SAFE SCHOOL INITIATIVE

PROMOTION OF QUALITY EDUCATION FOR IDP SCHOOL COMMUNITIES

QUESTIONNAIRE 1: SCHOOLS SURROUNDING IDP CAMP

SHORT NOTES ON PROCEDURE AND METHODOLOGY

1. Introduction

It is important to bear in mind that the profiling/mapping exercise will be undertaken with the understanding that no teaching and learning will take place in IDP camps per se. It is understood that where IDPs reside, there's complete lack of schooling facilities and it would require lots of resources to create these as learning centres. The idea therefore is to assess and through that assessment *ascertain the capacity, readiness and even willingness* of school communities in the neighbourhood of IDP camps so that children from IDP camps can be catered for educationally through a **DOUBLE SHIFT SCHOOLING** system. As such it is important to determine the number of children out of school (OOSC) within each IDP camp (in totality) — at the same time mapping out the number of schools available in the neighbouring/surrounding areas which can absorb these children. It is for this purpose that the assessment/profiling/mapping exercise will be undertaken has with both, IDP Camp households by targeting the head of the family (preferably the mother) as key informant as well as neighbouring school communities (to determine capacity/readiness of these schools for **double shift schooling**). It is our view that some of the teaching staff will come from the IDP communities themselves and the existing teachers within neighbouring schools will also be engaged on contractual (stipend-based) basis specifically for double shift teaching and learning.

Understandably, all issues with regard to **access to quality education in safe and protective learning** environments have to come under consideration hence the inclusion of various categories in the matrix above (though not exhaustive).

2. Methodological Parameters for the Profiling of IDP Households and mapping of neighbouring Schools

The focus of the survey is to partly to ascertain the capacities and readiness of schools in the neighbourhoods of IDP Camps to absorb more learners through the **DOUBLE SHIFT SCHOOLING** system; and partly to ascertain how many of these **OOSC**s are in the IDP camps, of what ages, and for which grades. Furthermore, also to ascertain their schooling needs. It is envisaged that while most primary schools in the IDP areas are already taking on new learners due to the influx into IDP camps, more children are still out of

school, unable to get access. A system of **double shift schooling** means that regular students (in school) will attend the normal school (morning) hours and the children/learners from IDP camps (out–of-school) will be able to attend the classes in the afternoon using the same school facilities/premises. It is therefore important to map out clearly **WHICH schools** are close to **WHICH IDP camps** and to ascertain what **capacity** is in these schools to run the double shift schooling system. Apart from space (classrooms), it is critical to verify the various other issues relating to improved **access** and **quality** education (teaching and learning materials, furniture including the human resources development needs). To ensure that all girls and boys have access to **quality education in safe and protective learning environments**, a holistic approach to this survey is critical hence the inclusion in the matrix (above) of **Child Protection** and **Health** and **Special needs** of children.

In the light of the above points, this small scale survey will most appropriately combine both qualitative and quantitative (statistical) data collection and analysis methods. At school level, **interviews** will be held with school leaders: Headmasters and SBMCs and in some cases classroom teachers. Naturally the interview questions will be semi-structured and guided by the categories of items in the table above— which will be the basis for data collection. Interviews, using semi-structured or unstructured questionnaires will also be conducted with parents, preferably in local language in order to maximise elicitation on the required information from the participants (household heads). Although these will form the key informants, there will be need for **FOCUS GROUPS**, in some case with SMCs and parent communities *(interview schedule for parents)*. Ideally, initially **Focus Groups** discussions will be conducted with MoE, SUBEB and LGEAs staff through joint planning/consultative meetings in the target LGAs (Maiduguri, BIU, etc). In all of our interviews and Focus Group discussions, a friendly and non-threatening atmosphere need to be created to elicit maximum information from the participants. As mentioned earlier, the use of semi-structured questions, generated from the matrix (School and Child/mother) will allow, especially during parent interviews, for flexibility to code- switch into local language whenever/wherever necessary. However, English will be the preferred language.

Where local language has been used, as in the parent interviews, the research Assistants/researcher will record and transcribe the information into English during analysis. The data collected will be coded and analysed in simple means using the categories under which each bit of information was collected as unit of analysis. The specifics about time frames for the duration of this assessment/profiling and mapping of schools are provided in the actual Work Plan and the Budget (refer to these documents). However it is hoped that not more than 35 minutes should be spent with one interviewee and not more than 5 hours should be spent at one school, on interviews or focus group discussions.

For the Secondary Schools, it is important to establish the number of learners in the final class (SS 2 & SS 3) or those that have completed SS 3 and need to enrol into University. Separate notes need to be collected/made in answer to the guiding interview questions that follow below.

HEADTEACHER'S/SENIOR TEACHER'S INFORMATION PANEL

This questionnaire is to be administered to the Head teacher of the school

M1: SCHOOL _____	M2: Name/Location of Nearest IDP Camp(s)_____
M3: LGA_____	M4:.Camp ID number: __ __ __
M5. Interviewee's name/phone number: Name/phone number_____	M6. Interviewee's title/position: ___ ___
M7. Interviewer name and number: Name_____ ___ ___	M8. Day / Month / Year of interview: ___ ___ / ___ ___ / ___ ___ ___ ___

Repeat greeting if not already read to this interviewee:

WE ARE FROM THE SAFE SCHOOL INITIATIVE (SSI) -UNICEF. WE ARE WORKING ON A PROJECT CONCERNED WITH PROMOTION OF EDUCATION IN SECURE/SAFE ENVIRONMENTS. I WOULD LIKE TO TALK TO YOU ABOUT THESE SUBJECTS. THE INTERVIEW WILL TAKE ABOUT *30* MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE SHARED WITH ANYONE OTHER THAN OUR PROJECT TEAM.

If greeting at the beginning of the school questionnaire has already been read to this woman, then read the following:

NOW I WOULD LIKE TO TALK TO YOU MORE ABOUT YOUR SCHOOL AND OTHER TOPICS. THIS INTERVIEW WILL TAKE ABOUT 30 MINUTES. AGAIN, ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE SHARED WITH ANYONE OTHER THAN OUR PROJECT TEAM.

MAY I START NOW?

☐ *Yes, permission is given ⇨ Go to WM10 to record the time and then begin the interview.*

☐ *No, permission is not given ⇨ Complete WM7. Discuss this result with your supervisor.*

M9. Result of school leader/s. teacher interview	Completed ....01 Not at home ....02 Refused...03 Partly completed..04 Incapacitated..05 Other (*specify*)..96

M10. Field edited by (Name and number): Name _____ ___ ___	M11. Data entry clerk (Name and number): Name_____ ___ ___

WM10. *Record the time.*	Hour and minutes ....__ __ : __ __	

INTERVIEWEE'S BACKGROUND

A MB1. HOW LONG HAVE YOU BEEN A STAFF OF THIS SCHOOL?......................................	B Date of appointment in this school month………… Year……………	

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MB2. WHAT IS YOUR CURRENT TITLE/POSITION………...........................		
MB2. WHAT WAS YOUR ORIGINAL POSITION?...		

1. SCHOOL ASSESSMENT

1.1 Current school statistics: Enrolment in 2013/2014

	Pry 1	Pry 2	Pry 3	Pry 4	Pry 5	Pry 6	JS 1	JS 2	JS 3	SS 1	SS 2	SS 3	Total
Girls													
Boys													
# of OVC male													
# of OVC female													
# of male Children with disabilities/SNE													
# of female Children with disabilities/SNE													

1.2 Current school statistics: Teachers information in 2013/2014

	Primary 1 - 6		JS 1- 3		SS 1 - 3		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Qualified								
Unqualified								
# of teachers trained in SNE								
# of teachers trained in OVC								

(*N.B: minimum qualification: NCE*)

1.3 Toilet facilities at the School *(tick as appropriate)*

	Are there toilets in the school				YES		NO		

Toilet type				Count the number of toilets of each type.								
	Used only by students			Condition (good/ bad)	Used only by teachers			Used by students and teachers			Condition (good/ bad)	Total
	Male only	Female only	Mixed		Male only	Female only	Mixed	Male only	Female only	Mixed		
Pit												
Bucket system												
Water flush												
Others *(specify)*												

Additional required											

1.4 Source of drinking water and power supply in the school *(tick as appropriate)*

Is there water in the school?	YES		NO		Is there electricity in the school?		YES		NO	
Type of water source					**Type of**					
	YES	NO					YES		NO	
Pipe					Generator					
Borehole					Solar					
Pond					PHCN/NEPA					
River					No source of power					
Canal or stream					Others *(specifiy)*					
Tapping rain water										
Open wall										
None										
Others *(specify)*										
Additional required										

1.5 Availability of communication *(tick as appropriate)*

Availability of communication system – phones		No
	Yes	

1.6 Availability of classrooms *(tick as appropriate)*

	Total number in the school	No. in Good Condition	No. in Bad Condition	No. in use	No. under construction	Constructed during NYBE	No. Required
Classrooms							

1.7 Number of classrooms and equipment per stream

	Pry 1	Pry 2	Pry 3	Pry 4	Pry 5	Pry 6	JS 1	JS 2	JS 3	Total
Number of classrooms										
Number of desks										

1.8 Sporting facilities and clubs *(tick as appropriate)*

	Available	Not Available	In Good Condition	In Bad Condition	Regularly used	Not used
a. Open Play Ground/Area						
b. Football						
c. Volley Ball						
d. Hand Ball						
e. Basketball						
f. others (Specify)						

School clubs	Peace Building	Anti-HIV/AIDS	Environmental	Communication	Others (specify)
Type of clubs (Yes/No)					

1.9 Library facilities

Does the school has library?	YES		NO		
	Good	Not good		Comment	
Condition of the existing library					
Does the school has laboratories?	YES		NO		
	Good	Not good	Comment		
Condition of the existing laboratories					

2.1 Health & Child Protection

Hygiene	Good	Not good	Comment
Hygiene situation at the school			
Immunization			
Clinical/medical care (Health screening)			
Psychosocial counselling services			
Nutrition (Feeding scheme)			
How far is the nearest health facility *(in minutes walking)*?			

3.1 Impact of insurgency/conflict at school

Has this school been affected in any way by the insurgency or conflict? In what way?
…………………………………………………………………………………………

Level of damage to school building (please one X per each building)	Building							
	1	2	3	4	5	6	7	8
Minor cosmetic repair only/incomplete building *(Small roof leaking, requires painting, glass for windows, plastering on walls)*								
Number of Classrooms								
Partially destroyed building *(Leaking of roof, doors and windows damaged, building partially submerged)*								
Number of Classrooms								
Mostly destroyed building *(No roof, no windows, no doors, walls still standing, structurally sound)*								
Number of Classrooms								
Completely destroyed								
Number of Classrooms								

3.1.1 Classroom Facilities Before and after conflict

Availability of Facilities	Before disaster (Number)	After disaster (Number)	Number needed

1. Sets of desks and chairs for pupils (primary 1-2)			
2. Sets of desks and chairs for pupils (primary 3-4)			
3. Sets of desks and chairs for students (JS 1-2)			
4. Sets of desks and chairs for students (JS3- SS1)			
5. Sets of desks and chairs for students (SS 2-3)			
6. Teachers' desks			
7. Blackboards			

3.1.2. Supplies

Availability of classroom supplies	Before disaster (# of classrooms)	After disaster (# of classrooms)	Number needed
1. Number of Pupil/Student workbooks			
2. Number of Pupil/Student learning materials			
3. Teacher workbooks			
4. Teachers' stationery			
5. Recreation equipment			
6. Text books (List by subject)			

SECURITY AT THE SCHOOL

Facility	Yes	No
School fence		
Perimeter wall		
Status of that wall (holes, low/high) *(indicate as appropriate)*		
Security gate		
Checks/monitoring at gate		
Any security training at school (security personnel/teachers/admin)		
Any evacuation plans		
Any rehearsals for any emergency (e.g. evacuation)		
Community/parent involvement in school security		
Any security committee Who is on it (explain)		
Detailed plans for emergency response		

Additional information

Options for additional/alternative learning spaces: a) School building
b) Tent   c) Church/Church hall
d) Community/social hall   e) Mosque:
Number of alternative spaces required:
List the item the school can provide:

List the items the LGEA can provide (LGEA to answer):
List the requirements SUBEB can provide (SUBEB to answer):
List the requirements the MoE can provide (MOE to answer):

KEY

OVC   Orphaned and vulnerable children
OOSC   Out of school children
SNE   Special Needs Education

ADDITIONAL GUIDING QUESTIONS FOR JUNIOR AND SENIOR SECONDARY SCHOOL MAPPING EXERCISE (survey)

1. In total how many girls are in JSS3 (about to complete)/have completed Junior Secondary School phase, ready to transit into the Senior Secondary phase? ………………………………………
2. How many boys………..…………………………………

3. How many girls are about to complete/have completed Senior Secondary School, ready to transit into Further education or University? (completed SS 2 and SS 3)
………………………………………………………………………………..
4. How many boys………………..
……………………………………………………………………………….
5. Which is the nearest Senior Secondary School or University to the school?