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USAID/Addressing Education in Northeast Nigeria (AENN) – 2019 UPDATE

Rapid Education Risk Analysis (RERA) and Gender Equity and Social Inclusion (GESI) Analysis Report

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Acronyms

AENN	Addressing Education in Northeast Nigeria
CBO	Community-based Organization
DNH	Do No Harm
FGD	Focus Group Discussion
GBV	Gender Based Violence
GESI	Gender Equity and Social Inclusion
IED	Improvised Explosive Device
KII	Key Informant Interview
LGA	Local Government Authority
MMC	Maiduguri Metropolitan Council
NFLC	Non-formal Learning Center
PSS	Psycho-social Support
RERA	Rapid Education Risk Analysis
SBMC	School-based Management Committee
SEL	Social Emotional Learning
SRGBV	School-Related Gender Based Violence
USAID	United States Agency for International Development

Executive Summary

USAID's Addressing Education in Northeast Nigeria (AENN) activity is a \$14,876,124 cooperative agreement that aims to address the immediate education needs of 302,500 children and youth in 225 communities, in Borno and Yobe, through new non-formal and safer formal education, while laying a foundation for sustainable, conflict-sensitive improvement of education systems at the community and government levels.

Conflict-sensitive and inclusive education programming depends on a nuanced understanding of the two-way relationship between the activity and conflict dynamics. The Rapid Education and Risk Analysis (RERA) and Gender Equity and Social Inclusion (GESI) analysis were conducted together at AENN start-up and again prior to expansion into additional communities in Year 2 in order to provide conflict, gender, and socially-inclusive sensitive recommendations for AENN operations and programming.

This report, which summarizes the second RERA/GESI carried out in November 2019, complements the first RERA/GESI, which was carried out in December 2018. While the first RERA was carried out in four of the eight LGAs (MMC, Hawul, Jere and Damaturu), the second RERA was carried out in four different LGAs (Mongono, Dikwa, Bade, and Konduga). With this second RERA, we are looking at differences from the first RERA and we have a specific focus on language dynamics that was not examined in the first iteration.

Key Findings and Recommendations

Below, key findings ("headline conclusions") and associated recommendations for AENN are summarized, including Community Dividers, Community Connectors, Barriers to Enrollment/Retention, External Risks, Internal Risks, Gender-Based Violence Inside and Outside of Schools, and Cross-cutting Issues.

Community Dividers

Headline Conclusions	Recommendations
Language tensions due not appear to be a major factor in the communities of AENN implementation, though the project team should be mindful of the needs of language minorities.	• Move forward with rolling out AENN programming in both Kanuri and Hausa. • Continue to collect data on languages spoken and understood by program participants and use the information to consider how AENN can improve service delivery for minority language speakers (non-Hausa or Kanuri speakers).
Fear and trauma cause tension in both IDP and host communities, even when there is no active conflict.	• Education programming should work to enroll children and youth in both IDP and host communities equally to address lost time and build a sense of normalcy, stability and long-term investment. • Selection criteria for Return to Learning and NFLC facilitators should be clear. • AENN should monitor fluctuating tensions and fears in these communities. • SEL should be provided to children, youth, and teachers (leveled by age group) to build coping skills to deal with trauma and build resilience.
The idleness and/or hostility of male youth is sometimes blamed	• Out-of-school boys, especially older boys, may need specific strategies to enroll and keep them in school or in NFLCs and prevent dropout. • This issue should be cross-cutting, including materials development, teacher professional development, community level interventions, etc.

for community tensions.	
Distribution of relief items to IDPs can cause tensions between IDPs and host communities.	• Conflict Sensitive Education guiding principles and strategies should be complied with when providing education support to IDPs and host communities. • Education programming should be available for all who need it without a focus on either IDPs or host communities. • Interventions for formal schools and NFLCs should not appear to be inequitable.

Community Connectors

Headline Conclusions	Recommendations
There is significant goodwill towards IDPs among host communities.	• AENN should work with local leaders to bring IDP and host communities together through educational programming at the community level. • Community mapping that is participatory and inclusive of both IDPs and host communities should identify key institutions, locations, actors, and events that bring the community together, and ways in which communities would be willing to show their support for AENN.
There is a strengthened belief and increased trust in education for all children (girls, the displaced, the disabled), possibly as a direct result of the conflict.	• AENN should seek respected community leaders who can be identified, trained and recruited as local champions for inclusive education in their communities. • AENN should strive to provide enough educational opportunities for all who need it and want it, not only for a select few, and make sure that NFLC classes meet the needs of the population (groupings, timings, etc), with attention to marginalized communities and over-crowding (consider pupil-teacher ratios). • AENN must work with institutions via Data Hubs to acknowledge the growing demand and improve planning processes to accommodate these changes. • School safety and teacher preparation must be well-addressed within schools and NFLCs so that parents do not lose their new faith in education. • In policy discussions, increase advocacy for, and maintain a strong focus on, the transition from NFE into FE, which is not currently standardized.

Barriers to Access and Retention

Headline Conclusions	Recommendations
Hunger is a major challenge for targeted children and youth.	• AENN must find ways to creatively address school feeding. • Community-led school feeding approach is realistic and sustainable when the communities have means for food production locally.
Direct costs of schooling are a barrier for many families.	• AENN should consider community and school-level interventions to address the costs of uniforms, school supplies, school fees, and more. • Consider how the lack of learning materials will be managed going forward.
Some parents do not value formal education, for various reasons.	• Respected community leaders should be identified, trained and recruited as champions for inclusive education in their respective communities • Community mapping should assess the reasons why some parents do not value formal education, in order to inform advocacy efforts to promote the importance of education, especially for girls.

External Risks

Headline Conclusions	Recommendations
Fences are considered important	• AENN should consider community-level solutions for building and maintaining fences around schools.

for keeping traffic and unauthorized adults out of school.	
The route to school can be dangerous, especially if children have a long way to walk.	• AENN should organize community-level solutions such as escorts on the way to/from school, mine clearance, “community buses” where children meet in one location and walk to school together. • AENN should keep NFLCs within the communities where children live whenever possible to reduce distance traveled and choose sites removed from hazards to children (busy highways, construction sites, socially acceptable, etc).

Internal Risks

Headline Conclusions	Recommendations
Many schools face extreme overcrowding.	• AENN can relieve some of the burden on formal schools by providing the option of NFLCs especially for overage youth. However, the implications of drawing children away from formal schools for non-formal learning must be considered. • Work with education authorities to develop strategies to increase the supply of both formal and non-formal educational opportunities.
The lack of sufficient toilets and WASH facilities in schools is a huge problem and in many schools there is open defecation, and lack of sex-separate toilets.	• Sufficient and gender-appropriate and -segregated toilets, latrines and other WASH facilities in NFLCs and formal schools is a real priority. The AENN Activity should liaise and collaborate with agencies involved in WASH to address it. • AENN should work with SUBEBs and others through the Data Hubs to understand the need for toilets and improve planning processes to address the gaps. • AENN should look for community-level solutions and work with other programs to address problems with WASH.
Corporal punishment is widely practiced, accepted and even desired by teachers, families and some pupils, and is often abused by prefects.	• Provide training and codes of conduct for the whole school on expectations for behavior; teachers, parents, students (especially prefects), community leaders and community members should be trained in positive discipline strategies. • Educate communities about the links between corporal punishment and reduced educational outcomes for their children. • The prefect system should be addressed to prevent prefects using their powers to bully and beat other children (consider retraining prefects)
Bullying mainly affects children who are already marginalized, is exacerbated by extreme overcrowding, and is a source of frustration for teachers who struggle to manage it.	• Head teachers and teachers need training on how to manage bullying in schools, including in overcrowded conditions • AENN should consider a student code of conduct to be signed by each student • Prefects should be retrained in less violent methods with new strategies enforced by school staff • AENN should consider school and student-level initiatives to address bullying in schools (reporting and response, clubs, social-emotional learning activities, complaint box).
Teachers suffer from lack of respect, low pay, challenging life conditions, and a burden of responsibility to care for huge numbers of children, many of	• Address issues related to: teacher-teacher relations; teacher-head teacher relations; teacher-pupil/student relations; teacher-parent relations; pupil/student-pupil/student relations; teaching large class sizes. • Teachers need to be supported in multiple ways by AENN, with a focus on their own well-being (training, mentoring, teacher learning circles, teacher recognition) • Community interventions should aim to improve community appreciation of and support for teachers and build respect for teachers.

whom have dealt with trauma and conflict.	• AENN could provide recognition to high-performing teachers each year.
Teachers are inadequately prepared for the challenges they face in the classroom.	• AENN should provide training to teachers on classroom practices, including large class sizes and multi-grade teaching • AENN should provide training to teachers on core topics as well as conflict-sensitive education, SEL, teaching children with disabilities • Ongoing mentoring and coaching will be critical.

Gender-based Violence Inside and Outside of Schools

Headline Conclusions	Recommendations
GBV in the community and school does happen and sometimes the victims (often girls) are blamed for it	• Provide gender trainings to AENN staff and all AENN beneficiaries in gender issues and gender-based violence. • Liaise and collaborate with organizations or programs working in GBV to help address GBV matters more holistically at home, school and community levels. • Look at options for a response mechanism and referral pathways for victims and their families at the local level • Teachers and head teachers need to receive training and coaching on how to spot signs of GBV, provide support to students, and referral pathways • Social-emotional learning activities should support children to gain coping skills to deal with trauma and should include differentiated strategies for boys and girls.

Cross-Cutting Issues

Headline Conclusions	Recommendations
Little to no data to understand school contexts exists or is shared, particularly around education quality, GBV, etc.	• AENN should work closely with governmental agencies, UNICEF, other organizations/programs, education sector groups (ex. EiEWG), universities and colleges to address education data needs. • AENN's data hubs should consider the gaps in data and key issues that SUBEBs and partners need information about to facilitate planning processes • Improve communication with NGOs and government entities collecting data on population, security, child protection

Activity Background

USAID's Addressing Education in Northeast Nigeria (AENN) activity is a \$14,876,124 cooperative agreement that aims to address the immediate education needs of 302,500 children and youth in 225 communities, in Borno and Yobe, through new non-formal and safer formal education, while laying a foundation for sustainable, conflict-sensitive improvement of education systems at the community and government levels. AENN is implemented by FHI 360 in partnership with Save the Children US (Save), Viamo, the Nigerian Government and selected community-based organizations (CBOs). The AENN team will leverage partnerships with stakeholders in Borno and Yobe, including the Education in Emergencies (EiE) Working Groups, universities, and state and local government education authorities (LGEA) and build their capacity to plan, manage and oversee education activities with a strong focus on the collection and use of data for decision-making. The AENN team will facilitate community-led action planning and dialogues to identify barriers to education and implement solutions. AENN will harmonize curriculum quality and certification frameworks to improve transition pathways to formal education systems.

Rapid Education and Risk Analysis and Gender Equity and Social Inclusion Analysis Overview

Conflict-sensitive and inclusive education programming depends on a nuanced understanding of the two-way relationship between the activity and conflict dynamics. The Rapid Education and Risk Analysis (RERA) and Gender Equity and Social Inclusion (GESI) analysis were conducted together at AENN start-up and again a year later in order to provide conflict, gender, and socially-inclusive sensitive recommendations for AENN operations and programming. A qualitative Safer Learning Environments assessment was embedded as well.

Designed by USAID's Education in Conflict and Crisis Network (ECCN), the Rapid Education and Risk Analysis (RERA) is a situation analysis that examines the education sector, learners, and their communities as a dynamic system of multiple contextual risks and assets. It investigates how contextual risks, such as violence, insecurity, natural hazards, and health pandemics, impact education; how education influences these risks; and how these risks influence each other. The central focus of this analysis is the school community and its sources of resilience. The RERA methodology integrates elements of conflict analysis, disaster risk assessment, resilience analysis, and political economy analysis. It involves the collection and analysis of secondary and primary data. Primary data collection draws upon a limited, purposive sample of school communities, and in this case was designed to include many elements of ECCN's Safer Learning Environments (SLE) qualitative assessment toolkit, to understand safety issues in and around the school that are relevant to the conflict-sensitive and gender-sensitive implementation of the program.

At the same time, the GESI analysis, which this RERA also incorporates, seeks to understand problems of access, retention and completion of education, especially for girls and children with disabilities, leading to a set of AENN-specific recommendations for building an education program that is socially inclusive.

Methodology

The methodology for the 2019 RERA/GESI update includes: 1) A light secondary data and desk review focused on language dynamics and any new developments in the eight LGAs reached by AENN; 2) Qualitative primary data collection in four AENN implementation LGAs (not the same ones as the previous year) using ECCN's Safer Learning Environments framework; and 3) Validation workshops with key stakeholders to share the preliminary results and co-develop recommendations for AENN's design and implementation.

In 2019, the methodology included a light desk review focused primarily on language dynamics, qualitative primary data collection in four different LGAs, and validation workshops.

Desk Review Methodology

The secondary data and evidence review aimed to update and expand upon the 2018 review, which provided an overview of the conflict context and education in northeast Nigeria and the two-way interaction between the conflict and the education system, with a focus on Borno and Yobe states. To update and expand on this review, the 2019 desk review examined any recent publications and data sources on these topics, and took a deeper dive into research on language dynamics in the Northeast to examine how these might play out in the context of the AENN Activity.

Primary Data Collection

Primary data collection activities for both RERA and GESI sought to reach a sample of children, parents, head teachers of informal and formal schools, facilitators and coordinators of non-formal schools, and community leaders. We employed a combination of focus group discussions (FGD) and structured key informant interviews (KII) with respondents. Table 1 below shows the target respondent groups and associated methods of data collection. Focus group discussions targeted 6-8 participants with a facilitator and note-taker, while key informant interviews involved one participant with an interviewer and a note-taker.

Table 1. Target population.

Respondent Group	Data Collection Method
Students in formal schools, females	FGD
Students in formal schools, males	FGD
Students in non-formal schools, females	FGD
Students in non-formal schools, males	FGD
Out of School children and youth, females	FGD
Out of School children and youth, males	FGD
Parents, females	FGD
Parents, males	FGD
Teachers in formal schools, females	FGD
Teachers in formal schools, males	FGD
Facilitators in non-formal schools, females	FGD
Facilitators in non-formal schools, males	FGD
Community meeting	FGD
Head teacher, formal school	KII
Coordinator, non-formal school	KII
Female leaders	KII
Religious leaders	KII
LGEA Representative	KII
Camp Manager	KII
Local Security Agent	KII

Community Sampling

The 2019 RERA/GESI data collection took place in a sample of four school communities (located in and around a school/educational catchment area) in Borno State, and one community in Yobe State.

For the 2019 RERA/GESI, four LGAs were purposefully selected to represent locations where the AENN activity will be implemented, all of which are different from the 2018 RERA data collection sites (Maiduguri, Hawul, Jere, and Damaturu). The 2019 LGAs include Bade (in Yobe state) and Dikwa, Konduga, and Mongono (in Borno state). Though the original plan was to implement AENN in eight LGAs total, the AENN program left Hawul in 2019 and replaced it with Konduga, meaning that AENN has now been implemented in nine LGAs, although only eight have been active at any one time. With eight LGAs visited during the course of both RERAs, there is one LGA that has not been part of either RERA: Potsikum in Yobe state, which is near Damaturu and does not have any major differences from Damaturu.

Methods and Instrumentation

The project conducted ten focus group discussions in each of the four communities with ten different respondent groups. In addition, focus group discussions were held in the form of community meetings with self-selecting members of the community. These community meetings provide a better understanding of community dynamics, inclusive of gender equality and social inclusion norms, community tensions, and conflict dynamics. Criteria for participation required that the participant was a resident of the community.

The tools developed sought to answer the following research questions, refined through the objectives of the RERA and the gaps in the secondary desk research:

- What is the relationship between contextual factors and the education sector, particularly at the school and community levels? How do these contextual factors affect various actors and segments of the school community?
- What are the resilience factors that positively influence access and the safety and quality of education? How can these factors be strengthened?

The risk factors include those internal to school, external to school, and barriers to access and retention, which are summarized in Table 2.

Table 2. Risk factors explored by data collection tools.

Internal Risks	External Risks	Barriers to Access/ Retention
• School-related gender-based violence • Bullying and fighting • Overcrowding • School infrastructure • Physical violence/ corporal punishment	• Incidental violence to and from school • Armed conflict/Armed Opposition Groups • Gender-based violence in the home/community • Environmental risks (drought, fire, floods)	• Perceptions of Education • Hunger, food insecurity • Disability • Work outside of school • Early marriage/pregnancy • Displacement • Trauma

Each instrument followed the following pattern in order to triangulate responses: **detection of presence of risk factor**, including descriptions of incidences, frequency, involved actors, and motivations; **identification of response taken by school**, including descriptions of responses, involved actors, existence of policy or procedure; **discussion of reaction and endorsement of response taken**, including an exploration of perspectives held by focus group or interview participants, actions taken against or endorsing current school response, and collection of recommendations to change school responses and diminish the risk factor.

Enumerator Team and Scope of Work

The project engaged twelve enumerators to conduct the data collection which consisted of two team of four enumerators (in Bade and Konduga LGAs, which are road accessible) and two teams of two enumerators (in Dikwa and Mongono, which are only accessible by helicopter). Each team had a balance of males and females. The plan was for each team to spend a full week in the community, but this was not possible in Dikwa and Mongono due to the timing of flights; in those two communities, the teams each spent three days.

Table 3. Enumerator schedule.

Week 1	Enumerator training, including field practice
Week 2	Data collection (each team spending one full week in their assigned community)
Week 3	Data transcription, coding and analysis workshop

All enumerators were pulled from the pool of 2018 RERA enumerators and were already familiar with the tools and approaches. Nevertheless, the enumerators attended a week-long training session to refresh on the USAID/AENN activity, gain familiarity with the data collection instruments, and understand the data collection processes. This training also included an orientation to the research frameworks, a translation workshop, and several modules on implicit bias, ethics, conflict sensitivity, and gender sensitive approaches.

Following data collection, all enumerator teams returned to Maiduguri for a data transcription, coding and analysis workshop, providing an opportunity to consolidate and synthesize notes taken, conduct initial coding, and provide a preliminary, field-validated analysis of findings.

During fieldwork, all participants orally confirmed their consent to participation, and received the following information from enumerators: (1) the purpose of the study; (2) their role as a participant in the study; (3) risks and benefits of participating in the study; (4) that they can choose to participate or not, and choose to refuse to answer any individual questions of interviews, focus group discussions, or surveys should they accept to participate and that they can withdraw at any time; (5) who they may contact if they have more information; and (6) that all responses would remain confidential and will not be shared or communicated with anyone outside of the room including primary caregivers and employers.

Data Analysis

The RERA USAID/AENN team designed an analysis approach based on the risk factors and barriers that emerged from the 2018 RERA, which were based on the tools. One additional set of codes was created to capture the new focus on language dynamics that was added for the 2019 RERA. Transcripts were coded using Dedoose, a qualitative coding and analysis software. No new themes emerged organically from the coding process.

Upon the completion of the coding process, profiles were made for each of the main themes that emerged, including community dividers, community connectors, barriers to education access and retention, external risks, internal risks, and language dynamics. In the final round of analysis, Dedoose was used to export families of codes in order to analyze data within communities, across communities, within respondent types, and across respondent types. Main findings and recommendations that emerged from primary data analysis were synthesized and included in this report. It is worth noting here that the findings are very similar across the 2018 and 2019 RERAs.

Summary of Primary Data Collection Participants

During the 2019 RERA, a total of 134 individuals participated in focus groups and interviews across the four sampled communities. This is just under half of the number reached in 2018, which is due to two factors: 1) The smaller team, shorter time frame, and logistical challenges confronting enumerator teams in the remote LGAs (Dikwa and Mongono) meant that a lot less data was collected from those two sites than the road-accessible sites, and 2) in 2019, no policy interviews were conducted at the state level, which was a large component of the 2018 RERA.

Table 4. Total number of participants in RERA/GESI data collection activities.

Formal & Non-formal School Actors	Males	Females	Mixed	Total
Students in formal schools	28	28	-	56
Students in NFLCs	21	20	-	41
Head Teachers	4	0	-	4
Formal School teachers	6	12	-	18
Non-formal school facilitators / coordinators	19	18	-	37
Subtotal	78	78	-	156
Community Actors	Males	Females		Total
Out-of-school children and youth	21	21	-	42
Parents	28	22	-	50
Community meeting members	-	-	28	28
Religious leaders	3	0	-	3
Female leaders	0	3	-	3
Camp manager	2	0	-	2
Security sector representative	3	0	-	3
LGEA representative	3	0	-	3
Subtotal	60	46	28	134

In 2019, data collection was conducted in two languages: primarily Hausa, with some interviews and focus group discussions conducted in Kanuri where necessary.

Limitations

Because the RERA and GESI are both meant to be 'good enough' analyses intended to inform program design and implementation, rather than as generalizable research, deliberate trade-offs were made during the design process that can also be described as limitations. These included purposeful sampling of communities and a limited data collection period, described below.

Purposeful, not representative sampling. The purposive sample was not intended to be representative of all school communities across the communities of implementation, but rather was aimed at providing in-depth insights into the dynamics of risk and education at a range of locations in which AENN would be implemented.

Risk of Social Desirability Bias. This kind of bias involves respondents answering questions in a way that they think will lead to being accepted and liked. This is difficult to control, because some people will report inaccurately on sensitive or personal topics to present themselves and their communities as well as possible (or, conversely, in as much need as possible). Enumerators were trained to phrase questions to show it is acceptable to answer in a way that is not socially desirable, but there is always a risk of social desirability bias coming through. Because of the sensitive nature of RERA and GESI topics, it is likely that

difficult topics such as SRGBV have been underreported, rather than overreported, and respondents may have focused more on community connectors than on dividers.

Limited data collection period. The data collection period was limited to one week per site, and in the two locations that were accessed by helicopter (Dikwa and Mongono), the duration was even shorter (3 days with only two enumerators) due to access challenges. A longer period of data collection would have enabled the teams to gain more depth of understanding of the context and specific challenges.

Content of instrument. The need for proper review of the interview tool in order to address repetition and duplication of questions was recognized. In Konduga, the enumerators noted that questions were repetitive and long in the parents' tool while in Bade, the team did not have adequate time to conduct Focus Group Discussions. Regarding School-related Gender Based Violence (SRGBV), enumerators in all four sites noted that participants were not comfortable discussing it. Respondents either denied the occurrence of SRGBV incidents in general and school or indicated that questions on it were irrelevant. The team in Mongono also noted that the head teacher even interfered with interviews of children especially when asked about SGBV.

Logistical planning. Planning around logistics (travel and refreshments) for interviewees and participants prior to data collection, should be improved. In Dikwa and Mongono, the field teams indicated the need to mobilize target groups prior to arrival of field teams, inconvenience in reaching schools with local transport, and delayed refreshments for participants. Poor mobile network was also a challenge in Mongono.

Desk Review: 2019 Updates

In this update to the 2019 RERA/GESI desk review, we provide information in three key areas: 1) the current Northeast Nigeria conflict context overall and specifically in the eight LGAs of AENN implementation, 2) language dynamics between Kanuri and Hausa groups given AENN's expansion into providing educational services in Kanuri in 2020, and 3) the overall status of education service provision in Borno and Yobe states.

Northeast Nigeria Conflict Context

In late 2019 and early 2020, a brief review of the overall conflict context as well as the specific context in each of the eight AENN LGAs was conducted to supplement the 2018 desk review, which included a broad overview of the conflict context including root causes, dividers, and connectors. The goal of this more specific 2019 review is to capture the current conflict dynamics in each of the eight LGAs of 2020 implementation, capturing a sense of the current security status.

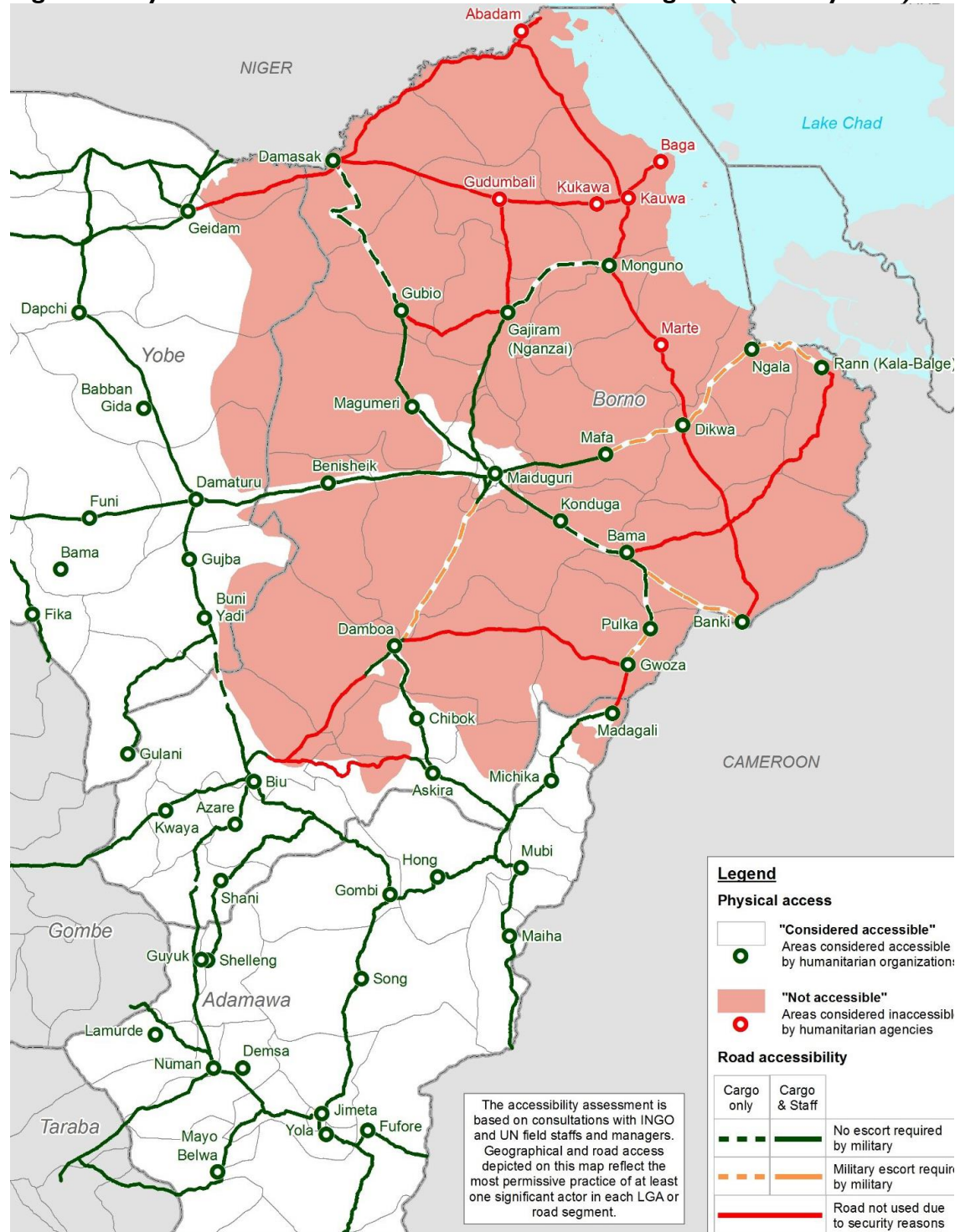
According to the January 2020 Humanitarian Situation Update from UNOCHA¹, during November and December 2019, the biggest challenge was rising insecurity to locations along the Maiduguri–Monguno and Maiduguri–Damaturu roads, which continued to get in the way of aid programming. For AENN, this has directly led to less movement between the two project offices in Maiduguri and Damaturu. The map below, published in February 2020, demonstrates the access challenges that permeate Borno state and

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https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/ocha_nga_humanitarian_update_january2020_edition.pdf

prevent any access to Borno LGAs that do not directly border Maiduguri. For AENN, this means that Dikwa and Mongono are only accessible by helicopter. In addition, in 2019, the humanitarian community witnessed a rise in security incidents directly impacting aid workers and humanitarian programs. For example, On 13 December 2019, non-state armed groups killed four men who were among six aid workers abducted on 26 July 2019 when their convoy came under attack near Damasak.

Figure 1. Physical access and road access in Northeast Nigeria (February 2020)



For some years there has been friction between the Nigerian military and INGOs due to military anger at what it sees as interference in its methods. In December 2018 the Army accused Amnesty International (AI) of human rights abuses and called for both AI and UNICEF to be thrown out of the country. This simmering tension erupted once more, with two aid agencies (Action Against Hunger & Mercy Corps)² closed by the military in September 2019, but in November of the same year, these organizations were allowed back in.³ Immediately following the closure of the Action Against Hunger offices, the Nigerian Army announced that it would be issuing unique identification cards to anyone moving throughout any of three northeastern states where Islamic terrorism is most prevalent. The government will also require that all NGOs be thoroughly vetted and registered before being permitted to operate within the country.

The table below delves into the conflict context and specific incidents in the eight individual LGAs of AENN implementation in 2020. Hyperlinks to specific sources of news and other types of information are embedded for more information.

Table 5. Current Conflict Context in AENN LGAs (2019)

LGA	Conflict Context
Maiduguri Metropolitan Council (MMC), Borno	- MMC saw a rise in the number of IDPs, primarily from Baga town in Kukawa. The Teachers Village IDP Camp in Maiduguri was accommodating 31,000 people with an actual capacity of 10,000. In the period that saw Presidential elections in Nigeria, MMC experienced a first-of-its kind reduction in IDP population, attributable to the relocation of IDPs to place of origin for the elections. However, this trend began to subsequently reverse to normal. In October 2019, following the influx of IDPs from Gubio, Magumeri and Nganzai LGAs, the number of IDPs jumped to 274,787 with this trend of increase continuing. MMC hosts the highest number of IDPs of any city in Northeast Nigeria due to the continuous influx of IDPs and repeated displacement. - While being a recipient of IDPs, Maiduguri also continued to experience violence that contributed to outward movement of host communities. During the Presidential elections, Boko Haram militants attempted to infiltrate Maiduguri on the day of the election, resulting in the death of 11 persons. This attack was repelled, but attacks and clashes continued over the course of the year. In May 2019, Boko Haram launched a large assault on Maiduguri. It also launched an attack on a military camp near University of Maiduguri in September 2019. In December 2019, amidst the uptake in violence, Boko Haram executed 11 captives. Three aid workers were among a group of civilians abducted along the Monguno-Maiduguri highway after stopping at an illegal checkpoint, indicative of rising insecurity on roadways and subsequent challenges with the provision of aid. More recently, in January 2020, in 3 separate events, Boko Haram and affiliates' bombing and attacks resulted in injury to several persons and total deaths of 8 persons. Boko Haram had also destroyed the power transmission facilities that culminated in a major blackout for 72 hours. - In addition, MMC also experienced rain, winds, and floods that destroyed the shelters of 6,800 IDPs in August 2019.
Jere, Borno	Similar to Maiduguri, Jere has received a vast number of IDPs in 2019. Violent attacks in Kukawa and Monguno LGAs led to the movement of thousands of IDPs

² <https://www.spear-fish.com/ingos-article>

³ <https://missionsbox.org/news/action-against-hunger-mercy-corps-return-to-nigeria/>

	into Jere among other places. It is estimated that 2,500 displaced persons moved to Dalakfe community in Jere in March 2019. • The day of the Presidential election saw a bombing in Jere that led to the death of nine persons. In the month of May 2019, 15 out of the 23 attacks in Borno state had occurred in Jere. In June, Boko Haram launched an attack against the Bakassi IDP camp, looting supplies and culminating in 5 deaths. In another major incident, hundreds of residents had to flee their homes in September 2019 following another attack. More recently, 2 female suicide bombers blew themselves up, resulting in the death of 2 civilians. • This state of conflict continues to be exacerbated by other forms of violence. For instance, one rape case and three cases of wife battering were also reported in March 2019. Over 200 IDPs protested in March 2019 over the lack of food and other necessities, indicating humanitarian challenges. Along with MMC, Jere also experienced an increase in the number of acute water diarrhea cases.
Konduga, Borno	• The LGA is the site of numerous deadly attacks on civilians. The Borno massacre took place in Konduga, Borno State, on February 14, 2014. The massacre was conducted by Boko Haram Islamists against Christian Villagers and led to the deaths of at least 121 people. In September 27, 2015, at least nine people were killed and several others injured during an attack on Mailari village, and on March 4, 2014, 11 people were killed in Jakana village. Boko Haram members also attacked and killed 25 people in Mainok village in 2015. • The affected population in the communities are mixed, including IDPs that have returned to their areas of habitual residence and those that are not directly affected by insurgency but fled their areas of origin due to insecurity and the activities of the military. For instance, the military often gives instructions to people in neighboring communities to vacate their communities to enable them root out the insurgents. This action has invariably increased the influx of IDPs. • In 2019, Konduga continued to experience high levels of violence and insecurity. In the month of January, there were 4 clashes between Boko Haram and Nigerian armed forces. In a major attack in June 2019, a triple suicide bombing killed 30 persons and left 42 injured. In July and August 2019, the Dalori IDP Camp, located on the Maiduguri-Konduga highway, and a target of insurgent activity, was once again raided by Boko Haram fighters in two separate attacks. In September 2019, Boko Haram killed nine farmers and abducted an undisclosed number of residents in Ajilari village. Armed assailants on 4 November raided a village in Konduga locality in the northeast Borno state, fired several shots in the air, looted food and torched dozens of houses. In January 2020, Konduga experienced a substantial uptake in violence. As a result of these escalating armed attacks, clashes, and poor living conditions, more than 2000 persons had to flee their homes in Borno state in February 2020, many of which occurred in Konduga. • Konduga also experienced an increase in its IDP populations in May 2019 due to poor living conditions in Kala/Balge LGA, increasing its IDP population by 6525 persons to 136,591. This similar trend in terms of more arrivals of IDPs was noted in the period between October and December 2019.
Mongono, Borno	• In 2019, the Nigerian military carried out numerous clearance operations against Boko Haram in Mongono. On April 30, 2019, ISWAP fighters targeted civilians in Mongono, resulting in fourteen reported fatalities. In response to attacks from the Islamic State (ISWAP) faction of Boko Haram, the Nigeria Air Force launched an air assault on an ISWAP base on May 24, culminating in 10 fatalities.

	• A fire incident at the Government Senior Science Secondary School (GSSSS) Camp, Monguno, on 5th November 2019, left 342 individuals (119 households) without shelters and belongings. It was estimated that 191 makeshift and emergency shelters were burned, and further 51 shelters were pulled down in the process of putting off the fire. The affected population include 124 children, 90 men, 106 women and 22 elderly and have been relocated to the INTERSOS reception center of Water Board Camp by the Camp Coordination and Camp Management (CCCM) unit of IOM. In another fire incident, 900 makeshift and transitional shelters were affected in Stadium Camp. Two children and one elderly woman died, and nearly 8,000 internally displaced people in the camp were affected, as the fire destroyed their belongings, household items, and food. • In January 2020, intense fighting with ISWAP resulted in the deaths of 3 soldiers. The immediately prior period had seen the withdrawal of Chadian forces from this garrison town. • While there had already been an increase in the IDP population in May 2019 as a result of the massive influx of people from Kukawa LGA, an attack on GSSSS Monguno Camp in January 2020 rendered an estimated 2,728 Internally Displaced Persons (628 households) homeless, after the destruction of more than 300 shelters and properties belonging to the affected individuals. As of January 2020, Mongono continues to have a significant number of IDPs, who account for 84.5 percent of its total population. Around 54.5 percent of this population originates from Monguno itself, with the remaining total distributed over Marte and Kukawa LGAs.
Dikwa, Borno	• Dikwa was under BH control in 2015 prior to being liberated by the Chadian army. • As of 2017, most of the displaced population in Dikwa came from Dikwa itself, however it also hosted other IDP communities from Bama, Ngala, Kala-Balge, Marte, and Mafa. • ISWAP killed eight soldiers in an attack near Dikwa on January 30, 2019. In February 2019, Boko Haram reportedly ambushed the convoy of Governor Shettima and engaged in a battle with Civilian Joint Task Forces (JTF), causing the deaths of six people including one soldier of Civilian JTF. In clearance operations against Boko Haram in June 2019, 26 kidnapped children and 13 women were rescued. But in July 2019, seven women were abducted by AOGs in Dikwa. In August 2019, IS-affiliated Boko Haram forces attacked soldiers, killing four soldiers and stealing two anti-aircraft guns. A fire incident was reported in Shewari Camp which affected 22 households. In December 2019, Boko Haram mounted a roadblock in Burimari village that resulted in the deaths of seven persons, including 4 aid workers. In December 2019, 3 IDPs were injured by Unexploded Ordnances (UXOs) while fetching firewood. In February 2020, the Nigerian military undertook a few operations to counter AOGs and clear the Dikwa-Marte road of Improvised Explosive Devices (IED).
Damaturu, Yobe	• The mid-year period saw a number of protests in Damaturu, first with the police officers protesting the non-payment of their food allowances in March and then in July with the tricycle protestors opposing the clampdown on their members by the police. No casualties were reported. However, in another protest in November 2019, police teargassed protestors who had followed the governor of Yobe into the House of Assembly.

	Instances directly associated with conflict-related violence continued. In September 2019, Boko Haram ambushed an Air Force convoy and stole weapons. On Nov 8, 2019, AOGs mounted an attack on the city that was foiled by the military and police. In December 2019, 30 Boko Haram-ISIS affiliate fighters were reportedly killed when they clashed with Nigerian forces during an unsuccessful attack on Damaturu. In January 2020, a few attacks, including an attack on the convoy of a high-ranked Nigerian military commander were reported on the Maiduguri-Damaturu highway. In light of this increasing insecurity on roadways connecting Damaturu, particularly the Golden Gate humanitarian access is likely to be further affected since most aid offices are located in Damaturu.
Bade, Yobe	- As of October 2019, Bade has seen an uptick in the number of IDPs, in light of the rise in violence in Borno state. - Students of the College of Education in Gashua protested the robbery attacks on their student hostels in April 2019.
Potsikum, Yobe	No information on conflict dynamics was found.

Northeast Nigeria Education Context – 2019 Updates

The biggest new source of information on education in Borno and Yobe from 2019 is the Joint Education Needs Assessment,⁴ which was carried out by ACAPS and published in November 2019. The assessment included data collection in all eight AENN LGAs, as well as 11 additional LGAs across Adamawa, Borno and Yobe states. Some of the most significant and relevant findings include the following:

ACCESS TO EDUCATION: Access to basic education services remains a critical issue. In Borno, 60% of schools assessed are closed, compared with 14% in Yobe. Across all states, around a quarter of schools were unable to enroll new children at all in 2018-2019, due to lack of space or populations that are unable to provide uniforms or school fees.

EDUCATIONAL INFRASTRUCTURE: Although the level of functionality of classrooms appears to have improved slightly since the 2017 JENA, the situation of water, sanitation and hygiene (WASH) facilities in schools is still dire. Insufficient WASH facilities in schools was reported as a main barrier to attendance for both boys and girls.

SCHOOL ATTENDANCE BARRIERS: There is a need to integrate education programming with livelihoods and protection to enable families to be able to afford to send children to school and reduce child labor and early marriage. For children with disabilities, there are a few dedicated schools, but these are not widespread or accessible outside larger cities. Just 14% of non-specialized schools reported having additional provisions for children with disabilities. 62% of schools reported that children face language barriers at school.

TEACHERS: Across the LGAs visited, 39% of schools report that all or almost all of their teachers have a minimum teaching qualification. While conflict-related factors are certainly present (e.g. insecurity 10%, displacement 8%) the most cited reasons why teachers do not regularly go to work is due to illness/sickness

⁴ <https://www.humanitarianresponse.info/en/operations/nigeria/document/nigeria-joint-education-need-assessment-jena-report-30-november-2019>

(26%), pregnancy/maternity leave (26%), low/poor salary (23%) and distance to school (23%). Only 22% of schools reported that all their teachers have access to psychosocial support (PSS) services.

SAFETY RISKS: The biggest safety risks reported for children were not directly conflict-related: “Crossing rivers/flooding” (22%) and “Heavy traffic/Crossing roads” (21%). Only 3% of KIs mentioned “Conflict insecurity” – although conflict-related insecurities, such as “Passing checkpoints” (12%) and “Mines/UXOs” (8%), did receive a slightly higher percentage of responses. 88% of the schools surveyed report that children feel safe travelling to and from school as well as while attending classes.

Overall, the results of the 2019 JENA appear to be very similar to the results of the 2018 RERA carried out for AENN as well as the current 2019 RERA.

New Language Focus – Programming in Kanuri

In 2020, AENN is rolling out education programming in Kanuri language alongside Hausa, due to the fact that many of the targeted communities, including both IDPs and host communities, are Kanuri speaking. Due to this programmatic shift, the AENN team is interested in understanding the linguistic and ethnic dynamics associated with Kanuri and Hausa populations specifically in Borno and Yobe. In this section, we summarize the available literature on this topic and conclude that language dynamics do not appear to be a major source of tension in our target communities.

Language and Ethnicity Dynamics in the Northeast

Ethnicity and language are key features of the landscape in Northeast Nigeria. The largest Armed Opposition Group in Northeast Nigeria, Boko Haram, is known to largely be made up of Kanuri and Kanurized groups, while the Hausa-Fulani majority are generally considered to be in control of the northern establishment. There are a number of minority languages present in Northeast Nigeria as well, but Hausa and Kanuri are dominant in the contexts of AENN implementation.

Importantly, the literature did not reveal any linguistic or ethnic tensions between Kanuri and Hausa speakers (or any other ethnic/linguistic groups in the region). According to this article by U.S.-based Africa Analyst Michael Baca (Feb 2015),⁵

The prominence of Kanuri within Boko Haram dates to the movement’s founding in the early 2000s. Based in Kanuri-majority Maiduguri, Borno State’s capital and largest city, Boko Haram’s demographics reflected its surroundings. The rapid growth Boko Haram experienced during its first years of existence seems to have stemmed from multiple factors, in particular support it allegedly received from then Borno governor (2003-2011) Ali Modu Sheriff, the relative weakness of local traditional institutions, and the charisma of early Boko Haram leader Mohammed Yusuf. The use of existing adherents’ social networks to facilitate recruitment efforts predictably reinforced Boko Haram’s Kanuri character. When Nigerian security forces reportedly killed hundreds of Boko Haram members, including Yusuf, in July 2009, those most adversely affected by the deaths (e.g. family and friends of the slain) were Kanuri. This embittered population served as a pool of new fighters for Boko Haram as it reconstituted itself under Abubakar Shekau.

⁵ <https://africanarguments.org/2015/02/16/boko-haram-and-the-kanuri-factor-by-michael-baca/>

Despite the prevalence of Kanuri among its ranks, Boko Haram exhibits little evidence of being ethnocentric, let alone chauvinistic.

Another article by the Combating Terrorism Center at Westpoint from May 2018 describes how Boko Haram has used language and ethnicity for outreach, but not necessarily as a tool for division among the people of the Northeast, instead citing the need for unification of tribes within the salafi-jihadi ideology and the vision of a global Islamic caliphate:⁶

Even when using Arabic or northern Nigeria's lingua franca of Hausa, Shekau seems to have been fully aware of his advantage as a native Kanuri speaker unlike most of the Hausa-speaking Islamic elites in northern Nigeria. Thus, Shekau usually summarized his sermons and messages from Arabic or Hausa into Kanuri for local audiences, as Kanuri is the channel for communications around the Lake Chad region. Shekau, nonetheless, eschewed making Kanuri ethnicity a primary marker of Boko Haram ideology, even while maintaining a predominantly Kanuri inner circle; both tribalism and nationalism are contrary to salafi-jihadi ideology and the vision of a global Islamic caliphate. Additionally, since the Hausa-Fulani ethnic group represents roughly 30% of the Nigerian population and the majority in the country's northern states, Shekau's use of Hausa in most of his sermons is aimed at reaching out to them.

The key takeaway appears to be that language and ethnicity are not a major tension in Northeast Nigeria, and to move forward with programming in both Kanuri and Hausa is a well-grounded decision that will serve more populations more effectively. However, although language does not seem to be a conflict driver at an ideological level, it is true that language diversity poses significant operational challenges to NGOs working in NE Nigeria, according to this report by Translators Without Borders (⁷). The report states:

The population of conflict-affected areas of Borno, Yobe and Adamawa States is very linguistically diverse: 28 first languages are spoken in Borno alone. To simplify a complex picture, Kanuri is the dominant language across Borno State and much of Yobe, while Hausa is in widespread use as a regional lingua franca. Little data exists on how far Hausa and Kanuri are understood by speakers of the minority languages, however. Low literacy levels, particularly among women, compound communication challenges. All operational organizations interviewed reported serious difficulties communicating with target populations as a result of language barriers. Core staff are predominantly English and Hausa speakers, with some organizations struggling to recruit Kanuri speakers into key positions. As they establish activities in a new operational area, organizations hire local staff and recruit community volunteers who speak the languages of the affected population. Kanuri, Shuwa Arabic, Marghi and Fulfulde/Fulani were among the languages reported to present challenges for communication across the humanitarian response.... Organizations reported that they broadly lacked the information on languages spoken and understood by their target populations to plan for more effective communication. Until now, no such data has been available across the affected population, although some organizations collect partial data for their own target groups, and TWB and MapAction have mapped a partial dataset collected by IOM's Displacement Tracking Matrix (DTM).

⁶ https://ctc.usma.edu/app/uploads/2018/05/Boko-Haram-Beyond-the-Headlines_Chapter-3.pdf

⁷ <https://reliefweb.int/sites/reliefweb.int/files/resources/Language%20barriers%20in%20the%20humanitarian%20response%20in%20north-eastern%20Nigeria%20%E2%80%93%20initial%20assessment%20-%20289%29.pdf>

The main recommendation for AENN, therefore, is to continue to collect data on language spoken and understood by target populations, and consider this data can be used to better serve the needs of language minorities in AENN communities, as well as Hausa and Kanuri speakers.

Primary Data Collection Findings

Below the USAID/AENN team presents the main findings from the primary data collection conducted through focus group discussions and key informant interviews in a purposive sample of communities with a wide range of community stakeholders. As mentioned in the limitations section, it is important to note that these findings are not intended to be representative of the education sector in Borno and Yobe states. Nevertheless, qualitative analysis of the data shows clear patterns across regions and communities sampled regarding language and ethnic dynamics, community dynamics, perceptions of education, barriers to education access and retention, as well as risk factors that are both external and internal to schools.

Profiles of the Sampled Communities

The sampled communities in 2019 include Mongono, Dikwa, and Konduga in Borno state, and Bade in Yobe state. All have significant numbers of displaced persons. See Table 5 in the previous section for more details on the conflict context for each LGA.

Table 5. Community profiles.

LGA	Location	Population
Mongono	Borno state; 140 kilometres north of Maiduguri, close to the border with Chad	The estimated population of Mongono is 186,018, including 157,199 Internally Displaced Persons (IDPs). (January 2020).
Dikwa	Borno state; near Lake Chad, 90 kms east of Maiduguri	The estimated population of Dikwa is 113,9021, including 75,740 Internally Displaced Persons (IDPs). (December 2019)
Konduga	Borno state; Konduga town is approximately 30 km from Maiduguri city	The estimated population of Konduga is 13,400 with 126,736 IDPs. (December 2018).
Bade	Yobe state; close to the border with Niger, 190 kms from Damaturu	As of October 2019, Bade has seen an uptick in the number of IDPs , in light of the rise in violence in Borno state.

Language and Ethnic Dynamics

Questions about language and ethnic dynamics were added to the 2019 RERA tools due to the expansion of AENN programming into the Kanuri language in 2020.

Most often, participants discussed language differences, but no major tensions. In schools, multiple languages are spoken and therefore teachers and students mentioned the need for translating, though it was not cited as a major issue. A male formal schoolteacher in Bade said, “We don’t have any challenge regarding language, people speak Hausa and Bade here predominantly, but in school we use both English and Hausa so we have no issues regarding language.” A male formal school student in Dikwa said, “Yes, if the student does not understand English then the teachers explained in Kanuri, also if they still don’t in Kanuri then explained in Hausa.” Many students also expressed the desire to learn more English.

A few issues arose around language in the classroom, including challenges in having multiple languages being spoken in class. Some teachers and students mentioned that not knowing certain or several languages can be difficult in class, requiring multiple translations and causing delays in lessons. A male NFLC teacher in Konduga said, “some don’t understand neither English nor Hausa. There may be difficulty understanding as the only language they understand is Kanuri.”

One male NFLC student in Bade said that conflict most often occurs among students of different religious ideologies, often male students, although this pattern was not repeated elsewhere in the data.

Two mentions of language/ethnic issues were discussed in Dikwa. A male head teacher said that school dropout mostly affects Shuwa speaking students. And in perhaps the most interesting anecdote related to language, an IDP camp manager in Dikwa stated the following in relation to camp dynamics:

“Yes there is this ethnic supremacy whereby this particular groups wants to be natives and while some other groups also want to be natives. And for example there is a water point at the entrance, and the flow is too high and discuss with WASH partners and agree to reticulate it, and due to the fact that the water pump is situated at the predominately part of the Kanuri speakers, they don’t want it to be reticulated that if the water is reticulated it will reduce the flow rate for them, so they prefer the water that way and people from the other settlement they come there and fetch water. So they are always in charge, just like I want to be in charge and this is what brings issue to the community. But it’s never been a big issue because it usually resolved.”

The anecdote reveals a potential ethnic/linguistic tension between different groups in an IDP camp in Dikwa over resources – in this case access to water. Kanuri speakers are involved but it is not clear what other groups are present. Due to the challenging nature of the data collection effort in Dikwa, it is possible that language dynamics and tensions are more present there than in other sites of AENN implementation, but the quality of the data is not sufficient to really understand what is happening.

Community Dynamics Related to Conflict

Similar to the 2019 RERA, across the four sampled communities, nearly all respondents reported living in relative peace with each other. This included both host community respondents and IDPs. One female leader in Bade said, “You see the way we live in peace in this community is usually what makes me feel happy, people in this community have mutual understanding, social interaction and helping each other, this is known to us in this place, so I feel happy and confident living in this community which I have lived in for many years.” This sentiment was frequently echoed by participants from each community. In addition, participants provided insight into specific connectors and dividers, with significantly greater focus on connectors. Specific institutions, events and individuals were cited as responsible for building community cohesion (discussed in more detail below in the section on community connectors). Participants mentioned a range of small-scale community dividers that were similar across communities and did not mention any major sources of tension or division (discussed in more detail below in the community dividers section).

Similar to the 2019 RERA, there is a strong sense of improved security in recent months and years in the sampled communities, but fears and trauma related to the conflict continue to cause tension within communities. Adult participants mentioned a general sense of increased security due to the decreased threat of insurgency in their communities in recent months and years. However, due to the nature and intensity of the conflict in the recent past, participants mentioned that rumors of approaching insurgency groups or incidents of active conflict continue to stoke feelings of fear, tension

and uncertainty that weigh on these communities, particularly in the less accessible contexts of Dikwa and Monguno. Respondents in these communities noted that past insurgency and insecurity have affected present day aspects like farming and education, in addition to invoking a general sense of fear.

Relations between Community Members and IDPs

Similar to the 2019 RERA, unity between host communities and IDPs was a theme across sampled communities.

A male camp manager in Dikwa said, “The group of people that are staying in that camp are people who suffered one or two crisis to the current insurgency, I won’t say that they are 100% comfortable but at least is a survival face for them and they are still managing and keeping themselves together. For them in camp Tejini base on the camp settlement they feel safe here and apart from feeling safe majorly they are like relative’s family members staying together in order to make themselves comfortable in the camp.”

A male camp manager in Monguno expressed a similar sentiment saying, “Yes, we are living and most of us are muslims, we live together in peace, people usually come together to help one another in times of need.” A female leader in Konduga said, “The community is okay, anyone who left his real community and moved are in need and thus needs to be assisted...We are united by drawing people close, we don’t hate visitor to make progress.”

“The community is okay, anyone who left his real community and moved are in need and thus needs to be assisted...We are united by drawing people close, we don’t hate visitor to make progress.”

**EXCERPT FROM KII WITH
FEMALE LEADER IN KONDUGA**

Community Dividers

The only major source of tension consistently mentioned was the stress and concern associated with living with an ever-present fear of the resurgence of armed conflict. Overall, the communities visited are not currently dealing with active armed conflict in their daily lives, but (as mentioned above) rumors or news about insurgent activity in the area can cause tension and fear to increase among community members. Most participants did not mention any major sources of division within their communities.

Similar to the 2019 RERA, some community members mentioned that unemployed, out-of-school youth cause tension in the community. Youth “idleness” including unemployment, dropping out of school, and lack of supervision were noted as risks facing youth. A male head teacher in Monguno mentioned that students drop out or are excluded from education because, “...sometimes it is bad friends, meaning those who don’t go to school but street hawk, so after school hours, the enrolled student used to follow them as such.” Members of the communities of Dikwa and Bade specifically mentioned Boko Haram and AOGs are threats to youth.

Similar to the 2019 RERA, some community members mentioned community resources as a cause of tension. Community members noted farming, money (poverty), water, and fishing as sources of tension. A community member in Bade said, “Also in the event they went to fetch water it used to cause them fight and result in conflicts which sometimes includes the parents themselves.” Community members in Dikwa and Monguno specifically mentioned farming being affected by insecurity and insurgency. A LGEA representative in Dikwa said,

“The issue of this insurgency really affected us in Dikwa LGA, is a backward progress for us. Because during back in the day here in Dikwa farming is our main source of revue and this only has cost us a lot in many different ways not until now that things have start to calm down we were able to farm a little bit, having said that the farm in the community can’t even go far into the bushes and farm goods because there is still treats of Boko-

Haram from time to time. So had it been this insurgency didn't occur we here in Dikwa would have been among the top farmers in the entire state."

Additional minor tensions mentioned by a small number of participants included the following:

- Marriage conflicts
- Lack of trust among people
- Parents being protective of their children
- Illiteracy

Unlike the 2018 RERA, distribution of relief items did not come up as a community divider among participants.

Community Connectors

Similar to the 2019 RERA, across the communities visited, respondents noted many examples of people working together to overcome hardship, improve safety, and recover from the effects of the armed conflict. These included multiple activities that unite individuals and communities, such as community meetings (including women-only meetings), dispute settlement/conflict resolution meetings, religious activities, weddings, and other ceremonies. Community members also mentioned individuals who serve as community connectors, including traditional leaders and elders, district and ward heads, religious leaders, head teachers, youth leaders, and CBOs. A camp manager in Dikwa said,

"Yes, like in the camp settlement we have the Chairman, the chairman is the one person in the camp that is been respected by the people, and we have the bullamas also so that is the channel within the camp. And among the women committee we have the women leader, she's like the person leading the women aspects and if anyone of these respected people say no one objects it."

Specific locations for bringing people together that were mentioned include traditional leaders' houses, religious institutions/places of worship, markets, community centers, and schools. A community member in Bade said, "Yes sometimes gathering of people at the traditional leader palace for a meeting or to settle a dispute is a place where people gathered to discuss and through that interaction it may lead to strengthening of the relation among people."

Value of Education

Similar to the 2019 RERA, the conflict has led to a shift in perceptions of the importance of education – some people now value it more and view formal education as being formative to children's, and also society's, development. As discussed in the 2018 desk review, the literature clearly demonstrates that in Northern Nigeria, there has been a long-term and deep mistrust in the formal education system. This was validated through primary data collection in both 2018 and 2019, alongside a finding that was not in the desk review: many respondents reported that there has been a shift in the value that communities place on education in general and formal education in particular. This shift is considered to be directly related to the perception that the insurgency was caused in large part by the low value placed on education in the past.

"Which even some parents begin to acknowledge that this insurgency that came is because of lack of education and also all those parents that got involve with the Boko – Haram have now realized the true importance of education are now bringing their children to get enroll in school."

EXCERPT FROM KII WITH LGEA REPRESENTATIVE IN DIKWA

A male LGEA representative from Dikwa said,

“Which even some parents begin to acknowledge that this insurgency that came is because of lack of education and also all those parents that got involve with the Boko – Haram have now realized the true importance of education are now bringing their children to get enroll in school. Which as a result now parents in Dikwa community and around realize the importance of education, which they know now that is the “KEY” way out.”

Similar to the 2019 RERA, primary data collection revealed that some community members are beginning to view education (both formal and non-formal) as a community connector. A male local security agent in Bade said, “Education is the greatest community connector that there is, it can divide and unite at the same time. It affects both male and female, if there is no education there is trouble, the youths need to be educated, they don’t regard education, they are after quick or ready money paying jobs, for that they don’t regard the opinion of others on education and its benefits.” Also, some community members pointed out that education is especially important for females. As a female leader in Konduga said,

“It is important for a girl child to be educated just like it is for the boys, as it is a source of a living. Girl education can be a benefit to train and raised her own children as appropriately. Both girls and boys have equal right to education, they should be given example of people holding higher position and that without proper education all is not possible. Both boys and girls equally enrolled in schools as it has equal importance to both in managing day to day affairs.”

Parents also mentioned that education is important for their children, as a male parent in Monguno said, “When giving assignment and the teacher marked it, they show to us at home. They are happy because of their future aspiration. You cannot become a chairman without being educated, and gradually you get to be a president.”

Similar to the 2019 RERA, across communities, children, both in and out of school, place a high value on education.

Even with varying community perceptions of education, the overall consensus of in-school and out-of-school children and youth in sampled communities is clear: they highly value education and the opportunity to go to school. Across all four communities, female and male student respondents in

formal schools value their education and enjoy going to school. Student respondents in formal schools believe that their education is helpful for pursuing future goals and they feel supported by their teachers and parents. Out-of-school children and youth also value education and express a strong desire to enroll in formal schools or return to formal schools if they have previously dropped out. In Monguno, a female in a NFLC said, “Yes, only when we are educated are we going to be able to achieve all our dreams...” It is important to note that many of the out-of-school respondents attend non-formal schooling in the form of religious/Quranic education in evenings, but still expressed a strong desire to also attend formal school as they believe formal schooling will help them achieve their goals in the future. In focus groups and KIs with formal, non-formal and head teachers in all communities, they verified that their students and other children in their communities want to pursue formal education and enjoy learning.

“Yes, only when we are educated are we going to be able to achieve all our dreams...”

**EXCERPT FROM FGD WITH
FEMALES IN NFLC IN MONGUNO**

Barriers to Education Access and Retention

Barriers to education access and retention are organized into multiple sub-sections, including poverty, armed conflict, costs of schooling, gender-related, and disability-related. The section concludes with a brief discussion on community perceptions of existing responses to these challenges.

Poverty

Similar to the 2019 RERA, poverty is considered the main barrier to education access and retention in all four sampled communities. A main finding is that poverty both indirectly and directly impedes the ability of children to attend and stay in school. Poverty indirectly impacts access to education by leading to food insecurity and a preference by parents to send their children to work. An underlying theme discussed by participants is that in the conflict and post-conflict context, it became difficult to send children to school when families could not afford basic necessities for survival, including food and shelter. Additionally, some participants mentioned that poverty rates in some areas increased due to the conflict, leading to even more difficulty for families to afford daily expenses, including education.

Many participants in Bade, compared to the other three communities, mentioned poverty and hunger as barriers to education access and retention. A male student enrolled in school in Bade said, “Wednesdays are market days some of the students don’t come to school, they go to the market to work for money, some do hawking others do menial jobs like running errands and carrying load.” Some participants in Bade noted that providing food and having food programs were incentives for children to attend school. A female leader in Bade said, “We observed that feeding naturally encourages children to stay at school, so I strongly advise that this program should focus on the feeding, infrastructure and learning materials aspects and they will succeed.”

Costs of Schooling

Similar to the 2019 RERA, in terms of direct impact, poverty impedes education access and retention as families and students cannot afford to pay the direct costs of school fees, uniforms, learning materials, and transportation. Three of the four communities sampled noted costs of schooling as barriers to education, while it was only mentioned once in Dikwa, related to buying book bags. And out of school female in Konduga said, “My mother wants to enroll me but doesn’t have the means to. Even if we get enrolled no one will support us with school needs, such as uniforms, books and pencils, so is better we did not start it so that we don’t drop without completion.” A male parent in Bade said, “Poverty can also decide where parents send their children to school, sometimes when the economy of the family is weak the parents may choose to send their children to non-formal school to cut down cost.” A female leader in Monguno said, “Well it is still assistance especially learning materials; such incentives can help lure them into school. You know parent used to complain that even the food to eat is difficult to them not to talk of enrollment them o school and paying and buying books to them.”

Participants felt school should be free or that other materials should be provided free of charge by the school, NGOs, or government programs. Some noted that the situation has improved because materials have been provided. A male religious leader in Monguno said, “Free education should been initiated or the current high school fees should be reduced drastically, back in the days we know even feeding was provided for free, but now you have to shop for your child when he is going to school.” A male parent in Monguno said, “Most especially these NGOs, some said they are sponsoring children the less privileged ones by providing books, bags, handbag, etc. But when you ask the student their response is they have not been giving such things as mentioned, may be the children overwhelmed the materials. Therefore, we

are pleading on NGOs to do more upon the current effort on ground. We appreciate what are doing presently.”

In sum, poverty is the most direct barrier to education access and retention because families and students simply cannot afford the direct costs that come with enrolling a child in school and keeping that child in school. Poverty is also an indirect barrier to education access and retention as it leads to families sending their children to work to increase household income. Basic necessities for survival, such as food and shelter, often take priority over education.

Child Labor

Similar to the 2019 RERA, domestic chores, hawking, and other forms of child labor are barriers to access and retention. Across each community, domestic tasks including cooking, cleaning, fetching water, farming, and caring for younger siblings impeded access to educational opportunities. Those responsible for these tasks often differed by gender and age as girls generally remained at home to cook and clean, while boys did more chores out of the house, including farming fetching water. However, both boys and girls across communities mentioned that these tasks are not exclusively for one gender, and both genders participate in each depending on family situations. Additionally, many children mentioned that boys have more free time to play and study while girls are held up doing household chores. Some parents and teachers said that domestic chores or running errands caused children to be late to school or miss full days of school. However, some children in formal schools mentioned that they were able to complete domestic chores and also attend school.

Armed Conflict

Although the communities sampled are not affected by active armed conflict on a day-to-day basis, the conflict has created critical barriers to education access. An LGEA representative in Konduga said, “For the past 6 years Konduga has been experiencing attack by the armed men killing many people and displacing many before the insurgency we have 79 primary schools in Konduga LGA but now left with only 15 school. We forced to close two of our schools two days back after the attack by the armed men, so I can say we are affected by the armed insurgency.”

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**EXCERPT FROM KII WITH AN
LGEA REPRESENTATIVE IN
KONDUGA**

Compared to the 2018 RERA, conflict was not as heavily mentioned as a major current threat to the community

or education. Many participants talked about past insurgency, but noted that the situation has improved and that community members are working on overcoming insecurity challenges. A female teacher from a NFLC in Konduga said, “The conflict really affected enrollment in the past but with the return of relative peace the enrollment numbers have increased significantly.” A religious leader in Bade noted, “Conflict started influencing enrolment during insurgency, but due to awareness we have overcome that challenge.”

However, participants did mention some lingering effects of insurgency and armed conflict. Participants noted schools closing, fear related to gunshots, bombs, and kidnappings, and effects on enrollment. A female enrolled in formal school in Monguno said, “When there is sound of shooting, we usually don’t come to school because of fear of stray bullet.” A male teacher from a NFLC in Bade said, “It will bring fear to the minds if parents remember especially what happened in Chibok and Dapchi communities, they are afraid of repetition for their children.” Interestingly, a male LGEA representative in Dikwa said,

“Definitely it will affect the enrollment of students, but for now lack of education is what affect the enrollment of students in schools. For example, what really brought the issue of illiteracy to education is redundancy practically doing nothing and that alone can bring a lot of issues and probably conflict within the LGA and especially the community. But now they begin to realize the effect of it and the damage it causes the students and the people entirely, so now they rush and bring their children for enrollment. So practically the conflict brought a change to the LGA that now more enrollment is frequent.”

Unlike the 2018 RERA, there was not as significant data in year 2 showing conflict-related issues such as forced displacement, psychological trauma, and parents preventing their children from attending school.

Gender-related Barriers

Longstanding cultural and gender norms present challenges for girls to access education and stay in school. Boys face their own challenges with educational access and retention. As summarized in the primary data collection findings, dropout factors are laid out in the table to the right for girls, boys, and both sexes.

Similar to the 2019 RERA, there is a common perception that girls should marry between the ages of 13 and 18 years old. One participant said that with a good education, girls will reach the age of 20-25 before getting marry, while others said there was no specific age for a girl to get married. However, when a girl gets married, she immediately drops out of school and women who remain unmarried are shunned by other community members.

Similar to the 2019 RERA, secondary school and career options for girls are very limited, with cultural and gender norms heavily influencing choices. In addition to barriers such as early marriage, the expectation that girls should not or cannot continue education after primary school presents a major challenge to education access and retention. Many participants mentioned that there was a lack of girls in secondary school, less freedom in careers for girls, and gender norms that restrict their choices.

Similar to the 2019 RERA, girls do not have as much time to dedicate to school. Many participants mentioned that boys have more play time and study time while girls are still busy with household chores. Some girls said that they miss or arrive late to school because of chores or work.

Table 6. Dropout factors by gender.

Girls	• Parents do not value girls’ education • Parents fear sending girls to school due to kidnappings • Expectation that girls will not continue education after primary • Girls restricted on career paths • Gender roles • Early marriage • Religious and socio-cultural beliefs • GBV • Lack of senior secondary schools for girls • Domestic chores (cleaning, cooking, childcare)
Boys	• Employment • Domestic chores (fetching water) • Farming • Selling on streets
Both	• Poverty • Armed Conflict • Displacement • Trauma • Overcrowding • Hawking • Lack of parental awareness

Children with Disabilities

Similar to the 2019 RERA, there are limited education options for children with disabilities in the four sampled communities. Not only do schools lack the capacity and infrastructure, but students also lack adequate assistance. An LGEA representative said, “There is a structure for the disability students but not all the schools, some even include the disabled with the normal students.” A male parent in Monguno said, “One cripple girl stopped coming to school because her wheelchair got broken and cannot be replaced to her.”

Similar to the 2019 RERA, teachers also lack the appropriate training to deal with students with disabilities. A female parent in Bade said, “The approaches are the same as there has never been any proper training for the teachers to cope with children with disabilities.”

Similar to the 2019 RERA, despite these challenges, some efforts have been made by community members to help students with disabilities. Wheelchairs have been provided by the government and ramps are being constructed at schools. Teachers also mention the desire for training for students with disabilities.

External Risks

In this section, we examine external risks faced by schools and pupils in the immediate environment. We begin with a short section on armed conflict, followed by a lengthier discussion of insecurity on the route to and from school, and a discussion of gender-based violence in the community and how this relates to educational participation. The section concludes with a brief summary of what responses may already be in place in some communities to deal with external risks.

Armed Conflict

Similar to the 2019 RERA, in the four sampled communities, armed conflict and attacks on education are not currently risks, despite heavily disrupting learning in the recent past. However, as mentioned in the previous section, armed conflict presents a variety of barriers to education access and retention that increase risks, including education systems closing, displacement, and trauma. In addition, there are prolonged after-effects in the post-conflict and immediate post-conflict communities that are still in recovery phases and leave populations with lingering fear and tension.

Insecurity on the Route to and from School

Insecurity on the route to and from school was discussed in most FGDs across communities, and manifests in multiple ways. **The consensus across communities is that the route to school is safer than it used to be, but fear remains about bomb blasts, gunshots, and kidnappings that were more prevalent during the height of the conflict.** Across communities, many students mentioned fears around bomb blasts and gunshots during their walk to and from school. Children are warned by parents and teachers to be careful during their commute and stay at home or school if they expect any danger. One female student in a NFLC in Monguno said, “Our teacher will keep us close to him, and when the shooting is over, we will be sent home.”

Similar to the 2019 RERA, many participants mentioned crossing busy roads and heavy traffic also causing insecurity on the route to school. These risks are heightened for students who have to travel long distances to get to school, often by foot. Participants noted threats of speeding cars and motor bikes and a vulnerability to unsafe traffic on their walk to school. A head teacher in Dikwa said, “The main major challenge we faced is when our students leave their homes to school (on route to school) and going back, our most fear is when they cross the roads to and from school.” Some students and

parents said that teachers and security guards sometimes assist children with crossing roads and keep children at school until it's safe to go home. A local security agent in Bade said, "Some of the most disturbing dangers are from Keke Napep operators who have been a menace to the children on the roads, they are all very reckless and don't watch out for school children and pedestrians. We watch the road in the morning for the students to be able to cross the road to reach the school."

Flooding was another major risk for students' commute to and from school. In Dikwa and Bade, flooding during the rainy season was also mentioned as a potential risk to student safety on the route to school. Students mentioned there were more accidents and that sometimes they have to stay home from school when roads are flooded.

Gender-based Violence

Gender-based violence in homes and communities was not discussed as heavily as in 2018 RERA. However, GBV was most frequently mentioned by participants in Dikwa and Monguno, specifically students in Dikwa and parents in Monguno. There was no discussion of GBV in Konduga and only one mention in Bade, related to girls' fear of sexual harassment on the way to school. Several participants said that they do not have issues of GBV in their community.

Similar to the 2019 RERA, participants in Dikwa and Monguno said that victims of GBV mainly impact girls, in addition to IDPs and other vulnerable groups.

Regarding children being touched in inappropriate ways, a male parent in Monguno said, "Yes, it once happened, but it is not much, we mediated it soon. Those children that are in the Camp used to report such cases but not the community people, it is mostly in the Camp." Other parents in Monguno said victims, mostly females, are often drugged in cases of GBV. A few participants in both communities noted that GBV affects IDPs or occurs in camps, rather than in the school or outside the camps.

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EXCERPT FROM A MALE PARENT IN MONGUNO

Responses to External Risks

Community members discussed a few responses already present in their communities related to external risks. These included teachers educating children on safety measures, teachers and parents walking children to and from school, teachers and parents discouraging children from talking to strangers, and increased community security measures.

Internal Risks

In this section, we discuss findings related to risks internal to the school environment. This includes school infrastructure, lack of WASH facilities, overcrowding and inadequate space in schools, school security, school climate, corporal punishment, bullying, and school-related gender-based violence. The section concludes with a brief discussion of response already in place in some communities to deal with these challenges.

School Infrastructure

Similar to the 2019 RERA, sampled communities face school infrastructure challenges such as shortages of buildings and classrooms that affect a child's ability to attend and focus in school. Participants in Dikwa and Monguno mentioned traces of past conflict and insecurity, noting

destroyed school buildings, broken perimeter fences, and school walls being vulnerable to bullets. A local government education authority representative from Dikwa said, “The challenge that most affect the school is the collapse fence and the school gate. Because during the school hours a student can leave the premises at any time and anything can happen to that student which the main road is directly close to the school gate. And the most important of all the insecurity.” Participants across all four communities also discussed dirty and unsafe school grounds due to the effects of rainy season. Shortage of classrooms and space due to overcrowding was another factor mentioned and will be discussed in more detail in the following section.

Overcrowding and Inadequate Space in Schools

Similar to the 2019 RERA, a byproduct of conflict and displacement that has become a critical barrier to education access and retention is the overpopulation and overcrowding of schools and classrooms. Clearly this challenge will only be exacerbated by the changing perceptions of formal education discussed earlier. Overcrowding in schools has been a longstanding issue in northern Nigeria, but the conflict and subsequent displacement has intensified the problem. Participants in focus groups and KIs made several references to overcrowding as a main issue facing school communities.

Similar to the 2019 RERA, the influx of IDPs and effects of the insurgency led to a shortage of schools, classrooms, and resources has affected students and teachers across the four communities. Classes are severely overpopulated with anywhere from 120-170 students and only one teacher. Many classrooms will have 3-4 students sitting at one desk and kids sitting on the floor. Teachers mentioned they are sometimes forced to hold class outside and have turned children away because of such high enrollment. A female formal school teacher in Bade discussed the consequences of overcrowding on issues like bullying, “We have bullying problems here, some children that are bigger than others come to forcefully collect other children lunch packs and even money, when that happens, you can’t be able to identify the culprit because the children are many, so we end up giving the children money to buy food for peace to reign.”

Lack of WASH Facilities

Similar to the 2019 RERA, another major infrastructure risk mentioned across communities was a lack of adequate WASH facilities. Many participants mentioned lack of toilet facilities or inadequate toilets including gender-separate, student-teacher separate, or handicap-accessible. A male head teacher in Konduga said,

“Boys and girls have separate toilets but it is local arrangement, when combined with the secondary section we are about 3000 plus sharing 14 toilets, as a matter of fact the toilets are not enough, we have over 100 teachers and more than 3000 students, we have shared the 14 toilets amongst ourselves some for the male teachers and others for the female teachers, the boys have some and the girls also, we do remind them always that some toilets are for this group and those are for the other so that they will know where they are going when the need arise.”

In addition to the lack of toilet facilities, participants mentioned a lack of water supply in the schools. Some participants discussed broken water pumps, the need for drinking water, and not having any water access at all. A local government education authority representative in Dikwa said, “Also we have water supply but is broken so the water comes very slowly for use purpose. It uses engine to pump water to the tank for adequate water supply with full pressure, but is broken now, so if you would assist us with a solar panel we will be very grateful.”

Some students in Dikwa also mentioned a lack of hygiene infrastructure in their school and expressed the desire for improved cleanliness.

School Security

Despite active conflict not being a daily risk in the communities sampled, lingering fear remains pervasive around school safety and security as discussed in previous sections. In general, most participants acknowledged that schools are relatively safe for students and teachers in their communities.

Similar to the 2019 RERA, fences around schools are considered important for the sense of security and safety for students and teachers. Participants cited that a lack of school fences could lead to children being kidnapped from school premises. In addition, a lack of fencing leads to motorists cutting through school grounds, which present threats to student safety and disrupts learning due to noise and distraction. Lack of fencing also allow students to leave the grounds at any time, making them more vulnerable to violence and accidents. A male formal school student in Monguno said, “At the back side of the school, the fence has partly collapse, and people used to trespass through the area, some residence even used to dump refuse there.” Several participants discussed the desire for more security at the school.

Some participants also mentioned that fights sometimes occur near schools and there was one mention of a time when older male students brought weapons (knives and machetes) to school for a fight. Participants mentioned that fighting occurs due to politics, monetary disputes, and over girls.

School Climate

Though the importance of education has increased, issues still remain around the state of schools and teacher environments. **First, as previously mentioned, and similar to the 2019 RERA, overcrowding and a shortage of classrooms creates environments that are not conducive for quality teaching and learning.** Overcrowding and a lack of desks, benches, school supplies, and learning materials were all mentioned as challenges in schools across communities. A male head teacher in Dikwa said, “Alhamdulillah, the enrollment of school is very productive even better than before, also the enrollment issues affect the school due to lack of material in school, like books and mostly uniforms. Also, the population of children in school outnumbered the classrooms.”

Similar to the 2019 RERA, across communities, teachers experience deficits in teaching conditions and the education system, including lack of materials and inadequate salaries. Several teachers mentioned difficulties in carrying out their jobs due to a lack of materials like textbooks and writing utensils. Many teachers also said they were not paid enough, citing budget issues, salary delays, and promotion issues. A female formal school teacher in Bade said, “Corruption did not start today, education is not given the relevance it deserves. Like the issue of promotion, you find out that you have been promoted over 3, 4 or 5 years ago and you haven’t even seen your letter of promotion and someone is collecting the money for personal gains.”

Similar to the 2019 RERA, many participants mentioned issues of underqualified teachers and lack of appropriate or enough teacher training. Teachers have either not had any training at all, poor training, or are severely undertrained. A female NFLC teacher in Konduga said, “The government has been doing their best in terms of training but it is grossly insufficient, it is not all the teachers that get the training.” In addition, across communities, teachers lack training related to students with disabilities. A male head teacher in Dikwa said, “There are no provision for teachers specifically trained to cater to pupils with disabilities, they usually join together with the normal children in class.”

Corporal Punishment

Similar to the 2019 RERA, different types of punishment, including corporal punishment, are used across communities with mixed perceptions about whether this is a good practice or not. In general, students and teachers mentioned a few different types of punishment, including frog jumps/crouching, corporal punishment (i.e. struck by cane or “lashes”), pulling ears, and being locked in an empty room until the school day ends. Teachers and students agree that different types of punishment are used based on level of the perceived transgression. Examples of reasons for punishment are being late to school, fighting, misbehaving, having a dirty uniform, making too much noise, and not cutting their fingernails. Additionally, participants either mentioned that there were no differences between how boys and girls were punished or that there were slight differences. For example, girls may receive less lashes than boys and are only beaten on the bottom and hands while boys are beaten all over.

Similar to the 2019 RERA, some parents and even students are okay with corporal punishment if “the punishment matches the crime.” Corporal punishment seems acceptable when a child needs to be disciplined and taught a lesson. A male parent in Dikwa said, “The punishment is in order we don’t get involve because we think is just.” A male formal school student in Bade said, “We are happy about the punishment as it is done as a corrective measure for those who go against the school rules.”

However, some students and parents say corporal punishment affects children’s concentration in class and can even lead to them dropping out of school.

Bullying

Similar to the 2019 RERA, acts of physical and psychological bullying were mentioned across sampled communities, with the consensus being that it is harmful for students. Student participants discussed younger children being bullied by bigger or older children, especially males. Students also reported being bullied by school prefects and monitors. Only one student in Bade cited bullying against children with disabilities. Bullying to other vulnerable groups such as IDPs and orphans was not mentioned.

Similar to the 2019 RERA, teachers recognize that bullying occurs, but were adamant that they know how to properly handle cases of bullying. A female formal schoolteacher in Konduga said, “The bigger child maltreating the junior one will be called and counseled, or even give him responsibility, in such case, he will stop what he is doing.” A male head teacher in Dikwa said, “Yes, sometime we have cases of the big (Senior) students usually bully the junior (Small) students, but the teachers handle them carefully.” A female formal teacher in Bade said, “As a teacher, when a pupil comes with a complain of bullying, you have to stop your lesson and follow the pupil to know exactly what happened and also find a way to remedy the situation.” However, a few teachers and students noted that because schools are so overpopulated, there is difficulty for teachers to remedy situations of bullying.

Parents in Bade are aware that bullying occurs and mentioned that students are encouraged to report bullying to school officials. One female parent in Bade said, “Yes, they are always afraid of other students ganging up against them, that is also a factor that can lead the child to losing interest in schooling.” A male parent in Bade said, “The school always there to intervene and punish offenders in school related bullying and sometimes does follow-ups on the incidents outside school as they concern commuting to school.” Another female parent in Bade said, “Bullying happens, but teachers don’t allow it. The prefects bully the children, but the teachers punish them for that. It happens in and out of school.”

Students with Disabilities

Similar to the 2019 RERA, schools across the four sampled communities lack adequate infrastructure and teaching capacity for students with physical and intellectual disabilities.

Participants noted that not only do students with disabilities lack wheelchairs and have issues with commuting to school, but they also struggle with accessibility to and in school buildings. Schools lack ramps for students in wheelchairs and handicap-accessible toilet facilities. Additionally, students with disabilities are often grouped into regular education classes and teachers are not trained in special education or to deal with students with disabilities, though they desire training. A female NFLC teacher said, “The policy for disabled children for education should be reviewed and strengthened in order to meet with the challenges they face and more friendly infrastructure should be provided, teachers should be given special training so they can cope with this special area of teaching.”

School-related Gender Based Violence

In general, school-related GBV was not heavily discussed in the year 2 RERA. Many teachers and parents noted that GBV does not occur or that they are unaware of any cases in schools. Teachers said that if there are incidents, there is a policy in place for dealing with them. SRGBV was not discussed in great detail among students, but they did mention that females are more affected by bullying and being touched inappropriately at school, including those of low socioeconomic status, religious students, and IDPs.

Responses to Internal Risks

Community members referenced a number of responses already in place to deal with some of the internal risks faced by schools. In some communities, the rehabilitation and reconstruction of school buildings, classrooms, and toilet facilities has been prioritized, and fences have been built around schools. School security has also been prioritized, involving a school-based management committee, placing security guards at the school gate, and liaising with the community and community leaders on security issues. Participants also noted training for teachers in psychosocial support, counseling for teachers on corporal punishment, and supervising teachers’ performance.

Recommendations

This section uses a table format to summarize headline conclusions from the RERA and GESI accompanied by high-level recommendations that will be useful in bringing multiple stakeholders within and around the AENN program together around key issues and trends. These are organized by Language, Community Dividers, Community Connectors, Barriers to Enrollment/Retention, External Risks, Internal Risks, Gender-Based Violence Inside and Outside of Schools, and Cross-cutting Issues.

Community Dividers

Headline Conclusions	Recommendations
Language tensions due not appear to be a major factor in the communities of AENN implementation, though the project team should be mindful of the needs	• Move forward with rolling out AENN programming in both Kanuri and Hausa. • Continue to collect data on languages spoken and understood by program participants and use the information to consider how AENN can improve service delivery for minority language speakers (non-Hausa or Kanuri speakers).

of language minorities.	
Fear and trauma cause tension in both IDP and host communities, even when there is no active conflict.	• Education programming should work to enroll children and youth in both IDP and host communities equally to address lost time and build a sense of normalcy, stability and long-term investment. This may necessitate setting criteria for enrollment if demand exceeds supply including measures to ensure transparency with the community, which must comply with the “Do No Harm” principle. The student database should include a waiting list. • Selection criteria for Return to Learning and NFLC facilitators should be conducted with clear criteria and through a transparent process with the community, in particular to be cognizant of concerns about IDPs being sympathetic with insurgent groups. • AENN needs to be aware of fluctuating tensions and fears in these communities and how they affect educational choices for parents and children/youth. Consider Rolling Assessments of tensions/fears and educational choices of parents. • Social-emotional learning should be provided to children, youth, and teachers (leveled by age group) to build coping skills to deal with trauma and build resilience. This should feature recreation in addition to other strategies, such as referral pathways for children to receive more targeted and specialized support. SEL messaging should also be provided to parents.
The idleness and/or hostility of male youth is sometimes blamed for community tensions.	• Out-of-school boys, especially older boys, may need specific strategies to enroll and keep them in school or in NFLCs and prevent dropout. • Within AENN, this should be a cross-cutting issue that is addressed through different sets of activities, including materials development, teacher professional development, community level interventions, etc. • Consider how to identify boys in need of support. • Consider the use of positive role models (for boys as well as girls) in programming. • In addition to the Activity’s direct or indirect interventions focused on older boys and girls, the Activity should reach out to other stakeholders involved in productive vocational and recreational skills interventions to help address male and female youth idleness and/or hostility of male youth.
Distribution of relief items to IDPs can cause tensions between IDPs and host communities.	• The Conflict Sensitive Education guiding principles and strategies should be complied with when providing education support to IDPs and host communities. • To avoid creating tensions between IDPs and host communities, education programming should be available for all who need it without a focus on either IDPs or host communities. • Interventions for formal schools and NFLCs should not be dramatically different; for example, if NFLCs receive more support, this could create a sense of inequity among students and create new problems. The community mapping will help identify who is the ‘most at risk’ and AENN will need to ensure that additional support is provided to support equitable outcomes

Community Connectors

Headline Conclusions	Recommendations
There is significant goodwill towards IDPs among host communities.	• AENN should work with local leaders to build opportunities to bring IDP and host communities together through educational programming at the community level, capitalizing on an overall sense of goodwill and understanding

	- Community mapping that is participatory and inclusive of both IDPs and host communities should identify key institutions, locations, and events that bring the community together, and key actors that are respected in communities - The Community mapping should also identify ways in which communities would be willing to show their support for AENN (tutoring, provision of snacks, provision of exercise books and pencils, etc).
There is a strengthened belief and increased trust in education for all children (girls, the displaced, the disabled), possibly as a direct result of the conflict.	- Find respected community leaders who can be identified, trained and recruited as local champions for inclusive education in their communities - In the communities where AENN works, it will be important to provide enough non-formal educational opportunities for all who need it and want it, and not only for a select few, and to make sure that the NFLC classes meet the needs of the population (groupings, timings, etc), with specific attention to marginalized communities (girls, pregnant/married adolescent girls, the disabled, overage boys who might be viewed as troublemakers, etc) without becoming overcrowded (consider pupil-teacher ratios) - With more interest and trust in education, there is a renewed pressure to truly find opportunities for mainstreaming following participation in NFE. AENN risks building up hopes and not being able to meet them if the formal system can't cope with the needs of completers. AENN must work with SUBEBs and others through the Data Hubs to acknowledge the growing demand and improve planning processes to accommodate these changes. Consider Rolling Assessments of changes in demand for education. - School safety and teacher preparation must be well-addressed within schools and NFLCs so that parents do not lose their new faith in education - Safety of learners must also be addressed between home and school, and this means involvement of the parents and community. - In policy discussions, increase advocacy for, and maintain a strong focus on, the transition from NFE into FE, which is not currently standardized. The details are inconsistent and variable. This must be a main focal area for policy discussions going forward.

Barriers to Access and Retention

Headline Conclusions	Recommendations
Hunger is a major challenge for targeted children and youth. Children will not be able to attend and learn if they are hungry.	- AENN must find ways to creatively address school feeding. Look for community-level solutions, work with government, work with partners to address school feeding issues where possible. Include resources in the community mapping exercise to assess feeding options. - Community-led school feeding approach is realistic and sustainable when the communities have means for food production locally. Some communities may have capacity to provide occasional inexpensive snacks (like masa).
Direct costs of schooling are a barrier for many families.	- AENN should consider community and school-level interventions to address the costs of uniforms, school supplies, school fees, and more. School- and community-level led interventions are realistic and sustainable when the communities are involved in viable socio-economic activities. There is need for AENN to liaise and collaborate with other agencies that are involved in livelihood development interventions. - The program needs to consider how the lack of learning materials will be managed going forward. The Government agencies at all levels, other key stakeholders and communities need to be engaged in discussions on provision of learning materials.

Some parents do not value formal education, for various reasons.	• (As above) Respected community leaders should be identified, trained and recruited as champions for inclusive education in their respective communities • AENN should organize community sensitization and advocacy activities to promote the importance of education, teachers, learning, especially for girls. • We need to have respected community leaders publicly support education. For example, bringing in one-time speakers at events, and developing a set of “Education Champions” if available. • Community mapping should assess the reasons why some parents do not value formal education, in order to inform advocacy efforts.
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External Risks

Headline Conclusions	Recommendations
Fences are considered important for keeping traffic and unauthorized adults out of school.	• AENN should consider community-level solutions for building and maintaining fences around schools.
The route to school can be dangerous, especially if children have a long way to walk.	• AENN should organize community-level solutions such as escorts on the way to/from school, mine clearance, “community buses” where children meet in one location and walk to school together, etc. This will require involvement of the parents and communities to come up with community-owned solutions. • During community mapping, examine locations of existing schools and NFLCs. AENN should keep NFLCs within the communities where children live whenever possible to reduce distance traveled. • AENN should attempt to choose sites removed from hazards to children (busy highways, construction sites, socially acceptable, etc). • Consider whether mine risk education referrals may be necessary.

Internal Risks

Headline Conclusions	Recommendations
Many schools face extreme overcrowding.	• In the short-term, AENN can relieve some of the burden on formal schools by providing the option of NFLCs especially for overage youth. However, AENN must consider the implications of drawing children away from formal schools for non-formal learning, when the long-term goal is to bring more children into the formal system. Parents should be able to make choices about what educational options are best for their children. AENN must put measures in place to address this real possible scenario. • Consider Rolling Assessments of enrollment numbers/ages/PTRs in AENN schools • Consider bringing local policymakers on study tours including overcrowded schools to understand the needs and challenges and discuss the implications for how to relieve the burden on formal schools, including sensitization about the role NFLCs can play. • In the long-term, AENN should work with education authorities to develop strategies to increase the supply of both formal and non-formal educational opportunities in order to meet the growing demand. In addition, increasing supply

	of formal education by creating more spaces in formal schools will eventually reduce the burden on the NFLCs
The lack of sufficient toilets and WASH facilities in schools is a huge problem and in many schools there is open defecation, and lack of sex-separate toilets.	• Sufficient and gender-appropriate and -segregated toilets, latrines and other WASH facilities in NFLCs and formal schools is a real priority. The AENN Activity should liaise and collaborate with agencies involved in WASH to address it. (i.e. linking with the WASH working group/cluster to identify partners who can provide support). • AENN should work with SUBEBs and others through the Data Hubs to understand the need for toilets and improve planning processes to address the gaps. Again, consider study tours for first-hand views of the situation in some schools. • AENN should look for community-level solutions and work with other programs to address problems with WASH (Rolling Assessments of WASH issues?).
Corporal punishment is widely practiced, accepted and even desired by teachers, families and some pupils, and is often abused by prefects.	• Build awareness that this is long-term behavior change issue and develop realistic strategies to respond, and is heavily exacerbated by the overcrowded conditions. Teachers, parents, students (especially prefects) community leaders and members should be trained in positive discipline strategies. • Provide training for the WHOLE school (prefects, students and teachers) on expectations for behavior. Kids who have only learned to behave from fear of a whip will also need coaching on how to follow rules without the threat of corporal punishment. Social and Emotional Learning curriculum implementation will play an important role in addressing violence in schools. • Train teachers in codes of conduct and alternative positive discipline strategies. • Educate communities about the links between corporal punishment and reduced educational outcomes for their children. • The prefect system should be addressed to prevent prefects using their powers to bully and beat other children (consider retraining prefects)
Bullying mainly affects children who are already marginalized, is exacerbated by extreme overcrowding, and is a source of frustration for teachers who struggle to manage it.	• Head teachers and teachers need training on how to manage bullying in schools, including in overcrowded conditions • AENN should consider a student code of conduct to be signed by each student • Prefects should be retrained in less violent methods with new strategies enforced by schools staff • The Social and Emotional Learning curriculum implementation will play an important role in addressing violence in schools. • AENN should consider student-level initiatives to address bullying in schools (reporting and response, clubs, social-emotional learning activities, complaint box).
Teachers suffer from lack of respect, low pay, their own challenging life conditions, and a huge burden of responsibility to care for overwhelming numbers of children, many of whom have dealt with trauma and conflict.	• AENN Activity need to address issues related to: teacher-teacher relations; teacher-head teacher relations; teacher-pupil/student relations; teacher-parent relations; pupil/student-pupil/student relations; teaching large class sizes. • Teachers need to be supported in multiple ways by AENN, with a focus on their own well-being (training, mentoring, teacher learning circles, teacher recognition) • Community interventions should aim to improve community appreciation of and support for teachers and build respect for teachers. • AENN could provide recognition to high-performing teachers each year.
Teachers are inadequately prepared	• AENN should provide training to teachers on classroom practices, including large class sizes and multi-grade teaching

for the challenges they face in the classroom.	• AENN should provide training to teachers on core topics as well as conflict-sensitive education, SEL, teaching children with disabilities • Ongoing mentoring and coaching will be critical.
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Gender-based Violence Inside and Outside of Schools

Headline Conclusions	Recommendations
GBV in the community and school does happen and sometimes the victims (often girls) are blamed for it	• Provide gender trainings to AENN staff regularly including reflection on how to change mindsets in schools and communities around GBV • AENN Activity should also liaise and collaborate with organizations or programs working in GBV to help address GBV matters more holistically at home, school and community levels. • All AENN training should include a GBV component • The Community Action Cycle and school safety plans should both look at options for a response mechanism for victims and their families at the local level, and AENN needs to look at options for referral pathways. • Schools need codes of conduct, teachers need to be trained in them, and head teachers need to enforce them. • Teachers and head teachers need to receive training and coaching on how to spot signs of GBV, provide support to students, and referral pathways • Social-emotional learning activities should support children to gain coping skills to deal with trauma and should include differentiated strategies for boys and girls.

Cross-Cutting Issues

Headline Conclusions	Recommendations
Little to no data to understand school contexts exists or is shared, particularly around education quality, GBV, etc.	• AENN Activity should work closely with governmental agencies, UNICEF, other organizations/programs, education sector groups (ex. EiEWG), universities and colleges to address education data needs. • AENN's data hubs should consider the gaps in data and key issues that SUBEBs and partners need information about to facilitate planning processes • AENN should work closely with EiEWG and coordinate with relevant partners; information sharing • Improve communication with NGOs and government entities collecting data on population, security, child protection