ○ No

      ○ I don't know

5. Where is the safest place in your school?
    - ○ Teachers' Classroom
    - ○ Head teacher's classroom
    - ○ Playground
    - ○ I don't know

6. Where is the least safe place in your school?
    - ○ Playground
    - ○ Back of School
    - ○ Toilets/ Latrines
    - ○ I don't know
    - ○ Other places not listed
    - ○ Specify other least safest places mentioned.

7. Who would you go to if you experienced abuse/ violence
    - ○ Head teacher
    - ○ Teacher
    - ○ Parent
    - ○ Police
    - ○ Traditional leader
    - ○ Other persons not listed
    - ○ Specify other persons not listed

8. How many people can you count on to help you out when in need?

9. Is this more, the same or less than 6 months ago?
    - ○ More than last 6 months
    - ○ Same as last 6 months
    - ○ Less than the last 6 months

10. Are you able to play at school?
    - ○ Yes
    - ○ No

11. Is there a place to play at your school?
    - ○ Yes
    - ○ No

12. If there is a place to play, do you use it?
    - ○ Yes
    - ○ No

13. If you don't use this place to Play, Why?

14. Is there water for drinking at your school?
    - ○ Yes

        ○ No

15. Is the water clean?
- ○ Yes
- ○ No

16. Who collects the water?
- ○ Prefects
- ○ Boys only
- ○ Girls only
- ○ Boys and Girls
- ○ Teachers
- ○ Parents

17. Do you feel safe collecting water?
- ○ Yes
- ○ No

18. Why do you not feel safe collecting water?
Do boys use the latrines at school?
- ○ Yes
- ○ No

19. If boys do not use latrines at school, why?
- ○ Tradition
- ○ Fear
- ○ No Boys toilet
- ○ No Toilet in School
- ○ Toilet/s is only for teachers
- ○ Other reasons not listed
- ○ Specify other reasons

20. Do Girls use the latrines at school?
- ○ Yes
- ○ No

21. If girls do not use latrines at school, why?
- ○ Tradition
- ○ Fear
- ○ No Boys toilet
- ○ No Toilet in School
- ○ Toilet/s is only for teachers
- ○ Other reasons not listed
- ○ Specify other reasons

22. Do you feel you get enough food everyday?

○ Yes

○ No

23.   If you do not get enough food everyday, why?

        ○ Poverty

        ○ Other reasons

        ○ Specify other reasons

24   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?"

        ○ Yes

        ○ No

25.   If so, what things are taught in your classes that discriminate between certain types of people?

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)"

        ○ Yes

        ○ No

26.   If Yes, why will what you are learning be useful to you?

27.   If Not, why will what you are learning not be useful to you?

28.   What (else) would you like to be learning?

29.   In your classroom what does the teacher use to teach you?

30.   What do you like to use that helps you learn?

31.   How would you describe the children who experience abuse or harassment most at school?

        ○ Males

        ○ Females

        ○ IDPs

        ○ Others not listed

        ○ Specify other descriptions

32.   If you could change or improve three things at school, what would they be?

        ○ Desks/ Chairs

        ○ Materials/Supplies

        ○ Construction of schools

        ○ More teachers

        ○ Better Teachers

        ○ Playground

        ○ Construction of Fence

        ○ Others not listed

        ○ Specify other things to improve

33.   What can young people in this community do to help address these issues?
- ○ Teach younger Children
- ○ Help with Construction of schools
- ○ Mobilize community on education
- ○ Others not listed
- ○ Specify other things not listed

Tool 2B: Focus Group Discussion -
Parents/<u>Tattaunawa cikin rukuni tare da Iyaye</u>

Interview Identification
Instrument Code/Lambar takarda: Date of assessment/Ranar tantancewa: _____/_____/_____ (dd/mm/yy)/(Rana/Wata/Shekara) Name(s) of Assessor(s)/Sunan mai tantancewa: Facilitator: _____ _____ Note Taker _____ _____
Location of Assessment
Name of State/Admin level 1/SunanJiha mataki na 1: _____ Name of LGA/Admin level 2/Sunan karamar hukuma mataki na 2: _____ Name of Community/Village/Admin level 3/Sunan gari/kauye mataki na3: _____
Source of Information
IDP parents (men)/Iyaye maza*'yan gudun hijira:* [____] IDP parents(women)/ *Iyaye mata 'yan gudun hijira:* [____] Number in attendance: _____

EQUAL ACCESS TO LEARNING
1. Are there children in this community who do not go to school?
   - O Yes
   - O No
2. Select best description of Children not attending school

Boys	Girls
O Poor	O Poor
O Hawkers	O Hawkers
O IDPs	O IDPs
O Orphans	O Orphans
O Disabled/children with special needs	O Disabled/children with special needs
O Other children group (Specify): _____	O Other children group (Specify): _____

3. Are there IDPs in this community?
   - O Yes
   - O No

4. Do they attend school?
    - ○ Yes
    - ○ No
5. Some do attend school
   If not, why do they (IDPs) not attend school in this community?
    - ○ Parents not interested/ do not care
    - ○ Parents do not have money
    - ○ Children have to work
    - ○ Children not interested/ do not care
    - ○ Parents are afraid
    - ○ Children are afraid
    - ○ No school nearby
    - ○ No resources or materials
    - ○ Attend Quranic school only
    - ○ Other reasons not listed
    - ○ Specify other reasons
6. Are there Out of School Children in this community?
    - ○ Yes
    - ○ No
7. Do they(OOSC) attend school?
    - ○ Yes
    - ○ No
    - ○ Some do attend school
8. If not, why do they (OOSC) not attend school in this community?

    - ○ Parents not interested/ do not care
    - ○ Parents do not have money
    - ○ Children have to work
    - ○ Children not interested/ do not care
    - ○ Parents are afraid
    - ○ Children are afraid
    - ○ No school nearby
    - ○ No resources or materials
    - ○ Attend Quranic school only
    - ○ Other reasons not listed
    - ○ Specify other reasons
9. What support do children (IDP and host community) who are out of school need to get and/or stay in school? For example: books, uniforms, meals, separate latrines for girls/ boys?"

10.   What is common to IDPs and community children's learning needs?
11.   What are the differences between IDP and community children's learning needs?
12.   For the young people in this community who cannot go to formal school, what types of classes or training would be best for them?

- ○ Vocational (mechanics, computer, sewing)"
- ○ Life Skills
- ○ Literacy / Mathematics
- ○ Farming
- ○ Other classes/Training not listed
- ○ Please specify other training/Classes

PROTECTION AND WELLBEING
13.   Are your daughters safe on their way to and from school?

- ○ Yes, they are safe
- ○ No, they are not

14.   If Not, why are your daughters not safe on their way to and from school?

- ○ Older children bullying
- ○ Attacks
- ○ Vehicles

15.   Are your sons safe on their way to and from school?

- ○ Yes, they are safe
- ○ No, they are not

16.   If Not, why are your sons not safe on their way to and from school?

- ○ Older children bullying
- ○ Attacks
- ○ Vehicles

17.   Have the concerns you mentioned gotten better over the last six months, with increased efforts and security?

- ○ Yes
- ○ No

18.   What is being done to make sure children are safe when traveling to and from schools in this community?

- ○ Parents monitors children safety
- ○ Teachers monitors children safety
- ○ Nothing is being done
- ○ Other safety measures
- ○ Please specify other safety measures

19.   What could the community do to be more involved in protection and wellbeing of children who go to school ?

20. How would you describe the children who experience abuse or harassment the most?
21. Are these children Male? Female? IDPs? Others? (Select all that were mentioned)
- O Male
- O Female
- O IDPs
- O Others
- O Specify other description of children not listed

22. Are there people for children to go to if they experience abuse or violence against them?
- O Yes, there are people
- O No there are none

23. If Yes, who are these people that children go to if they experience abuse or violence against them?
- O Head teacher
- O Teachers
- O Parents
- O Police
- O Community Leaders
- O Other persons not listed
- O Specify other persons not listed

PARTICIPATION

24. What are the main ways community members currently support schools/NFLCs/learning spaces in this community/site?
- O Meetings/ PTA
- O Construction of structures
- O Instruction at Home
- O Donating supplies
- O Other ways not listed
- O Specify other ways

25. What are the priorities for the community to improve education?
- O Youth vocational programs
- O All girls learning programs
- O Construction/ Infrastructural facilities
- O Better teachers
- O More teachers
- O More supplies
- O More training of teachers
- O Others not listed

○ specify other priorities not listed

COMMUNITY RESOURCES

26.   Does community based learning activities exist here?

   ○ Yes

   ○ No

27.   Where do families holding learning classes in this community?

   ○ Classes in Homes

   ○ Classes in community structures

   ○ Other locations not listed

   ○ Specify other location where families hold classes

28.   Are there informal gatherings of children for non-formal/recreation activities?

   ○ Yes

   ○ No

29.   If yes, where do children gather for these non-formal/recreational activities?

30.   If yes, how often are informal gatherings of children for non-formal/recreation activities held?

   ○ Daily

   ○ 5 or 6 days a week

   ○ 3 or 4 days a week

   ○ 1 or 2 days a week

   ○ Once every 2-3 weeks

   ○ Once every 3-4 weeks

   ○ Other times not listed

   ○ Please specify other gathering times.

31.   If you could change or improve three things for the IDPs children in this community, what would they be?

   ○ Uniforms

   ○ Books/Materials

   ○ NFLCs

   ○ Other things not listed

   ○ Specify other things to change or improve

Tool 2C: Focus Group Discussion –
Teachers/ Tattaunawa cikin rukuni tare da Malamai

Interview Identification/ Shaidar tattaunawa
Instrument Code/Lambar takarda: Date of assessment/Ranar tantancewa: _____/_____/_____ (dd/mm/yy)/(Rana/Wata/Shekara)   Name(s) of Assessor(s)/Sunan mai tantancewa: Facilitators:_____   _____   Note Taker: _____   ___
Location of Assessment/*wurin tantancewa*
Name of State/Admin level 1/Sunan Jiha mataki na1:   _____   Name of LGA/Admin level 2/Sunan karamar hukuma mataki na 2:   _____   Name of Community/Village/Admin level 3/Sunan Gari/ Kauye mataki na 3:   _____
Source of Information/Hanyar samo *bayani*
# of men/ na *maza*: _____   # of women/ na *mata*: _____

EQUAL ACCESS TO LEARNING
1.   Are there children in this community who do not go to school?
- O   Yes
- O   No
2.   Select best description of Children not attending school

Boys	Girls
O Poor	O Poor
O Hawkers	O Hawkers
O IDPs	O IDPs
O Orphans	O Orphans
O Disabled/children with special needs	O Disabled/children with special needs
O Other children group (Specify): _____	O Other children group (Specify): _____

3.   Are there IDPs in this community?
- O   Yes
- O   No
4.   Do they attend school?

○ Yes

○ No

○ Some do attend school

5.   If not, why do they (IDPs) not attend school in this community?

      ○ Parents not interested/ do not care

      ○ Parents do not have money

      ○ Children have to work

      ○ Children not interested/ do not care

      ○ Parents are afraid

      ○ Children are afraid

      ○ No school nearby

      ○ No resources or materials

      ○ Attend Quranic school only

      ○ Other reasons not listed

      ○ Specify other reasons

6.   Are there Out of School Children in this community?

      ○ Yes

      ○ No

7.   Do they(OOSC) attend school?

      ○ Yes

      ○ No

      ○ Some do attend school

8.   If not, why do they (OOSC) not attend school in this community?

      ○ Parents not interested/ do not care

      ○ Parents do not have money

      ○ Children have to work

      ○ Children not interested/ do not care

      ○ Parents are afraid

      ○ Children are afraid

      ○ No school nearby

      ○ No resources or materials

      ○ Attend Quranic school only

      ○ Other reasons not listed

      ○ Specify other reasons

9.   Are children able to go to school everyday?

      ○ Yes

      ○ No

10. If Not, why are children not able to attend school?
   - Work in Market
   - School is closed
   - They work in farm /fields
   - Parents do not care to send children to school
   - School is far
   - Children are afraid /no Security
   - Other reasons not listed.
   - Please specify other reasons not listed
11. What Impact does conflict have on children in this community?
   - Fear/ they are afraid
   - Schools destroyed
   - Loss of parents
   - Loss of family
   - Loss of Hope in life
   - Other impact not listed
   - Specify other impact not listed
12. Does these impacts affect whether or not they go to school or stay in school?
   - Yes
   - No
13. For the young people in this community who cannot go to formal school, what types of classes or training would be best for them?
   - Vocational (mechanics, computer, sewing)
   - Life Skills
   - Literacy / Mathematics
   - Farming
   - Other classes/Training not listed
   - Please specify other training/Classes
14. What is common to IDPs and community children's learning needs?
15. What are the differences between IDP and community children's learning needs?

PROTECTION AND WELLBEING
16. Are your daughters safe on their way to and from school?
   - Yes, they are safe
   - No, they are not
17. If Not, why are your daughters not safe on their way to and from school? (Select all that apply) Older children bullying
   - Attacks

    ○ Vehicles

18. Are your sons safe on their way to and from school?

    ○ Yes, they are safe

    ○ No, they are not

19. If Not, why are your sons not safe on their way to and from school?

    ○ Older children bullying

    ○ Attacks

    ○ Vehicles

20. Have the concerns you mentioned gotten better over the last six months, with increased efforts and security?

    ○ Yes

    ○ No

21. What is being done to make sure children are safe when traveling to and from schools in this community?

    ○ Parents monitors children safety

    ○ Teachers monitors children safety

    ○ Nothing is being done

    ○ Other safety measures

    ○ Please specify other safety measures

22. What could teachers do to be more involved?

23. Are there people for children to go to if they experience abuse or violence against them?

    ○ Yes, there are people

    ○ No there are none

24. If Yes, who are these people that children go to if they experience abuse or violence against them?

    ○ Head teacher

    ○ Teachers

    ○ Parents

    ○ Police

    ○ Community Leaders

    ○ Other persons not listed

    ○ Specify other persons not listed

25. How would you describe the children who experience abuse or harassment the most?

26. Are these children Male? Female? IDPs? Others? (Assessor: Select all that were mentioned)

    ○ Male

    ○ Female

    ○ IDPs

    ○ Others not listed

○ Specify other description not listed

RECRUITMENT AND SELECTION

27. Why are you a teacher and what motivates you to teach?

○ Make a difference

○ Always wanted to teach

○ Improve the community

○ Other reasons not listed

○ Specify other reasons not listed

PARTICIPATION

29. What are the main ways community members currently support schools/NFLCs/learning spaces in this community/site?

○ Meetings/ PTA

○ Construction of structures

○ Instruction at Home

○ Donating supplies

○ Other ways not listed

○ Specify other ways

30. What are the priorities for the community to improve education?

○ Youth vocational programs

○ All girls learning programs

○ Construction/ Infrastructural facilities

○ Better teachers

○ More teachers

○ More supplies

○ More training of teachers

○ Others not listed

○ Specify other priorities not listed

31. How would staff in the school/ Learning Center respond in a case of an attack? Please explain.

32. How would Pupils/Learners in the school/ Learning Center respond in an attack? Please explain.

33. Do all staff in the school and Learning Center know the following?

Evacuation plan

○ Yes

○ No

Lockdown procedure

○ Yes

○ No

Early Warning Alert

     ○ Yes

     ○ No

34.   Do all Pupils/ Learners in the school and Learning Center know the following?
Evacuation Plan

     ○ Yes

     ○ No

Lockdown procedure

     ○ Yes

     ○ No

Early Warning Alert

     ○ Yes

     ○ No

35.   Are there appropriate physical infrastructure measures in place in the school/Centre?

     ○ Yes

     ○ No

36.   If Yes, please Explain/Specify available appropriate physical structures in Schools/Centers
37.   Please indicate if there is/are any of the following in schools/Centers?

Perimeter Fence

     ○ Yes

     ○ No

Emergency Kits

     ○ Yes

     ○ No

38.   Are there any hazards or risks in school or Learning Centre that may affect staff?

     ○ Yes

     ○ No

39.   If Yes , Please Explain these Hazards or Risks in schools/Learning Centers that may affect Staff
40.   Are there any hazards or risks in school or Learning Centre that may affect Pupils / Learners

     ○ Yes

     ○ No

41.   If Yes, please Explain these Hazards or Risks in schools/Learning Centers that may affect Pupils/ Learners
42.   Do any of the following hazardous and high risk conditions, exist in schools/ learning centers?

Weak Classroom Building

     ○ Yes

     ○ No

Pupils/Learners are vulnerable to hard wind, thunder and heavy rainfall

     ○ Yes

     ○ No

School/ Learning Center is vulnerable to Erosion

     ○ Yes

     ○ No

School/ Learning Center is vulnerable to Fire outbreak

     ○ Yes

     ○ No

43.   Are the school teachers engaged in a signing Teacher code of conduct?

     ○ Yes

     ○ No

44.   Do any of the following forms of physical or verbal abuse occur in Schools/ Leaning Centers

Teacher/LF to Pupils/Learners

     ○ Yes

     ○ No

Pupil/Learners to Pupil/Learners

     ○ Yes

     ○ No

Peace Corps to Pupils/Learners

     ○ Yes

     ○ No

Security Guard to Pupil/Learners

     ○ Yes

     ○ No

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 }unshe da wasu bayanai da ake so a samo daga wasu rukunonin 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 organizations working on IDP issues	☐
Head Teacher ☐	Others, Specify:_____	☐

1. GENERAL INFORMATION/*bayanan bai-daya*

Interview Identification
Instrument Code/Lambar Takarda: Date of assessment/Ranar tantancewa:_____/_____/_____ (dd/mm/yy/rr/ww/sh) Name & Phone Numbers of Assessors/Suna da lambar mai tantancewa: _____ Facilitator: _____
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/*gari/kauye cikin karamar Hukuma Mataki na 3*:_____
Community Details
School level: *(mark all that apply and are available in the community)* ☐ 1. Preschool/*Wurin Renon Yara* ☐ 3. Junior Secondary/*}aramar sakandare* ☐ 5. Non-formal/*Ya}i da jahilci* ☐ 2. Primary/*firamari* ☐ 4. Senior secondary/*Babbar sekandare* ☐ 6. Other (specify)/*sauransu (a fayyace)_____* School type in the community: ☐ 1. Public/government/*na gwamnati* ☐ 3. Community/*na al'umma* ☐ 5. NGO-run/}*ungiyoyi m zaman kansu* ☐ 2. Private/*na ku]i* ☐ 4. Religious/Mission/ *na addini/mishan* ☐ 6. Other (specify) *saurai (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 aiki 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 }asar nan sun yi tasiri a kan tsarin ilimi. Har ila yau, za mu so sanin tunanin iyaye dangane da ilimi. Yawanci wannan hirar takan]auki 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 }in 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 }ari bayani? Za mu iya farawa?

EQUAL ACCESS

1. Since six months ago, how many Boys of the host children are still attending Formal schools in this community/site?
   - ○ None / Only a few
   - ○ Some (26-50%)
   - ○ Many (51-75%)
   - ○ Almost all / All (76 100%)

2. Since six months ago, how many Girls of the host children are still attending formal schools in this community/site?
   - ○ None / Only a few
   - ○ Some (26-50%)
   - ○ Many (51-75%)
   - ○ Almost all / All (76 100%)

3. Since six months ago, how many Boys of the host children are still attending NFLC in this community/site?
   - ○ None / Only a few
   - ○ Some (26-50%)
   - ○ Many (51-75%)
   - ○ Almost all / All (76 100%)

4. Since six months ago, how many Girls of the host children are still attending NFLC in this community/site?
   - ○ None / Only a few
   - ○ Some (26-50%)
   - ○ Many (51-75%)
   - ○ Almost all / All (76 100%)

5.   What percentage of IDP school-age Boys children living in this community/site are currently enrolled in a school/NFLC?

-       Percentage of IDP school-age Boys children enrolled in a Formal Schools?

-       Percentage of IDP school-age Boys children enrolled in a NFLCs

8.   What percentage of IDP school-age Girls children living in this community/site are currently enrolled in a school/NFLC?

-       Percentage of IDP school-age Girls children enrolled in a Formal Schools?

-       Percentage of IDP school-age Girls children enrolled in a NFLCs

9.   What kinds of non-formal education activities are available in this community/area for boys

- ○ Literacy /Numeracy
- ○ Vocational / Skill training
- ○ Recreational / Sports
- ○ Art, Music, Drama
- ○ Other not listed
- ○ None
- ○ Specify other activities not listed

10.   What kinds of non-formal education activities are available in this community/area for Girls

- ○ Literacy /Numeracy
- ○ Vocational / Skill training
- ○ Recreational / Sports
- ○ Art, Music, Drama
- ○ Other not listed
- ○ None
- ○ Specify other activities not listed

11.   What groups of Boys (children and young people) are least likely to participate in educational activities in your community/area? (Select top 3 groups)

- ○ Poor
- ○ Hawkers
- ○ IDPs
- ○ Orphans
- ○ Disables
- ○ Almajiris
- ○ Others groups not listed
- ○ Specify other Group.

12.   What groups of Girls (children and young people) are least likely to participate in educational activities in your community/area? (Select top 3 groups)

- ○ Poor
- ○ Hawkers
- ○ IDPs

- ○ Orphans
- ○ Disables
- ○ Almajiris
- ○ Others groups not listed
- ○ Specify other Group.

PROTECTION AND WELLBEING

13. On a scale of 1 to 4 with 1 indicating very unsafe and 4 indicating very safe, indicate the safety level traveling to/ from school for the listed persons.

Please select

Boys	Girls	Male Teachers	Female Teachers
○ 1	○ 1	○ 1	○ 1
○ 2	○ 2	○ 2	○ 2
○ 3	○ 3	○ 3	○ 3
○ 4	○ 4	○ 4	○ 4

14. On a scale of 1 to 4 with 1 indicating very unsafe and 4 indicating very safe, indicate the safety level in the classroom for the listed persons.

Select scale

Boys	Girls	Male Teachers	Female Teachers
○ 1	○ 1	○ 1	○ 1
○ 2	○ 2	○ 2	○ 2
○ 3	○ 3	○ 3	○ 3
○ 4	○ 4	○ 4	○ 4

15. What risks are children exposed to in this community or camp?

Please select

Boys	Girls
○ Bombs	○ Bombs
○ Abductions/Forced recruitment	○ Abductions/Forced recruitment
○ Sexual violence	○ Sexual violence
○ Natural Hazards	○ Natural Hazards
○ Ongoing violence	○ Ongoing violence
○ Other risks (Specify): _____	○ Other risks (Specify): _____

Specify other risk not listed

16. Are children (boys/ girls) vulnerable in this community when: Check as many as applicable

Please select

Boys	Girls
○ Collecting firewood	○ Bombs
○ Residing in IDP camps	○ Abductions/Forced recruitment
○ With immediate family	○ Sexual violence
○ With extended family	○ Natural Hazards
○ Working in market	○ Ongoing violence
○ Playing with friends	○
○ Other risks (Specify): _____	○ Other risks (Specify): _____

Specify other venerable activity not listed

FACILITIES
17. Is the closest school/ NFL to your home temporary, semi-permanent, or permanent?
- ○ Temporary
- ○ Semi-Permanent
- ○ Permanent

18. Are schools/NFLCs in this community/site being used as collective shelters for families, IDPs, or other groups
- ○ Yes
- ○ No
- ○ I Don't Know

19. Are there alternative locations that can be used for shelter?
- ○ Yes
- ○ No
- ○ I Don't Know

20. Which groups are occupying the learning centers or schools?/
- ○ IDP Families
- ○ Insurgents/Thugs
- ○ Military
- ○ Other groups
- ○ Specify other groups not listed

CURRICULA
21. Have the teaching and learning materials of schools/learning spaces in this community/site been lost or damaged over the last six months?
- ○ Yes
- ○ No

22. If so, how many materials/spaces has been damaged or lost in last six months?
- ○ None/only a few (0-25%)
- ○ Some (26-50%)

○ Many (51-75%)

　　　○ Almost all/ All (76-100%)

　　　○ Specify comments and additional information regarding learning materials, If any

POLICY

23.　　In the last six months, have you heard of any of the following taking place within this community/site?

　　　○ Schools being attacked/ destroyed

　　　○ Teachers being targeted by the conflict

　　　○ Children being recruited by armed groups

　　　○ Certain children being denied access to education

　　　○ Others not listed

　　　○ Specify other violations happening not listed

COORDINATION

24.　　Are there currently any organizations in this community/site that are supporting education?

　　　○ Yes

　　　○ No

　　　○ 25.　　If Yes, who are these Organizations? (Check all that apply)

　　　○ Community Education Committees (such as PTA, SBMCs)

　　　○ Government Education Authorities

　　　○ Local NGOs

　　　○ International NGOs

　　　○ UN agencies

　　　○ Emergency Agencies

　　　○ Other not listed

　　　○ Specify other Organizations not Listed

　　　○ Comments and Additional information on these organization?

COMMUNITY RESOURCE

26.　　Are there community-based groups or other community groups currently working to support learning in this community/site?

　　　○ Parent Teacher Associates or School Management Committees

　　　○ Women's groups

　　　○ Children and/or Youth groups

　　　○ Religious groups

　　　○ Artisan group/association/union

　　　○ Others not Listed

　　　○ Specify other groups not listed

27.　　How would staff in the school/ Learning Center respond in a case of an attack? Please explain.

28.	How would Pupils/Learners in the school/ Learning Center respond in an attack? Please explain.

29.	Do all staff in the school and Learning Center know the following?

Evacuation Plan

    ○ Yes

    ○ No

Lockdown procedure

    ○ Yes

    ○ No

Early Warning Alert

    ○ Yes

    ○ No

30.	Do all Pupils/ Learners in the school and Learning Center know the following?

Evacuation Plan

    ○ Yes

    ○ No

Lockdown procedure

    ○ Yes

    ○ No

Early Warning Alert

    ○ Yes

    ○ No

31.	Are there appropriate physical infrastructure measures in place in the school/Centre?

    ○ Yes

    ○ No

32.	If Yes, please Explain/Specify available appropriate physical structures in Schools/Centers

33.	Please indicate if there is/are any of the following in schools/Centers?

Perimeter Fence

    ○ Yes

    ○ No

Emergency Kits

    ○ Yes

    ○ No

34.	Are there any hazards or risks in school or Learning Centre that may affect staff?

    ○ Yes

    ○ No

35.	If Yes, Please Explain these Hazards or Risks in schools/Learning Centers that may affect Staff

36.	Are there any hazards or risks in school or Learning Centre that may affect Pupils / Learners

        O Yes

        O No

37.   If Yes, Please Explain these Hazards or Risks in schools/Learning Centers that may affect Pupils/ Learners

38.   Do any of the following hazardous and high risk conditions, exist in schools/ learning centers ?

Weak Classroom Building

        O Yes

        O No

Pupils/Learners are vulnerable to hard wind, thunder and heavy rainfall

        O Yes

        O No

School/ Learning Center is vulnerable to Erosion

        O Yes

        O No

School/ Learning Center is vulnerable to Fire outbreak

        O Yes

        O No

39.   Are the school teachers engaged in a signing Teacher code of conduct?

        O Yes

        O No

40.   Do any of the following forms of physical or verbal abuse occur in Schools/ Leaning Centers

Teacher/LF to Pupils/Learners

        O Yes

        O No

Pupil/Learners to Pupil/Learners

        O Yes

        O No

Peace Corps to Pupils/Learners

        O Yes

        O No

Security Guard to Pupil/Learners

        O Yes

        O No

Are there additional comments or information?

Tool 4: Child Survey
Purpose: **This form contains possible information to be gathered from children within the selected locations (communities, towns, and possibly camps). It should be provided prior to the FGD.**

Interview Identification
Instrument Code/Lambar Takarda: _____ **Date of assessment/Ranar tantancewa:**_____/_____/_____ (dd/mm/yy/rr/ww/sh) **Gender:** _____ **Age:** _____ **IDP: yes/ no**
Location of Assessment
Name of State/Admin level 1/*SunanJiha/ Matakina 1*: _____ **Name of LGEA/Admin level 2/*Sunan }aramarHukuma/ Matakina 2*:** _____ **Name of Community within LGEA/Village/Admin level 3/*Sunan gari/kauye cikin karamar HukumaMatakina 3*:**_____

PROTECTION AND WELL-BEING
1.   Do you go to school?

○ Yes

○ No

On a scale of 1 to 4 with 1 indicating very unsafe and 4 indicating very safe, and 5 indicating Uncertain
2.   How safe do you feel when traveling to and from school

○ 1

○ 2

○ 3

○ 4

○ 5

3.   How safe do you feel at school

○ 1

○ 2

○ 3

○ 4

○ 5

4.   Do you feel like you don't have what you need to go to school?

○ I don't have most things I need

○ I don't have some things I need

○ I have everything I need

5.   How hopeful do you feel about the future

○ I am very hopeful

○ I am somewhat hopeful

○ I not hopeful

Tool 4: Teacher Survey

Purpose: This form contains possible information to be gathered from teachers within the selected locations (communities, towns, and possibly camps). It should be provided prior to the FGD.

Interview Identification
Instrument Code/ Lambar Takarda: _____   **Date of assessment/Rana r tantancewa:**_____/_____/_____ (dd/mm/yy/rr/ww/sh)   **Gender:** _____ **Age:** _____ **Years of experience:** _____
Location of Assessment
Name of State/Admin level 1/*Sunan Jiha/ Matakina 1***:   _____   **Name of LGEA/Admin level 2/***Sunan }aramar Hukuma/ Matakina 2***:   _____   **Name of Community within LGEA/Village/Admin level 3/***Sunan gari/kauye cikin karamar Hukuma Matakina 3***:_____

Protection and well-being

On a scale of 1 to 4 with 1 indicating very unsafe, 4 indicating very safe and 5 indicate Uncertain

1. How safe do you feel when traveling to school

   ○ 1

   ○ 2

   ○ 3

   ○ 4

   ○ 5

2. How safe do you feel at school

   ○ 1

   ○ 2

   ○ 3

   ○ 4

   ○ 5

   ○ 5.

3. How do you rate your performance as a good teacher

   ○ Very Poor

   ○ Poor

   ○ Good

○ Very Good

4.   How do you quantify adequacy of teaching-learning resources from the LGA or state

      ○ Very few

      ○ Few

      ○ Adequate

      ○ Many resources

ANNEX III: Digital instruments (questions and response codes)

Code Book for IDI

SPSS	Type	CODE	Text (en)
consent	Multiple Choice		Did the respondent/s give consent to begin interview?
	Choice	1	Yes
	Choice	2	No
question	Group		
rocommended_sources	Multiple Choice		The information for filling this form should be collected through key informant interviews with any of the listed options. ***Please select any that apply***
	Choice	1	Education Secretary (ES)
	Choice	2	Education and Social Development official (ESD)
	Choice	3	Religious Leader
	Choice	4	Women Leader
	Choice	5	Traditional Leader
	Choice	6	Partner organization working on OOSC/IDPs issues
	Choice	7	Head teacher
	Choice	8	LGA Area Coordinators
	Choice	9	Government Ministry
	Choice	10	NGOs (International/local):
	Choice	11	SBMC
	Choice	12	CBMC
	Choice	13	Other not listed
other sources	Text		Specify other sources not listed
instrument code	Multiple Choice		Please confirm Instrument Code
	Choice	5	In-Depth Interview (Tool 3)
survey date	Date		Date of Assessment
assessors name	Text		Name of Enumerator? ***Type in your full name, e.g. Bala Mohammed***
state	Multiple Choice Lookup Table		Select State of Data collection
	Lookup Table Data	ng-ad	Adamawa State
		ng-ba	Bauchi State
		ng-bo	Borno State
		ng-go	Gombe State

		ng-yo	Yobe State
lga	Multiple Choice Lookup Table		Select LGA of Data collection
	Lookup Table Data	a1	FUFORE
		a2	GIREI
		a3	NUMAN
		a4	SHELLENG
		a5	SONG
		a6	YOLA NORTH 1
		a7	YOLA NORTH 2
		a8	YOLA SOUTH
		a9	ALKALERI
		a10	BAUCHI 1
		a11	BAUCHI 2
		a12	DAMBAM
		a13	GAMAWA
		a14	GANJUWA
		a15	ITAS/GADAU
		a16	TORO
		a17	BIU
		a18	JERE
		a19	KAGA
		a20	KONDUGA
		a21	MMC 1
		a22	MMC 2
		a23	AKKO
		a24	BALANGA
		a25	DUKKU
		a26	GOMBE 1
		a27	GOMBE 2
		a28	KWAMI
		a29	SHONGOM
		a30	YAMALTU DEBA
		a31	BADE
		a32	DAMATURU 1
		a33	DAMATURU 2
		a34	FIKA
		a35	NGURU
		a36	POTISKUM
community	Multiple Choice		Please confirm community of Data collection.

	Lookup Table		
	Lookup Table Data	1	Wuro Kurori
		2	Sangere Marghi
		3	Ngbalang
		4	Kiri
		5	Tarawo
		6	Bwaranji
		7	Jambutu
		8	Malkohi
		9	Gwaram
		10	Mararaba L/Katagun
		11	Inkil
		12	Dambam
		13	Raga
		14	Ganjuwa LEA
		15	Itas
		16	Tilde Fulani
		17	Miringa
		18	Old Maiduguri
		19	Benisheilkh
		20	Auno
		21	Kawar Maila
		22	Fezzan
		23	Kundulum
		24	Boromi
		25	Malala
		26	Herwagana
		27	Manawaci
		28	Kurugu
		29	Lalafido
		30	Dadin Kowa
		31	Yan Lodi
		32	Malari
		33	Nayinawa
		34	Fika Gari
		35	Nglawa
		36	Unguwar Jaji
community_details	Group		Community Details
school_level	Checkbox		What school level are available in the community? ***Select all that are available***

	Choice	1	Preschool
	Choice	2	Primary
	Choice	3	Junior Secondary
	Choice	4	Senior Secondary
	Choice	5	Non-Formal
	Choice	6	Others not listed
school_level_a	Text		Specify other school level
school_type	Checkbox		What school types are available in the community? ***Select all that are available***
	Choice	1	Public Government School
	Choice	2	Private School
	Choice	3	Community School
	Choice	4	Religious School
	Choice	5	NGO-run School
	Choice	6	Non-Formal (YLC, AGLC, NFLC)
	Choice	7	Others School not listed
other_school_a	Text		Specify other school type
	Group		Equal Access
	Group		
ea1_1a	Multiple Choice		Since six months ago, how many Boys of the host children are still attending Formal schools in this community/site?
	Choice	1	None / Only a few
	Choice	2	Some (26-50%)
	Choice	3	Many (51-75%)
	Choice	4	Almost all / All (76 100%)
ea1_1b	Multiple Choice		Since six months ago, how many Girls of the host children are still attending formal schools in this community/site?
	Choice	1	None / Only a few
	Choice	2	Some (26-50%)
	Choice	3	Many (51-75%)
	Choice	4	Almost all / All (76 100%)
ea_nflc	Group		
ea1_1ab	Multiple Choice		Since six months ago, how many Boys of the host children are still attending NFLC in this community/site?
	Choice	1	None / Only a few
	Choice	2	Some (26-50%)
	Choice	3	Many (51-75%)
	Choice	4	Almost all / All (76 100%)
ea1_1ba	Multiple Choice		Since six months ago, how many Girls of the host children are still attending NFLC in this community/site?
	Choice	1	None / Only a few
	Choice	2	Some (26-50%)
	Choice	3	Many (51-75%)

	Choice	4	Almost all / All (76 100%)
ea1_2a	Question List		What percentage of IDP school-age Boys children living in this community/site are currently enrolled in a school/NFLC?
ea1_2ab	Integer		Percentage of IDP school-age Boys children enrolled in a Formal Schools?
ea1_2ac	Integer		Percentage of IDP school-age Boys children enrolled in a NFLCs
ea1_2b	Question List		What percentage of IDP school-age Girls children living in this community/site are currently enrolled in a school/NFLC?
ea1_2ba	Integer		Percentage of IDP school-age Girls children enrolled in a Formal Schools?
ea1_2bb	Integer		Percentage of IDP school-age Girls children enrolled in a NFLCs
ea1_3a	Checkbox		What kinds of non-formal education activities are available in this community/area for boys
	Choice	1	Literacy /Numeracy
	Choice	2	Vocational / Skill training
	Choice	3	Recreational / Sports
	Choice	4	Art, Music, Drama
	Choice	5	Other not listed
	Choice	6	None
ea1_3aa	Text		Specify other activities not listed
ea1_4a	Checkbox		What kinds of non-formal education activities are available in this community/area for Girls
	Choice	1	Literacy /Numeracy
	Choice	2	Vocational / Skill training
	Choice	3	Recreational / Sports
	Choice	4	Art, Music, Drama
	Choice	5	Other not listed
	Choice	6	None
ea1_4aa	Text		Specify other activities not listed
ea1_5a	Checkbox		What groups of Boys (children and young people) are least likely to participate in educational activities in your community/area? ***Select top 3 groups***
	Choice	1	Poor
	Choice	2	Hawkers
	Choice	3	IDPs
	Choice	4	Orphans
	Choice	5	Disables
	Choice	6	Almajiris
	Choice	7	Others groups not listed
ea1_5aa	Text		Specify other Group.

ea1_5b	Checkbox		What groups of Girls (children and young people) are least likely to participate in educational activities in your community/area? ***Select top 3 groups***
	Choice	1	Poor
	Choice	2	Hawkers
	Choice	3	IDPs
	Choice	4	Orphans
	Choice	5	Disables
	Choice	6	Almajiris
	Choice	7	Others groups not listed
ea1_5ba	Text		Specify other Group.
protection_wellbieng	Group		Protection and Wellbeing
pw1_6	Question List		###### On a scale of 1 to 4 with 1 indicating very unsafe and 4 indicating very safe,and **U** indicating Uncertain, indicate the safety level traveling to/ from school for the listed persons.
pw1_6a	Multiple Choice		###### Boys
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_6b	Multiple Choice		###### Girls
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_6c	Multiple Choice		###### Male Teachers
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_6d	Multiple Choice		###### Female Teachers
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe

	Choice	5	uncertain
pw1_7	Question List		###### On a scale of 1 to 4 with 1 indicating very unsafe and 4 indicating very safe and **U** indicating Uncertain, indicate the safety level in the classroom for the listed persons.
pw1_7a	Multiple Choice		###### Boys
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_7b	Multiple Choice		###### Girls
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_7c	Multiple Choice		###### Male Teachers
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_7d	Multiple Choice		###### Female Teachers
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_8a	Checkbox		###### Bombs
	Choice	1	Boys
	Choice	2	Girls
pw1_8b	Checkbox		###### Abductions/Forced recruitment
	Choice	1	Boys
	Choice	2	Girls
pw1_8c	Checkbox		###### Sexual violence
	Choice	1	Boys
	Choice	2	Girls
pw1_8d	Checkbox		###### Natural Hazards

	Choice	1	Boys
	Choice	2	Girls
pw1_8e	Checkbox		###### Ongoing violence
	Choice	1	Boys
	Choice	2	Girls
pw1_8f	Checkbox		###### Other risk
	Choice	1	Boys
	Choice	2	Girls
pw1_8f_girls	Text		Specify other risk not listed. (Girls)
pw1_8f_boys	Text		Specify other risk not listed.(Boys)
pw1_9a	Checkbox		###### Collecting firewood
	Choice	1	Boys
	Choice	2	Girls
pw1_9b	Checkbox		###### Residing in IDP camps
	Choice	1	Boys
	Choice	2	Girls
pw1_9c	Checkbox		###### With immediate family
	Choice	1	Boys
	Choice	2	Girls
pw1_9d	Checkbox		###### With extended family
	Choice	1	Boys
	Choice	2	Girls
pw1_9e	Checkbox		###### Working in market
	Choice	1	Boys
	Choice	2	Girls
pw1_9f	Checkbox		###### Playing with friends
	Choice	1	Boys
	Choice	2	Girls
pw1_9g	Checkbox		###### Others
	Choice	1	Boys
	Choice	2	Girls
pw1_9g_boys	Text		Specify other venerable activity not listed.(Boys)
pw1_9g_girls	Text		Specify other venerable activity not listed.(Girls)
facilities	Group		Facilities

pw1_10	Multiple Choice		Is the closest school/ NFL to your home temporary, semi-permanent, or permanent?
	Choice	1	Temporary
	Choice	2	Semi-Permanent
	Choice	3	Permanent
pw1_11	Multiple Choice		Are schools/NFLCs in this community/site being used as collective shelters for families, IDPs, or other groups
	Choice	1	Yes
	Choice	2	No
	Choice	3	I Don't Know
pw1_12	Multiple Choice		Are there alternative locations that can be used for shelter?
	Choice	1	Yes
	Choice	2	No
	Choice	3	I Don't Know
pw1_13	Checkbox		Which groups are occupying the learning centers or schools?/
	Choice	1	IDP Families
	Choice	2	Insurgents/Thugs
	Choice	3	Military
	Choice	4	Other groups
pw1_13a	Text		Specify other groups not listed
curricula	Group		Curricula
cu1_16a	Multiple Choice		Have the teaching and learning materials of schools/learning spaces in this community/site been lost or damaged over the last six months?
	Choice	1	Yes
	Choice	2	No
cu1_16ab	Multiple Choice		If so, how many materials/spaces has been damaged or lost in last six months?
	Choice	1	None/only a few (0-25%)
	Choice	2	Some (26-50%)
	Choice	3	Many (51-75%)
	Choice	4	Almost all/ All (76-100%)
cu1_16aba	Text		Specify comments and additional information regarding learning materials, If any
policy	Group		Policy
pol1_17	Checkbox		In the last six months, have you heard of any of the following taking place within this community/site?
	Choice	1	###### Schools being attacked/ destroyed
	Choice	2	###### Teachers being targeted by the conflict
	Choice	3	###### Children being recruited by armed groups
	Choice	4	###### Certain children being denied access to education
	Choice	5	###### None of the above

	Choice	6	###### Others not listed
pol1_17a	Text		Specify other violations happening not listed
coordination	Group		Coordination
cord1_18a	Multiple Choice		Are there currently any organizations in this community/site that are supporting education?
	Choice	1	Yes
	Choice	2	No
cord1_18ab	Checkbox		If Yes, who are these Organizations? ***Check all that apply***
	Choice	1	###### Community Education Committees (such as PTA, SBMCs)
	Choice	2	###### Government Education Authorities
	Choice	3	###### Local NGOs
	Choice	4	###### International NGOs
	Choice	5	###### UN agencies
	Choice	6	###### Emergency Agencies
	Choice	7	###### Other not listed
cord1_18aba	Text		Specify other Organizations not Listed
cord1_18abb	Text		Comments and Additional information on these organization?
community resource	Group		Community Resource
cr1_19a	Checkbox		Are there community-based groups or other community groups currently working to support learning in this community/site?
	Choice	1	Parent Teacher Associates or School management Committees
	Choice	2	Women's groups
	Choice	3	Children and/or Youth groups
	Choice	4	Religious groups
	Choice	5	Artisan group/association/union
	Choice	6	Others not Listed
cr1_19aa	Text		Specify other groups not listed
conflict_ risk_ reduction	Group		
cr5_1	Text		How would staff in the school/ Learning Center respond in a case of an attack? Please explain.
cr5_2	Text		How would Pupils/Learners in the school/ Learning Center respond in an attack? Please explain.
evacuation_ Plan	Multiple Choice		Evacuation Plan

	Choice	1	Yes
	Choice	2	No
lockdown_procedure	Multiple Choice		Lockdown procedure
	Choice	1	Yes
	Choice	2	No
early_warning_alert	Multiple Choice		Early Warning Alert
	Choice	1	Yes
	Choice	2	No
evacuation_Plan	Multiple Choice		Evacuation Plan
	Choice	1	Yes
	Choice	2	No
lockdown_procedure	Multiple Choice		Lockdown procedure
	Choice	1	Yes
	Choice	2	No
early_warning_alert	Multiple Choice		Early Warning Alert
	Choice	1	Yes
	Choice	2	No
cr5_5	Multiple Choice		Are there appropriate physical infrastructure measures in place in the school/Centre?
	Choice	1	Yes
	Choice	2	No
cr5_5a	Text		If Yes, please Explain/Specify available appropriate physical structures in Schools/Centers
perimeter_fence	Multiple Choice		Perimeter Fence
	Choice	1	Yes
	Choice	2	No
emergency_kits	Multiple Choice		Emergency Kits
	Choice	1	Yes
	Choice	2	No
disaster_risk_reduction	Group		
dr6_1	Multiple Choice		Are there any hazards or risks in school or Learning Centre that may affect staff?
	Choice	1	Yes
	Choice	2	No

dr6_1a	Text		If Yes , Please Explain these **Hazards or Risks** in schools/Learning Centers that may affect Staff
dr6_2	Multiple Choice		Are there any hazards or risks in school or Learning Centre that may affect Pupils / Learners
	Choice	1	Yes
	Choice	2	No
dr6_2a	Text		If Yes , Please Explain these **Hazards or Risks** in schools/Learning Centers that may affect Pupils/ Learners
weak_classroom_building	Multiple Choice		Weak Classroom Building
	Choice	1	Yes
	Choice	2	No
natural_harzards	Multiple Choice		Pupils/Learners are vulnerable to **hard wind, thunder and heavy rainfall**
	Choice	1	Yes
	Choice	2	No
erosion	Multiple Choice		School/ Learning Center is vulnerable to **Erosion**
	Choice	1	Yes
	Choice	2	No
fire_vulnerability	Multiple Choice		School/ Learning Center is vulnerable to **Fire outbreak**
	Choice	1	Yes
	Choice	2	No
child_protection	Group		
cp7_1	Multiple Choice		Are the school teachers engaged in a signing Teacher code of conduct?
	Choice	1	Yes
	Choice	2	No
cp7_2	Question List		###### Do any of the following forms of physical or verbal abuse occur in Schools/ Leaning Centers
question 6	Multiple Choice		**Please select**
	Choice	1	**Yes**
	Choice	2	**No**
teacher_learner	Multiple Choice		Teacher/LF to Pupils/Learners
	Choice	1	Yes
	Choice	2	No
learner_to_learner	Multiple Choice		Pupil/Learners to Pupil/Learners
	Choice	1	Yes
	Choice	2	No

	Multiple			
erosion	Choice		Peace Corps to Pupils/Learners
	Choice	1	Yes
	Choice	2	No
fire_vuln erability	Multiple Choice		Security Guard to Pupil/Learners
	Choice	1	Yes
	Choice	2	No
cr1_19ac	Text		Are there additional comments or information?
gps	GPS		Please take the GPS coordinate of the location of data collection. ***Ensure you are under a clear sky with no obstruction***

Code Book for Child survey

SPSS	Type	CODE	Text (en)
Instrumentcode_4	Choice	4	Children Survey (Tool 4)
survey_date	Date		Date of Assessment
assessors_name	Text		Name of Assessor? ***Type in your full name, e.g. Bala Mohammed***
state	Multiple Choice Lookup Table		Select State of Data collection
	Lookup Table Data	ng-ad	Adamawa State
		ng-ba	Bauchi State
		ng-bo	Borno State
		ng-go	Gombe State
		ng-yo	Yobe State
lga	Multiple Choice Lookup Table		Select LGA of Data collection
	Lookup Table Data	a1	FUFORE
		a10	BAUCHI 1
		a11	BAUCHI 2
		a12	DAMBAM
		a13	GAMAWA
		a14	GANJUWA
		a15	ITAS
		a16	TORO
		a17	BIU
		a18	JERE
		a19	KAGA
		a2	GIREI
		a20	KONDUGA
		a21	MMC 1
		a22	MMC 2
		a23	AKKO
		a24	BALANGA
		a25	DUKKU
		a26	GOMBE 1
		a27	GOMBE 2
		a28	KWAMI
		a29	SHONGOM
		a3	NUMAN
		a30	YAMALTU DEBA
		a31	BADE
		a32	DAMATURU 1

		a33	DAMATURU 2
		a34	FIKA
		a35	NGURU
		a36	POTISKUM
		a4	SHELLENG
		a5	SONG
		a6	YOLA NORTH 1
		a7	YOLA NORTH 2
		a8	YOLA SOUTH
		a9	ALKALERI
community	Multiple Choice Lookup Table		Please confirm community of Data collection.
	Lookup Table Data	1	Wuro Kurori
		2	Sangere Marghi
		3	Ngbalang
		4	Kiri
		5	Tarawo
		6	Bwaranji
		7	Jambutu
		8	Malkohi
		9	Gwaram
		10	Mararaba L
		11	Inkil
		12	Dambam
		13	Raga
		14	Ganjuwa LEA
		15	Itas
		16	Tilde Fulani
		17	Miringa
		18	Old Maiduguri
		19	Benisheilkh
		20	Auno
		21	Kawar Maila
		22	Fezzan
		23	Kundulum
		24	Boromi
		25	Malala
		26	Herwagana
		27	Manawaci
		28	Kurugu
		29	Lalafido
		30	Dadin Kowa
		31	Yan Lodi

		32	Malari
		33	Nayinawa
		34	Fika Gari
		35	Nglawa
		36	Unguwar Jaji
child_gender	Multiple Choice		Select Childs Gender
	Choice	1	Male
	Choice	2	Female
child_age	Integer		Child's age in years
child_status	Multiple Choice		Please confirm the Child Status in the community? ***E.g IDP or Host Community Child***
	Choice	1	IDP Child
	Choice	2	Host Community Child
child_type	Multiple Choice		Select type of respondent
	Choice	1	IDP Boys
	Choice	2	IDP Girls
	Choice	3	Host Community Boys (In school)
	Choice	4	Host Community Girls (In school)
	Choice	5	Out of School Boys
	Choice	6	Out of School Girls
	Choice	7	NFLC Learners (Boys)
	Choice	8	NFLC Learners (girls)
protection_wellbeing_resource_opportunity	Group		Protection and well-being
pw1_1	Multiple Choice		Do you go to school?
	Choice	1	Yes
	Choice	2	No
pw1_2	Question List		###### On a scale of 1 to 4 with 1 indicating very unsafe and 4 indicating very safe, and **U** indicating Uncertain
pw1_2	Multiple Choice		###### How safe do you feel when traveling to and from school
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_3	Multiple Choice		###### How safe do you feel at school
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe

	Choice	5	uncertain
pw1_4	Multiple Choice		Do you feel like you don't have what you need to go to school?
	Choice	1	I don't have most things I need
	Choice	2	I don't have some things I need
	Choice	3	I have everything I need
pw1_5	Multiple Choice		How hopeful do you feel about the future
	Choice	1	I am very hopeful
	Choice	2	I am somewhat hopeful
	Choice	3	I am not hopeful
gps	GPS		Please take the GPS coordinate of the location of data collection. ***Ensure you are under a clear sky with no obstruction***

Code Book for Teacher/Learning Facilitator survey

SPSS	Type	CODE	Text (en)
instrumentcode_	Choice	5	Teacher/Learning Facilitator Survey (Tool 5)
survey_date	Date		Date of Assessment
assessors_name	Text		Name of Assessor? ***Type in your full name, e.g. Bala Mohammed***
state	Multiple Choice Lookup Table		Select State of Data collection
	Lookup Table Data	ng-ad	Adamawa State
		ng-ba	Bauchi State
		ng-bo	Borno State
		ng-go	Gombe State
		ng-yo	Yobe State
lga	Multiple Choice Lookup Table		Select LGA of Data collection
	Lookup Table Data	a1	FUFORE
		a10	BAUCHI 1
		a11	BAUCHI 2
		a12	DAMBAM
		a13	GAMAWA
		a14	GANJUWA
		a15	ITAS
		a16	TORO
		a17	BIU
		a18	JERE
		a19	KAGA
		a2	GIREI
		a20	KONDUGA
		a21	MMC 1
		a22	MMC 2
		a23	AKKO
		a24	BALANGA
		a25	DUKKU
		a26	GOMBE 1
		a27	GOMBE 2
		a28	KWAMI
		a29	SHONGOM
		a3	NUMAN
		a30	YAMALTU DEBA
		a31	BADE

		a32	DAMATURU 1
		a33	DAMATURU 2
		a34	FIKA
		a35	NGURU
		a36	POTISKUM
		a4	SHELLENG
		a5	SONG
		a6	YOLA NORTH 1
		a7	YOLA NORTH 2
		a8	YOLA SOUTH
		a9	ALKALERI
community	Multiple Choice Lookup Table		Please confirm community of Data collection.
	Lookup Table Data	1	Wuro Kurori
		2	Sangere Marghi
		3	Ngbalang
		4	Kiri
		5	Tarawo
		6	Bwaranji
		7	Jambutu
		8	Malkohi
		9	Gwaram
		10	Mararaba L
		11	Inkil
		12	Dambam
		13	Raga
		14	Ganjuwa LEA
		15	Itas
		16	Tilde Fulani
		17	Miringa
		18	Old Maiduguri
		19	Benisheilkh
		20	Auno
		21	Kawar Maila
		22	Fezzan
		23	Kundulum
		24	Boromi
		25	Malala
		26	Herwagana
		27	Manawaci
		28	Kurugu
		29	Lalafido
		30	Dadin Kowa

		31	Yan Lodi
		32	Malari
		33	Nayinawa
		34	Fika Gari
		35	Nglawa
		36	Unguwar Jaji
respondent	Multiple Choice		Please select the type of respondent.
	Choice	1	Formal School Teacher
	Choice	2	NFLC Learning Facilitator
	Choice	3	Formal School Teachers and NFLC Learning Facilitators
teacher_gender	Multiple Choice		Select Teacher's/LFs Gender
	Choice	1	Male
	Choice	2	Female
teacher_age	Integer		Teachers/LFs age in years
teachers_experienceyears	Integer		Teachers/LFs years of teaching Experience
protection_wellbeing	Group		Protection and well-being
pw1_1	Question List		###### On a scale of 1 to 4 with 1 indicating very unsafe, 4 indicating very safe and **U** indicate Uncertain
pw1_1a	Multiple Choice		###### How safe do you feel when traveling to school
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_2b	Multiple Choice		###### How safe do you feel at school
	Choice	1	veryunsafe
	Choice	2	unsafe
	Choice	3	safe
	Choice	4	verysafe
	Choice	5	uncertain
pw1_3c	Multiple Choice		How do you rate your performance as a good teacher
	Choice	1	Very Poor
	Choice	2	Poor
	Choice	3	Good
	Choice	4	Very Good
pw1_4d	Multiple Choice		How do you quantify adequacy of teaching-learning resources from the LGA or state

	Choice		1	Very few
	Choice		2	Few
	Choice		3	Adequate
	Choice		4	Many resources
gps	GPS			Please take the GPS coordinate of the location of data collection. ***Ensure you are under a clear sky with no obstruction***

Code Book for Children Focus Group Discussion

SPSS	Type	CODE	Text (en)
instrumentcode	Multiple Choice		Please confirm Instrument Code
instrumentcode_2	Choice	2	Children Focus Group Discussion (Tool 2A)
survey_date	Date		Date of Assessment
assessors_name	Text		Name of Assessor? ***Type in your full name, e.g. Bala Mohammed***
notetaker	Text		Name of Note taker? ***Type in your full name, e.g Bale Mohammed***
state	Multiple Choice Lookup Table		Select State of Data collection
	Lookup Table Data	ng-ad	Adamawa State
		ng-ba	Bauchi State
		ng-bo	Borno State
		ng-go	Gombe State
		ng-yo	Yobe State
lga	Multiple Choice Lookup Table		Select LGA of Data collection
	Lookup Table Data	a1	FUFORE
		a10	BAUCHI 1
		a11	BAUCHI 2
		a12	DAMBAM
		a13	GAMAWA
		a14	GANJUWA
		a15	ITAS
		a16	TORO
		a17	BIU
		a18	JERE
		a19	KAGA
		a2	GIREI
		a20	KONDUGA
		a21	MMC 1
		a22	MMC 2
		a23	AKKO
		a24	BALANGA
		a25	DUKKU
		a26	GOMBE 1
		a27	GOMBE 2
		a28	KWAMI
		a29	SHONGOM
		a3	NUMAN

		a30	YAMALTU DEBA
		a31	BADE
		a32	DAMATURU 1
		a33	DAMATURU 2
		a34	FIKA
		a35	NGURU
		a36	POTISKUM
		a4	SHELLENG
		a5	SONG
		a6	YOLA NORTH 1
		a7	YOLA NORTH 2
		a8	YOLA SOUTH
		a9	ALKALERI
community	Multiple Choice Lookup Table		Please confirm community of Data collection.
	Lookup Table Data	1	Wuro Kurori
		2	Sangere Marghi
		3	Ngbalang
		4	Kiri
		5	Tarawo
		6	Bwaranji
		7	Jambutu
		8	Malkohi
		9	Gwaram
		10	Mararaba L
		11	Inkil
		12	Dambam
		13	Raga
		14	Ganjuwa LEA
		15	Itas
		16	Tilde Fulani
		17	Miringa
		18	Old Maiduguri
		19	Benisheilkh
		20	Auno
		21	Kawar Maila
		22	Fezzan
		23	Kundulum
		24	Boromi
		25	Malala
		26	Herwagana
		27	Manawaci
		28	Kurugu

		29	Lalafido
		30	Dadin Kowa
		31	Yan Lodi
		32	Malari
		33	Nayinawa
		34	Fika Gari
		35	Nglawa
		36	Unguwar Jaji
children_status	Multiple Choice		Please confirm the Children's Status in the community? ***E.g IDPs or Host Community Children***
	Choice	1	IDP Children
	Choice	2	Host Community Children
	Choice	3	IDPs and Host Community Children
data_source	Checkbox		Select the sources present on this FGD
data_source_1	Choice	1	Boys
data_source_2	Choice	2	Girls
source_children	Question List		Count and enter number children present.
boys_attendance	Integer		Number of Boys in attendance
girls_attendance	Integer		Number of Girls in attendance
totalattendance_ boysandgirls	Hidden Value		
equal_access	Group		Equal Access to learning
ea1_1a	Multiple Choice		Are there children in this community who do not go to formal school?
	Choice	1	Yes
	Choice	2	No
poor	Checkbox		Poor
poor_1	Choice	1	Boys
poor_2	Choice	2	Girls
hawkers	Checkbox		Hawkers
hawkers_1	Choice	1	Boys
hawkers_2	Choice	2	Girls
idps	Checkbox		IDPs
idps_1	Choice	1	Boys
idps_2	Choice	2	Girls
orphans	Checkbox		Orphans
orphans_1	Choice	1	Boys
orphans_2	Choice	2	Girls
disabled_specialn eeds	Checkbox		Disabled/children with special needs
disabled_specialn eeds_1	Choice	1	Boys
disabled_specialn eeds_2	Choice	2	Girls

outofschool	Checkbox		Out of School Children
outofschool_1	Choice	1	Boys
outofschool_2	Choice	2	Girls
other_children	Checkbox		Other children group (Specify)
other_children_1	Choice	1	Boys
other_children_2	Choice	2	Girls
otherchildren_boys	Text		Specify other types of children not listed.(Boys)
otherchildren_girls	Text		Specify other types of children not listed. (Girls)
ea1_2a	Multiple Choice		Are there IDPs in this community?
	Choice	1	Yes
	Choice	2	No
ea1_2b	Multiple Choice		Do they attend school?
	Choice	1	Yes
	Choice	2	No
	Choice	3	Some do attend school
ea1_2c	Checkbox		If not, why do they (IDPs) not attend school in this community? ***Scroll down for more choices***
ea1_2c_1	Choice	1	Parents not interested/ do not care
ea1_2c_2	Choice	2	Parents do not have money
ea1_2c_3	Choice	3	Children have to work
ea1_2c_4	Choice	4	Children not interested/ do not care
ea1_2c_5	Choice	5	Parents are afraid
ea1_2c_6	Choice	6	Children are afraid
ea1_2c_7	Choice	7	No school nearby
ea1_2c_8	Choice	8	No resources or materials
ea1_2c_9	Choice	9	Attend Quranic school only
ea1_2c_10	Choice	10	Other reasons not listed
ea1_2c_otherreasons	Text		Specify other reasons
ea1_2ab	Multiple Choice		Are there Out of School Children in this community?
	Choice	1	Yes
	Choice	2	No
ea1_2bb	Multiple Choice		Do they (OOSC) attend school **other** form of schools everyday?
	Choice	1	Yes
	Choice	2	No
	Choice	3	Some do attend school
ea1_2cc	Checkbox		If not, why do they (OOSC) not attend school in this community? ***Scroll down for more choices***
ea1_2cc_1	Choice	1	Parents not interested/ do not care
ea1_2cc_2	Choice	2	Parents do not have money

ea1_2cc_3	Choice	3	Children have to work
ea1_2cc_4	Choice	4	Children not interested/ do not care
ea1_2cc_5	Choice	5	Parents are afraid
ea1_2cc_6	Choice	6	Children are afraid
ea1_2cc_7	Choice	7	No school nearby
ea1_2cc_8	Choice	8	No resources or materials
ea1_2cc_9	Choice	9	Attend Quranic school only
ea1_2cc_10	Choice	10	Other reasons not listed
ea1_2cd_otherreasons	Text		Specify other reasons
ea1_3a	Multiple Choice		Are you able to go to school everyday?
ea1_3a_1	Choice	1	Yes
ea1_3a_2	Choice	2	No
ea1_3ab	Checkbox		If Not, Why are you not able to go to school? ***Select all that apply***
ea1_3ab_1	Choice	1	Work in market
ea1_3ab_2	Choice	2	School closed
ea1_3ab_3	Choice	3	Work on farm
ea1_3ab_4	Choice	4	Other reasons not listed
ea1_3ac	Text		Specify other reasons
ea1_3b	Multiple Choice		Do you have friends or know other children who can not go to school?
	Choice	1	Yes
	Choice	2	No
ea1_3ba	Checkbox		If Yes, Why do they not attend school? ***Select all that apply***
ea1_3ba_1	Choice	1	Work in market
ea1_3ba_2	Choice	2	School closed
ea1_3ba_3	Choice	3	Work on farm
ea1_3ba_4	Choice	4	Poverty
ea1_3ba_5	Choice	5	Parent refuse to send them to school
ea1_3ba_6	Choice	6	Other reasons not listed
ea1_3bb	Text		Specify other reasons
protection_wellbeing	Group		Protection and Wellbeing
pw2_1	Multiple Choice		**Enumerator** : During the **Child survey interview**, did children say they do not feel safe going to school?
	Choice	1	Yes
	Choice	1	No
pw2_1a	Multiple Choice		It appears you may not feel safe on your way to and from school?
	Choice	1	Yes, I do not feel safe
	Choice	2	No, I feel safe

pw2_1ab	Checkbox		Why do you not feel safe ? ###### ***Select all that apply***
pw2_1ab_1	Choice	1	Older children bullying
pw2_1ab_2	Choice	2	Attacks
pw2_1ab_3	Choice	3	Vehicles
pw2_1ab_4	Choice	4	Other reason
pw2_1ac	Text		Specify others not listed?
pw2_2a	Multiple Choice		Is there anything that makes you afraid at school?
	Choice	1	Yes
	Choice	2	No
	Choice	3	I don't know
pw2_2ab	Checkbox		Where is the safest place in your school?
pw2_2ab_1	Choice	1	Teachers' Classroom
pw2_2ab_2	Choice	2	Head teacher's classroom
pw2_2ab_3	Choice	3	Playground
pw2_2ab_4	Choice	4	I don't know
pw2_2ac	Checkbox		Where is the least safe place in your school?
pw2_2ac_1	Choice	1	Playground
pw2_2ac_2	Choice	2	Back of School
pw2_2ac_3	Choice	3	Toilets/ Latrines
pw2_2ac_4	Choice	4	I don't know
pw2_2ac_5	Choice	5	Other places not listed
pw2_2ad	Text		Specify other least safest places mentioned.
pw2_3	Checkbox		Who would you go to if you experienced abuse/ violence
pw2_3_1	Choice	1	Head teacher
pw2_3_2	Choice	2	Teacher
pw2_3_3	Choice	3	Parent
pw2_3_4	Choice	4	Police
pw2_3_5	Choice	5	Traditional leader
pw2_3_6	Choice	6	Other persons not listed
pw2_3a	Text		Specify other persons not listed
pw2_4	Integer		How many people can you count on to help you out when in need?
pw2_4a	Multiple Choice		Is this more, the same or less than 6 months ago?
	Choice	1	More than last 6 months
	Choice	2	Same as last 6 months
	Choice	3	Less than the last 6 months
	Group		
sf3_1a	Multiple Choice		Are you able to play at school?
	Choice	1	Yes
	Choice	2	No
sf3_1b	Multiple Choice		Is there a place to play at your school?
	Choice	1	Yes

	Choice	2	No
sf3_1c	Multiple Choice		If there is a place to play, Do you use it?
	Choice	1	Yes
	Choice	2	No
sf3_1ca	Text		If you don't use this place to Play, Why? **Please Specify**
sf3_2a	Multiple Choice		Is there water for drinking at your school?
	Choice	1	Yes
	Choice	2	No
sf3_2b	Multiple Choice		Is the water clean?
	Choice	1	Yes
	Choice	2	No
sf3_2c	Checkbox		Who collects the water?
sf3_2c_1	Choice	1	Prefects
sf3_2c_2	Choice	2	Boys only
sf3_2c_3	Choice	3	Girls only
sf3_2c_4	Choice	4	Boys and Girls
sf3_2c_5	Choice	5	Teachers
sf3_2c_6	Choice	6	Parents
sf3_2d	Multiple Choice		Do you feel safe collecting water?
	Choice	1	Yes
	Choice	2	No
sf3_2da	Text		Why do you not feel safe collecting water?
sf3_3a	Multiple Choice		Do boys use the latrines at school?
	Choice	1	Yes
	Choice	2	No
sf3_3ab	Checkbox		If boys do not use latrines at school, why?
sf3_3ab_1	Choice	1	Tradition
sf3_3ab_2	Choice	2	Fear
sf3_3ab_3	Choice	3	No Boys toilet
sf3_3ab_4	Choice	4	No Toilet in School
sf3_3ab_5	Choice	5	Toilet/s is only for teachers
sf3_3ab_6	Choice	6	Other reasons not listed
sf3_3ac	Text		Specify other reasons
sf3_3b	Multiple Choice		Do Girls use the latrines at school?
	Choice	1	Yes
	Choice	2	No
sf3_3ba	Checkbox		If girls do not use latrines at school, why?
sf3_3ba_1	Choice	1	Tradition
sf3_3ba_2	Choice	2	Fear
sf3_3ba_3	Choice	3	No Boys toilet
sf3_3ba_4	Choice	4	No Toilet in School
sf3_3ba_5	Choice	5	Toilet/s is only for teachers
sf3_3ba_6	Choice	6	Other reasons not listed

sf3_3bc	Text		Specify other reasons
sf3_4	Multiple Choice		Do you feel you get enough food everyday?
	Choice	1	Yes
	Choice	2	No
sf3_4a	Checkbox		If you do not get enough food everyday, why?
	Choice	1	Poverty
	Choice	2	Other reasons
sf3_4ab	Text		Specify other reasons
cu	Group		
cu4_1	Multiple Choice		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?***
	Choice	1	Yes
	Choice	2	No
cu4_1a	Text		If so, what things are taught in your classes that discriminate between certain types of people?
cu4_2a	Multiple Choice		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)***
	Choice	1	Yes
	Choice	2	No
cu4_2ab	Text		If Yes, why will what you are learning be useful to you?
cu4_2ac	Text		If Not, why will what you are learning not be useful to you?
cu4_2b	Text		What (else) would you like to be learning?
le	Group		
le5_1a	Text		In your classroom what does the teacher use to teach you?
le5_1b	Text		What do you like to use that helps you learn?
le5_2	Multiple Choice		Do children experience abuse
	Choice	1	Yes
	Choice	2	No
le5_2a	Checkbox		How would you describe the children who experience abuse or harassment most at school?
le5_2a_1	Choice	1	Males
le5_2a_2	Choice	2	Females
le5_2a_3	Choice	3	IDPs
le5_2a_4	Choice	4	Others not listed
le5_2a_5	Choice	5	No children experience abuse
le5_2b	Text		Specify others descriptions
pa	Group		

pa6_1	Checkbox		If you could change or improve three things at school, what would they be? **Select 3 choices**
pa6_1_1	Choice	1	Desks/ Chairs
pa6_1_2	Choice	2	Materials/Supplies
pa6_1_3	Choice	3	Construction of schools
pa6_1_4	Choice	4	More teachers
pa6_1_5	Choice	5	Better Teachers
pa6_1_6	Choice	6	Playground
pa6_1_7	Choice	7	Construction of Fence
pa6_1_8	Choice	8	Others not listed
pa6_1a	Text		Specify other things to improve
pa6_1ab	Checkbox		What can young people in this community do to help address these issues? **Select 3 choices**
pa6_1ab_1	Choice	1	Teach younger Children
pa6_1ab_2	Choice	2	Help with Construction of schools
pa6_1ab_3	Choice	3	Mobilize community on education
pa6_1ab_4	Choice	4	Others not listed
pa6_1ac	Text		Specify other things not listed
gps	GPS		Please take the GPS coordinate of the location of data collection. ***Ensure you are under a clear sky with no obstruction***

Code Book for Parent Focus Group Discussion

SPSS	Type	CODE	Text (en)
instrumentcode_3	Choice	3	Parents Focus Group Discussion (Tool 2B)
survey_date	Date		Date of Assessment
assessors_name	Text		Name of Assessor? ***Type in your full name, e.g. Bala Mohammed***
notetaker	Text		Name of Note taker? ***Type in your full name, e.g. Bala Mohammed***
state	Multiple Choice Lookup Table		Select State of Data collection
	Lookup Table Data	ng-ad	Adamawa State
		ng-ba	Bauchi State
		ng-bo	Borno State
		ng-go	Gombe State
		ng-yo	Yobe State
lga	Multiple Choice Lookup Table		Select LGA of Data collection
	Lookup Table Data	a1	FUFORE
		a10	BAUCHI 1
		a11	BAUCHI 2
		a12	DAMBAM
		a13	GAMAWA
		a14	GANJUWA
		a15	ITAS
		a16	TORO
		a17	BIU
		a18	JERE
		a19	KAGA
		a2	GIREI
		a20	KONDUGA
		a21	MMC 1
		a22	MMC 2
		a23	AKKO
		a24	BALANGA
		a25	DUKKU
		a26	GOMBE 1
		a27	GOMBE 2
		a28	KWAMI
		a29	SHONGOM

		a3	NUMAN
		a30	YAMALTU DEBA
		a31	BADE
		a32	DAMATURU 1
		a33	DAMATURU 2
		a34	FIKA
		a35	NGURU
		a36	POTISKUM
		a4	SHELLENG
		a5	SONG
		a6	YOLA NORTH 1
		a7	YOLA NORTH 2
		a8	YOLA SOUTH
		a9	ALKALERI
community	Multiple Choice Lookup Table		Please confirm community of Data collection.
	Lookup Table Data	1	Wuro Kurori
		2	Sangere Marghi
		3	Ngbalang
		4	Kiri
		5	Tarawo
		6	Bwaranji
		7	Jambutu
		8	Malkohi
		9	Gwaram
		10	Mararaba L
		11	Inkil
		12	Dambam
		13	Raga
		14	Ganjuwa LEA
		15	Itas
		16	Tilde Fulani
		17	Miringa
		18	Old Maiduguri
		19	Benisheilkh
		20	Auno
		21	Kawar Maila
		22	Fezzan
		23	Kundulum
		24	Boromi
		25	Malala
		26	Herwagana
		27	Manawaci

		28	Kurugu
		29	Lalafido
		30	Dadin Kowa
		31	Yan Lodi
		32	Malari
		33	Nayinawa
		34	Fika Gari
		35	Nglawa
		36	Unguwar Jaji
source_type_gender	Multiple Choice		Select the Gender and type of parent/s in attendance ?
	Choice	1	Only Male IDP Parents
	Choice	2	Only Female IDP Parents
	Choice	3	Male and Female IDP Parents
	Choice	4	Only Male Parents
	Choice	5	Only Female Parents
	Choice	6	Male and Female Parents
	Choice	7	Male and Female IDPs and Host Community Parents
source_idp_parents	Question List		Count and enter number of IDPs parents present.
male_idpparents_attendance	Integer		Number of Male IDP parent/s in attendance
female_idpparents_attendance	Integer		Number of Female IDP parent/s in attendance
total_attendance_maleandfemale_idpparents	Hidden Value		
source_parents	Question List		Count and enter number of parents present.
male_parents_attendance	Integer		Number of Male parent/s in attendance
female_parents_attendance	Integer		Number of Female parent/s in attendance
total_attendance_maleandfemale_parents	Hidden Value		
equal_access	Group		Equal Access to learning
ea1_1a	Multiple Choice		Are there children in this community who do not go to school?
	Choice	1	Yes
	Choice	2	No
poor	Checkbox		Poor
	Choice	1	Boys
	Choice	2	Girls

hawkers	Checkbox		Hawkers
	Choice	1	Boys
	Choice	2	Girls
idps	Checkbox		IDPs
	Choice	1	Boys
	Choice	2	Girls
orphans	Checkbox		Orphans
	Choice	1	Boys
	Choice	2	Girls
disabled_specialneeds	Checkbox		Disabled/children with special needs
	Choice	1	Boys
	Choice	2	Girls
other_children	Checkbox		Other children group (Specify)
	Choice	1	Boys
	Choice	2	Girls
otherchildren_boys	Text		Specify other types of children not listed.(Boys)
otherchildren_girls	Text		Specify other types of children not listed. (Girls)
ea1_2a	Multiple Choice		Are there IDPs in this community?
	Choice	1	Yes
	Choice	2	No
ea1_2b	Multiple Choice		Do they attend school?
	Choice	1	Yes
	Choice	2	No
	Choice	3	Some do attend school
ea1_2c	Checkbox		If not, why do they (IDPs) not attend school in this community? ***Scroll down for more choices***
ea1_2c_1	Choice	1	Parents not interested/ do not care
ea1_2c_2	Choice	2	Parents do not have money
ea1_2c_3	Choice	3	Children have to work
ea1_2c_4	Choice	4	Children not interested/ do not care
ea1_2c_5	Choice	5	Parents are afraid
ea1_2c_6	Choice	6	Children are afraid
ea1_2c_7	Choice	7	No school nearby
ea1_2c_8	Choice	8	No resources or materials
ea1_2c_9	Choice	9	Attend Quranic school only
ea1_2c_10	Choice	10	Other reasons not listed
ea1_2c_otherreasons	Text		Specify other reasons

ea1_2ab	Multiple Choice		Are there Out of School Children in this community?
	Choice	1	Yes
	Choice	2	No
ea1_2bb	Multiple Choice		Do they (OOSC) attend school **other than** formal school
	Choice	1	Yes
	Choice	2	No
	Choice	3	Some do attend school
ea1_2cc	Checkbox		If not, why do they (OOSC) not attend school in this community? ***Scroll down for more choices***
ea1_2cc_1	Choice	1	Parents not interested/ do not care
ea1_2cc_2	Choice	2	Parents do not have money
ea1_2cc_3	Choice	3	Children have to work
ea1_2cc_4	Choice	4	Children not interested/ do not care
ea1_2cc_5	Choice	5	Parents are afraid
ea1_2cc_6	Choice	6	Children are afraid
ea1_2cc_7	Choice	7	No school nearby
ea1_2cc_8	Choice	8	No resources or materials
ea1_2cc_9	Choice	9	Attend Quranic school only
ea1_2cc_10	Choice	10	Other reasons not listed
ea1_2cd_othe rreasons	Text		Specify other reasons
ea1_3	Text		What support do children (IDP and host community) who are out of school need to **get and/or** stay in school? **For example:** ***books, uniforms, meals, separate latrines for girls/ boys?***
ea1_4a	Text		What is common to IDPs and community children's learning needs?
ea1_4b	Text		What are the differences between IDP and community children's learning needs?
ea1_5	Checkbox		For the young people in this community who cannot go to formal school, what types of classes or training would be best for them?
ea1_5_1	Choice	1	Vocational ###### ***(mechanics, computer, sewing)***
ea1_5_2	Choice	2	Life Skills
ea1_5_3	Choice	3	Literacy / Mathematics
ea1_5_4	Choice	4	Farming
ea1_5_5	Choice	5	Other classes/Training not listed
ea1_5a	Text		Please specify other training/Classes
protection_we llbeing	Group		Protection and Wellbeing
pw2_1a	Multiple Choice		Are your daughters safe on their way to and from school?

	Choice	1	Yes, they are safe
	Choice	2	No they are not
pw2_1ab	Checkbox		If Not, why are your daughters not safe on their way to and from school? ###### ***Select all that apply***
pw2_1ab_1	Choice	1	Older children bullying
pw2_1ab_2	Choice	2	Attacks
pw2_1ab_3	Choice	3	Vehicles
pw2_1ab_4	Choice	4	other reasons
pw2_1abc	Text		Please specify other reasons
pw2_1b	Multiple Choice		Are your sons safe on their way to and from school?
	Choice	1	Yes, they are safe
	Choice	2	No they are not
pw2_1ba	Checkbox		If Not, why are your sons not safe on their way to and from school?
pw2_1ba_1	Choice	1	Older children bullying
pw2_1ba_2	Choice	2	Attacks
pw2_1ba_3	Choice	3	Vehicles
pw2_1ba_4	Choice	4	other reasons
pw2_1bac	Text		Please specify other reasons
pw2_1c	Multiple Choice		Have the concerns you mentioned gotten better over the last six months, with increased efforts and security?
	Choice	1	Yes
	Choice	2	No
pw2_2a	Checkbox		What is being done to make sure children are safe when traveling to and from schools in this community?
pw2_2a_1	Choice	1	Parents monitors children safety
pw2_2a_2	Choice	2	Teachers monitors children safety
pw2_2a_3	Choice	3	Nothing is being done
pw2_2a_4	Choice	4	Other safety measures
pw2_2ab	Text		Please specify other safety measures
pw2_2b	Text		What could the community do to be more involved in protection and wellbeing of children who go to school ?
pw2_3a	Checkbox		How would you describe the children who experience abuse or harassment the most? Are these children **Male**? **Female**? **IDPs**? **Others**? **Assessor:** ***Select all that were mentioned***
pw2_3a_1	Choice	1	Male
pw2_3a_2	Choice	2	Female
pw2_3a_3	Choice	3	IDPs
pw2_3a_4	Choice	4	Others
pw2_3b	Text		Specify other description of children not listed

pw2_4a	Multiple Choice		Are there people for children to go to if they experience abuse or violence against them?
	Choice	1	Yes there are people
	Choice	2	No there are none
pw2_4b	Checkbox		If Yes, Who are these people that children go to if they experience abuse or violence against them?
pw2_4b_1	Choice	1	Head teacher
pw2_4b_2	Choice	2	Teachers
pw2_4b_3	Choice	3	Parents
pw2_4b_4	Choice	4	Police
pw2_4b_5	Choice	5	Community Leaders
pw2_4b_6	Choice	6	Other persons not listed
pw2_4ba	Text		Specify other persons not listed
participation	Group		Participation
p3_1a	Checkbox		What are the main ways community members currently support schools/NFLCs/learning spaces in this community/site?
p3_1a_1	Choice	1	Meetings/ PTA
p3_1a_2	Choice	2	Construction of structures
p3_1a_3	Choice	3	Instruction at Home
p3_1a_4	Choice	4	Donating supplies
p3_1a_5	Choice	5	Other ways not listed
p3_1ab	Text		Specify other ways
p3_2a	Checkbox		What are the priorities for the community to improve education?
p3_2a_1	Choice	1	Youth vocational programs
p3_2a_2	Choice	2	All girls learning programs
p3_2a_3	Choice	3	Construction/ Infrastructural facilities
p3_2a_4	Choice	4	Better teachers
p3_2a_5	Choice	5	More teachers
p3_2a_6	Choice	6	More supplies
p3_2a_7	Choice	7	More training of teachers
p3_2a_8	Choice	8	Others not listed
p3_2ab	Text		specify other priorities not listed
community resources	Group		Community Resources
cr4_1a	Multiple Choice		Does community based learning activities exist here?
	Choice	1	Yes
	Choice	2	No
cr4_1b	Checkbox		Where do families hold learning classes in this community?
cr4_1b_1	Choice	1	Classes in Homes
cr4_1b_2	Choice	2	Classes in community structures
cr4_1b_3	Choice	3	Other locations not listed
cr4_1ba	Text		Specify other location where families hold classes
cr4_1c	Multiple Choice		Are there informal gatherings of children for non-formal/recreation activities?
	Choice	1	Yes

	Choice	2	No
cr4_1cc	Text		If yes, where do children gather for these non-formal/recreational activities?
cr4_1ca	Multiple Choice		If **Yes**, how often are ***informal gatherings of children for non-formal/recreation activities*** held?
cr4_1ca_1	Choice	1	Daily
cr4_1ca_2	Choice	2	5 or 6 days a week
cr4_1ca_3	Choice	3	3 or 4 days a week
cr4_1ca_4	Choice	4	1 or 2 days a week
cr4_1ca_5	Choice	5	Once every 2-3 weeks
cr4_1ca_6	Choice	6	Once every 3-4 weeks
cr4_1ca_7	Choice	7	Other times not listed
cr4_1cb	Text		Please specify other gathering times.
cr4_2a	Checkbox		If you could change or improve three things for the IDPs children in this community, what would they be?
cr4_2a_1	Choice	1	Uniforms
cr4_2a_2	Choice	2	Books/Materials
cr4_2a_3	Choice	3	NFLCs
cr4_2a_4	Choice	4	Other things not listed
cr4_2ab	Text		Specify other things to change or improve
gps	GPS		Please take the GPS coordinate of the location of data collection. ***Ensure you are under a clear sky with no obstruction***

Code Book for Teacher Focus Group Discussion

SPSS	Type	CODE	Text (en)
survey_date	Date		Date of Assessment
assessors_name	Text		Name of Assessor? ***Type in your full name, e.g. Bala Mohammed***
notetaker	Text		Name of Note taker? ***Type in your full name, e.g. Bala Mohammed***
state	Multiple Choice Lookup Table		Select State of Data collection
	Lookup Table Data	ng-ad	Adamawa State
		ng-ba	Bauchi State
		ng-bo	Borno State
		ng-go	Gombe State
		ng-yo	Yobe State
lga	Multiple Choice Lookup Table		Select LGA of Data collection
	Lookup Table Data	a1	FUFORE
		a10	BAUCHI 1
		a11	BAUCHI 2
		a12	DAMBAM
		a13	GAMAWA
		a14	GANJUWA
		a15	ITAS
		a16	TORO
		a17	BIU
		a18	JERE
		a19	KAGA
		a2	GIREI
		a20	KONDUGA
		a21	MMC 1
		a22	MMC 2
		a23	AKKO
		a24	BALANGA
		a25	DUKKU
		a26	GOMBE 1
		a27	GOMBE 2
		a28	KWAMI
		a29	SHONGOM
		a3	NUMAN
		a30	YAMALTU DEBA
		a31	BADE

		a32	DAMATURU 1
		a33	DAMATURU 2
		a34	FIKA
		a35	NGURU
		a36	POTISKUM
		a4	SHELLENG
		a5	SONG
		a6	YOLA NORTH 1
		a7	YOLA NORTH 2
		a8	YOLA SOUTH
		a9	ALKALERI
community	Multiple Choice Lookup Table		Please confirm community of Data collection.
	Lookup Table Data	1	Wuro Kurori
		2	Sangere Marghi
		3	Ngbalang
		4	Kiri
		5	Tarawo
		6	Bwaranji
		7	Jambutu
		8	Malkohi
		9	Gwaram
		10	Mararaba L
		11	Inkil
		12	Dambam
		13	Raga
		14	Ganjuwa LEA
		15	Itas
		16	Tilde Fulani
		17	Miringa
		18	Old Maiduguri
		19	Benisheilkh
		20	Auno
		21	Kawar Maila
		22	Fezzan
		23	Kundulum
		24	Boromi
		25	Malala
		26	Herwagana
		27	Manawaci
		28	Kurugu
		29	Lalafido
		30	Dadin Kowa

		31	Yan Lodi
		32	Malari
		33	Nayinawa
		34	Fika Gari
		35	Nglawa
		36	Unguwar Jaji
respondent	Multiple Choice		Please select the type of respondents
	Choice	1	Formal School Teachers
	Choice	2	NFLC Learning Facilitators
	Choice	3	Formal School Teachers and NFLC Learning Facilitators
source_type_ gender	Multiple Choice		Select the Gender of Teachers/LFs in attendance ?
	Choice	1	Only Male Teachers/LFs
	Choice	2	Only Female Teachers/LFs
	Choice	3	Male and Female Teachers/LFS
source teachers	Question List		Count and enter number of Male Teachers present.
male_teache rs_attendanc e	Integer		Number of Male Teachers/LFs in attendance
female_teac hers_attenda nce	Integer		Number of Female Teachers/LFs in attendance
total_attend ance_malean dfemale_tea chers	Hidden Value		
equal_access	Group		Equal Access to learning
ea1_1a	Multiple Choice		Are there children in this community who do not go to school?
	Choice	1	Yes
	Choice	2	No
	Question List		###### Select best description of Children not attending school
	Checkbox		**Please select**
	Choice		**Boys**
	Choice		**Girls**
poor	Checkbox		Poor
	Choice	1	Boys
	Choice	2	Girls
hawkers	Checkbox		Hawkers
	Choice	1	Boys
	Choice	2	Girls
idps	Checkbox		IDPs
	Choice	1	Boys
	Choice	2	Girls
orphans	Checkbox		Orphans

	Choice	1	Boys
	Choice	2	Girls
disabled_specialneeds	Checkbox		Disabled/children with special needs
	Choice	1	Boys
	Choice	2	Girls
other_children	Checkbox		Other children group (Specify)
	Choice	1	Boys
	Choice	2	Girls
otherchildren_boys	Text		Specify other types of children not listed.(Boys)
otherchildren_girls	Text		Specify other types of children not listed. (Girls)
ea1_2a	Multiple Choice		Are there IDPs in this community?
	Choice	1	Yes
	Choice	2	No
ea1_2b	Multiple Choice		Do they attend school?
	Choice	1	Yes
	Choice	2	No
ea1_2b_3	Choice		Some do attend school
ea1_2c	Checkbox		If not, why do they (IDPs) not attend school in this community? ***Scroll down for more choices***
ea1_2c_1	Choice	1	Parents not interested/ do not care
ea1_2c_2	Choice	2	Parents do not have money
ea1_2c_3	Choice	3	Children have to work
ea1_2c_4	Choice	4	Children not interested/ do not care
ea1_2c_5	Choice	5	Parents are afraid
ea1_2c_6	Choice	6	Children are afraid
ea1_2c_7	Choice	7	No school nearby
ea1_2c_8	Choice	8	No resources or materials
ea1_2c_9	Choice	9	Attend Quranic school only
ea1_2c_10	Choice	10	Other reasons not listed
ea1_2c_otherreasons	Text		Specify other reasons
ea1_2ab	Multiple Choice		Are there Out of School Children in this community?
	Choice	1	Yes
	Choice	2	No
ea1_2bb	Multiple Choice		Do they (OOSC) attend school **other than** formal school
	Choice	1	Yes
	Choice	2	No
	Choice	3	Some do attend school
ea1_2cc	Checkbox		If not, why do they (OOSC) not attend school in this community? ***Scroll down for more choices***

ea1_2cc_1	Choice		1	Parents not interested/ do not care
ea1_2cc_2	Choice		2	Parents do not have money
ea1_2cc_3	Choice		3	Children have to work
ea1_2cc_4	Choice		4	Children not interested/ do not care
ea1_2cc_5	Choice		5	Parents are afraid
ea1_2cc_6	Choice		6	Children are afraid
ea1_2cc_7	Choice		7	No school nearby
ea1_2cc_8	Choice		8	No resources or materials
ea1_2cc_9	Choice		9	Attend Quranic school only
ea1_2cc_10	Choice		10	Other reasons not listed
ea1_2cd_oth erreasons	Text			Specify other reasons
ea1_3	Multiple Choice			Are children able to go to school everyday?
	Choice		1	Yes
	Choice		2	No
ea1_3a	Checkbox			If Not, Why are children not able to attend school?
ea1_3a_1	Choice		1	Work in Market
ea1_3a_2	Choice		2	School is closed
ea1_3a_3	Choice		3	They work in farm /fields
ea1_3a_4	Choice		4	Parents do not care to send children to school
ea1_3a_5	Choice		5	School is far
ea1_3a_6	Choice		6	Children are afraid /no Security
ea1_3a_7	Choice		7	Other reasons not listed.
ea1_3ab	Text			Please specify other reasons not listed
ea1_4	Checkbox			What **Impact** does conflict have on children in this community? ***Select all that apply***
ea1_4_1	Choice		1	Fear/ they are afraid
ea1_4_2	Choice		2	Schools destroyed
ea1_4_3	Choice		3	Loss of parents
ea1_4_4	Choice		4	Loss of family
ea1_4_5	Choice		5	Loss of Hope in life
ea1_4_6	Choice		6	Other impact not listed
ea1_4a	Text			Specify other impact not listed
ea1_4b	Multiple Choice			Does these impacts affect whether or not they go to school or stay in school?
	Choice		1	Yes
	Choice		2	No
ea1_5	Checkbox			For the young people in this community who cannot go to formal school, what types of classes or training would be best for them?
ea1_5_1	Choice		1	Vocational ###### ***(mechanics, computer, sewing)***
ea1_5_2	Choice		2	Life Skills
ea1_5_3	Choice		3	Literacy / Mathematics

ea1_5_4	Choice	4	Farming
ea1_5_5	Choice	5	Other classes/Training not listed
ea1_5a	Text		Please specify other training/Classes
ea1_6a	Text		What is common to IDPs and community children's learning needs?
ea1_6ab	Text		What are the differences between IDP and community children's learning needs?
protection_wellbeing	Group		Protection and Wellbeing
pw2_1a	Multiple Choice		Are your daughters safe on their way to and from school?
	Choice	1	Yes, they are safe
	Choice	2	No they are not
pw2_1ab	Checkbox		If Not, why are your daughters not safe on their way to and from school? ###### ***Select all that apply***
pw2_1ab_1	Choice	1	Older children bullying
pw2_1ab_2	Choice	2	Attacks
pw2_1ab_3	Choice	3	Vehicles
pw2_1ab_4	Choice	4	other reasons
pw2_1abc	Text		Please specify other reasons
pw2_1b	Multiple Choice		Are your sons safe on their way to and from school?
	Choice	1	Yes, they are safe
	Choice	2	No they are not
pw2_1ba	Checkbox		If Not, why are your sons not safe on their way to and from school?
pw2_1ba_1	Choice	1	Older children bullying
pw2_1ba_2	Choice	2	Attacks
pw2_1ba_3	Choice	3	Vehicles
pw2_1ba_4	Choice	4	other reasons
pw2_1bac	Text		Please specify other reasons
pw2_1c	Multiple Choice		Have the concerns you mentioned gotten better over the last six months, with increased efforts and security?
	Choice	1	Yes
	Choice	2	No
pw2_2a	Checkbox		What is being done to make sure children are safe when traveling to and from schools in this community?
pw2_2a_1	Choice	1	Parents monitors children safety
pw2_2a_2	Choice	2	Teachers monitors children safety
pw2_2a_3	Choice	3	Nothing is being done
pw2_2a_4	Choice	4	Other safety measures
pw2_2ab	Text		Please specify other safety measures
pw2_2b	Text		What could teachers do to be more involved?
pw2_3	Multiple Choice		Are there people for children to go to if they experience abuse or violence against them?
	Choice	1	Yes there are people
	Choice	2	No there are none
pw2_3a	Checkbox		If Yes, Who are these people that children go to if they experience abuse or violence against them?

pw2_3a_1	Choice		1	Head teacher
pw2_3a_2	Choice		2	Teachers
pw2_3a_3	Choice		3	Parents
pw2_3a_4	Choice		4	Police
pw2_3a_5	Choice		5	Community Leaders
pw2_3a_6	Choice		6	Other persons not listed
pw2_3ab	Text			Specify other persons not listed
pw2_4	Checkbox			How would you describe the children who experience abuse or harassment the most? Are these children **Male**? **Female**? **IDPs**? **Others**? **Assessor:** ***Select all that were mentioned***
pw2_4_1	Choice		1	Male
pw2_4_2	Choice		2	Female
pw2_4_3	Choice		3	IDPs
pw2_4_4	Choice		4	Others not listed
pw2_4ba	Text			Specify other description not listed
recruitment selection	Group			Recruitment and selection
rs3_1	Checkbox			Why are you a teacher and what motivates you to teach.
rs3_1_1	Choice		1	Make a difference
rs3_1_2	Choice		2	Always wanted to teach
rs3_1_3	Choice		3	Improve the community
rs3_1_4	Choice		4	Other reasons not listed
rs3_1a	Text			Specify other reasons not listed
participation	Group			Participation
p4_1a	Checkbox			What are the main ways community members currently support schools/NFLCs/learning spaces in this community/site?
p4_1a_1	Choice		1	Meetings/ PTA
p4_1a_2	Choice		2	Construction of structures
p4_1a_3	Choice		3	Instruction at Home
p4_1a_4	Choice		4	Donating supplies
p4_1a_5	Choice		5	Other ways not listed
p4_1ab	Text			Specify other ways
p4_2a	Checkbox			What are the priorities for the community to improve education? ***Scroll down for more choices***
p4_2a_1	Choice		1	Youth vocational programs
p4_2a_2	Choice		2	All girls learning programs
p4_2a_3	Choice		3	Construction/ Infrastructural facilities
p4_2a_4	Choice		4	Better teachers
p4_2a_5	Choice		5	More teachers
p4_2a_6	Choice		6	More supplies
p4_2a_7	Choice		7	More training of teachers
p4_2a_8	Choice		8	Others not listed

p4_2ab	Text		specify other priorities not listed
conflict_risk_reduction	Group		
cr5_1	Text		How would staff in the school/ Learning Center respond in a case of an attack? Please explain.
cr5_2	Text		How would Pupils/Learners in the school/ Learning Center respond in an attack? Please explain.
cr5_3	Question List		###### Do all staff in the school and Learning Center know the following?
evacuation_Plan	Multiple Choice		Evacuation Plan
	Choice	1	Yes
	Choice	2	No
lockdown_procedure	Multiple Choice		Lockdown procedure
	Choice	1	Yes
	Choice	2	No
early_warning_alert	Multiple Choice		Early Warning Alert
	Choice	1	Yes
	Choice	2	No
cr5_4	Question List		###### Do all Pupils/ Learners in the school and Learning Center know the following?
evacuation_Plan	Multiple Choice		Evacuation Plan
	Choice	1	Yes
	Choice	2	No
lockdown_procedure	Multiple Choice		Lockdown procedure
	Choice	1	Yes
	Choice	2	No
early_warning_alert	Multiple Choice		Early Warning Alert
	Choice	1	Yes
	Choice	2	No
cr5_5	Multiple Choice		Are there appropriate physical infrastructure measures in place in the school/Centre?
	Choice	1	Yes
	Choice	2	No
cr5_5a	Text		If Yes, please Explain/Specify available appropriate physical structures in Schools/Centers
cr5_6	Question List		###### Please indicate if there is/are any of the following in schools/Centers?
perimeter_fence	Multiple Choice		Perimeter Fence
	Choice	1	Yes
	Choice	2	No

emergency_kits	Multiple Choice		Emergency Kits
	Choice	1	Yes
	Choice	2	No
disaster_risk_reduction	Group		
dr6_1	Multiple Choice		Are there any hazards or risks in school or Learning Centre that may affect staff?
	Choice	1	Yes
	Choice	2	No
dr6_1a	Text		If Yes , Please Explain these **Hazards or Risks** in schools/Learning Centers that may affect Staff
dr6_2	Multiple Choice		Are there any hazards or risks in school or Learning Centre that may affect Pupils / Learners
	Choice	1	Yes
	Choice	2	No
dr6_2a	Text		If Yes , Please Explain these **Hazards or Risks** in schools/Learning Centers that may affect Pupils/ Learners
cr6_3	Question List		###### Do any of the following hazardous and high risk conditions, exist in schools/ learning centers ?
weak_classroom_building	Multiple Choice		Weak Classroom Building
	Choice	1	Yes
	Choice	2	No
natural_harzards	Multiple Choice		Pupils/Learners are vulnerable to **hard wind, thunder and heavy rainfall**
	Choice	1	Yes
	Choice	2	No
erosion	Multiple Choice		School/ Learning Center is vulnerable to **Erosion**
	Choice	1	Yes
	Choice	2	No
fire_vulnerability	Multiple Choice		School/ Learning Center is vulnerable to **Fire outbreak**
	Choice	1	Yes
	Choice	2	No
child_protection	Group		
cp7_1	Multiple Choice		Are the school teachers engaged in a signing Teacher code of conduct?
	Choice	1	Yes
	Choice	2	No
cp7_2	Question List		###### Do any of the following forms of physical or verbal abuse occur in Schools/ Leaning Centers
teacher_learner	Multiple Choice		Teacher/LF to Pupils/Learners

	Choice	1	Yes
	Choice	2	No
learner_to_learner	Multiple Choice		Pupil/Learners to Pupil/Learners
	Choice	1	Yes
	Choice	2	No
erosion	Multiple Choice		Peace Corps to Pupils/Learners
	Choice	1	Yes
	Choice	2	No
fire_vulnerability	Multiple Choice		Security Guard to Pupil/Learners
	Choice	1	Yes
	Choice	2	No
gps	GPS		Please take the GPS coordinate of the location of data collection. ***Ensure you are under a clear sky with no obstruction***