



**GOVERNMENT DAY SECONDARY SCHOOL (GDSS) DAKRI
DAMARE, GIREI LGA, ADAMAWA STATE**

**NEEDS ASSESSMENT AND HUMANITARIAN
INTERVENTION REPORT BY**

COSMIC NUDGE

Empowerment Foundation



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INTRODUCTION

North-east Nigeria remains one of the world's largest humanitarian crises, with an estimated 8.3 million people needing assistance in 2023 (OCHA, 2022).

For the past ten years, Borno, Yobe, and Adamawa states in north-east Nigeria have been impacted by civil armed conflict, with the Government declaring a State of Emergency in May 2013. While the intensity of the conflict has reduced in the past few years in comparison to 2013-2015, the security situation is fluid and certain areas remain inaccessible or hard to reach.

Since the beginning of the crisis, the education sector has suffered from extreme levels of violence. Children and teachers have been killed, abducted, and displaced, and school facilities attacked, occupied, and closed. According to the 2019 Humanitarian Response Plan for Nigeria, more than 2.2 million children are in urgent need of education services, including an estimated 990,000 displaced children (JENA, 2019).

The protracted conflict within the northeast has severely impacted the

already-weak school system in the North East, leaving the limited system unable to absorb the high numbers of displaced children looking to attend school. In addition to high numbers of out-of-school children, learning outcomes for children in school (including foundational literacy and numeracy rates) are low and drop-out rates are high.

The crisis has caused large-scale displacement within Nigeria and across borders creating hundreds of thousands of IDPs and returnees. This displaced population is significantly less likely to participate in education and that is especially true for IDPs and returnees living in formal or non-formal camps, many of whom live far from government schools and have limited income to spend on school and school-related costs. Among this group, girls are especially unlikely to participate in organized learning activities because of the greater domestic burden that family and community place upon them, concerns about protection and interaction with unrelated males, and perceptions that girls may not need

education. Host community children, IDPs, and returnees living in host communities may have better access to schools, but often also struggle in schools that do not have conducive learning conditions such as overcrowding or lack of supplies and qualified teachers.

All the BAY states recorded poor enrolment of children in the 2018-2019 academic year, because of limited learning space due either to overcrowding or refusing to enroll children unable to pay for school levies or uniforms and lack of resources as education access in north-east Nigeria faces issues of both supply and demand. In Yobe State, children have access to adequate learning materials in only 24% of schools, and proportions are even lower in Borno (14%) and Adamawa (10%). School furniture is another identified gap: just 33% of schools in Borno have adequate furniture (chairs, desks, and mats), 24% in Yobe, and 20% in Adamawa (JENA, 2019).

The inability to enroll children was 22% in Adamawa. Certain profiles of children face greater barriers to accessing

education, which the ongoing efforts to increase enrolment and attendance of children in north-east Nigeria should consider. Enrolment of girls tends to decrease in comparison to boys at the JSS level, largely due to dropping out to marry, whilst children from lower-income families are often unable to afford education-related costs (both materials and school levies) or are required to work to supplement their family income. This indicates a need to focus on integrating education programming with livelihoods and protection, to enable families to be able to afford to send their children to school, as well as reduce the prevalence of children working and early marriage (JENA, 2019).

Regardless of enrolment rates, school attendance remains concerning. Only 16% of KIs reported that all or almost all children attend school every day, with the majority reporting that around three-quarters of children attend regularly. Attendance seems to be lower amongst boys, with 26% of KIs reporting that only around a half or quarter of boys attend school every day, compared to 22% reporting the same for girls. Reported

attendance was lowest in Adamawa: 70% of KIs reported that between three quarters and all girls attended regularly, compared to 75% in Yobe and 80% in Borno, whilst just 63% of KIs reported that between three quarters and all boys attended regularly, compared to 75% in Borno and 76% in Yobe. Partners indicated that lower rates in Adamawa are likely to be due to children working on farms instead of going to school, particularly during the rainy season (JENA, 2019).

The majority of schools assessed in Adamawa had stopped functioning at some point since 2012 due to the emergency (71%). Although schools in Adamawa state were most likely to have stopped functioning during the 2018-2019 school year (40%), these schools were closed for an average of four weeks (JENA, 2019).

Girei, a local government area (LGA) located in the central part of Adamawa State, has an estimated population of 233,166. The conflict in Girei is linked to tensions between herders and crop farmers, which became more intense, widespread, and destructive in 2016. The

conflict led to the destruction of crops, the burning of rangelands, and the blockage of stock routes exacerbating insecurity and leading to a loss of quality services, social support, livelihood sources, properties, and livestock (REACH, 2022).

In 2021, voluntary return movements were observed to increase throughout the region, with returnees setting up spontaneous settlements and sites across Adamawa and Borno states; as of July 2021, the United Nations High Commissioner of Refugees (UNHCR) has tracked an estimated 10,140 people among the refugee returnees across informal settlements in Adamawa. Between October and December 2021, the International Office for Migration (IOM) registered a total of 60,581 movements in Adamawa and Borno States, comprising 52,308 arrivals and 8,273 departures. As of March 2022, while the security situation in the region remains volatile, returnees continued to arrive at LGAs in Adamawa.

According to REACH 2022, children in Girei local government area have access to formal education, which is supported

by UNICEF. However, some KIs noted that there is a perception that some children still do not have access to formal education. KIs mentioned that public and private primary schools (co-educational), public government schools (boys only), private secondary schools (co-educational), and public senior secondary schools (co-educational) are available in the area. According to one KI, children have access to informal education, while other KIs pointed out that no informal school exists. KIs noted that schools lacked functioning classrooms, chairs, desks, and writing boards.

It was reported by three KIs that some schools run shifts due to overpopulation, while some lessons cannot be held during the rainy season due to flooding and leaking roofs. Most of the buildings in the area require repairs or renovation, and some of the classrooms are unfit for studying. KIs also reported that schools do not have enough teachers, with teachers posted to these areas reportedly having rejected offers due to insecurity.

Notably, the main barriers mentioned by the three KIs were the long travel distances to schools, as well as a lack of uniforms and school materials. It was reported that the fear of being kidnapped on the way to school is also a barrier for children. Other barriers noted were lack of water, access roads to schools, funds for school fees, lunch allowance, and parent-teacher association levy.

STRATEGIC RESPONSE STRATEGY

Based on the Humanitarian Needs Overview (HNO), the 2022 Education Sector response focuses on three main objectives:

- Improve access for conflict-affected children and adolescents to inclusive quality basic education and vocational skills opportunities within a safe learning environment.
- Support the provision of quality and conflict-sensitive educational services to enhance learning.
- Enhance/maintain the capacity of government ministries, departments, agencies (MDAs), and communities to plan and deliver a timely, appropriate,

and evidence-based education in emergency response.

In line with the above objectives, some of Cosmic Nudge Empowerment Foundation (CNEF) general objectives are:

- Selection of target population in the selected LGAs (Schools and beneficiaries). CNEF will support Education in Emergencies to a total of 5,820 children in Borno, Yobe, and Adamawa states with 58% of them female.
- Where structures are lacking, semi-permanent TLCs will be constructed in line with best practices prioritizing children's safety and security, including safe locations, perimeter fences, and the availability of first aid kits and WASH services and maintaining covid-19 guidelines. Construction and renovations will also aim to meet the accessibility needs of Children with disabilities (CwDs).
- Capacity-building training sessions to communities members, SBMCs, social workers, and Government Ministries, Departments, and Agencies (Ministry of Education, Borno State Universal Basic Education Board – SUBEB) on educational infrastructures' management and the main child protection issues/psychosocial needs/referral system.
- Community sensitization through “back-to-school” campaigns to address parents’ reluctance to send their children to school, most of all for girls.
- Provision of conditional cash transfers to households to support school fees and learning materials.
- Training for teachers on improved teaching techniques, risk education, and Mental Health and Psychosocial Support (MHPSS) for teachers.
- Provision of both formal and alternative basic education programs (ex. integrated Qur’anic Education and accelerated learning models).
- Rolling out of the package of services under the educational services: This service will include

- Supplies of Early Childhood Development ECD kits, for scholars and teachers.
- Supply of basic school materials, equipment, and furniture (ex. chairs, desks, registers).
- To reinforce communities' resilience through participation in school development and risk reduction planning.
- Creation and/or reactivation of School-based Management Committees (SBMCs).
- Establishment of a community/school COVID-19 Referral System (protocols and procedures to follow).

CNEF's objective in the school where the project was implemented was to support the school through the provision of a quality learning environment that would enhance their learning, through

construction and renovations that will also aim to meet the accessibility needs of Children with disabilities (CwDs) and also the supply of basic school materials, equipment and furniture (ex. chairs, books, pen and pencils, desks, registers, etc.).

METHODOLOGY AND APPROACH

The intervention's area of focus was Government Day Secondary School – GDSS, in Dakri Damare ward of Girei LGA, Adamawa state. A needs assessment was carried out on the 15th of February 2022 in the school by CNEF volunteer enumerators; this was to identify key areas for intervention by CNEF.

Key Informants like the School's Head Teacher, teaching staff, and some students were interviewed together with a physical observation of the state of the school's facilities to know the needs of the school and how we could intervene.

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KEY FINDINGS

Key findings from the assessment visit were that of the poor state of the roofs in some of the classrooms. The roofs were leaking causing inconvenience during teaching and learning sessions. It was also damaging the furniture in the classrooms as well.



CNEF staff during the needs assessment conducted in GDSS, Dakri Damare, Girei LGA, Adamawa State.

The Principal, Mrs. Patty Joshua also brought to our notice, the damaged borehole that supplies water to the school needing repairs.



CNEF staff during the assessment visit conducted in GDSS, Dakri Damare, Girei LGA, Adamawa State.



CNEF staff with Student of GDSS, Dakri Damare, Girei LGA, Adamawa State.

Other issues identified from the assessment were; the inadequate number of classrooms, lack of chairs; both in the staff room and classes, poor toilet system, and lack of library

INTERVENTION

In response to the assessment carried out previously in the school, two major interventions were carried out on the 6th of September 2022 by Cosmic Nudge Empowerment Foundation – CNEF at GDSS Dakri Damare, Girei LGA.

The first was the reconstruction of the roof of a classroom that was blown off during a heavy rain pour. This was going to be a major project as the subsequent rainfall had damaged the wood and

ceiling sheets of the classroom. The School principal, Mrs. Patty Joshua Banu identified this as a burden for the school. They've tried every means to get this done but all to no avail. Since this is a priority for the school, CNEF took it up to support them. We got in contact with a construction firm that came and took the estimate of the damage and gave us the cost to fix it.

Funds were disbursed after due process. The firm went ahead to purchase all the required items and work began. They changed the sheet, ceiling boards that were damaged, etc. The other parts that were leaking were also mended



NORTHEAST NIGERIA - ADAMAWA STATE

GIREI LOCAL GOVERNMENT AREA

As of 31 OCTOBER 2022





On the day of commissioning, the second intervention by CNEF was the distribution of stationery to the students and members of staff. The best students in each class from every arm received a special package and had enough to take home.



The students were super excited as they couldn't contain their joy. They rushed to have an opportunity to speak on camera; just to express their heartfelt joy about the stationeries they just received.

A few teachers also took turns expressing their appreciation to CNEF for coming around to support them. Specifically, Mr. Reuben said this was probably the first NGO that came

to distribute stationery materials to them. He prayed for us to have more opportunities to serve humanity the more.



As if this was all, the principal Mrs. Patty Joshua took the microphone to also express her happiness. In her words, she said she never believed CNEF would come back to carry out the project they promised them. She said they have done all to see how the roof of that classroom can be fixed but it never came to the limelight. But our coming has given the school a facelift.

Now, the students can calmly sit down in the classroom without fear of rainfall while most of the students have extra writing materials to support the ones they had.

As a non-profit organization, we strongly believe that this project would be sustained effectively because the school

authority knew how long they had stayed off the classroom, and the extent of continued dilapidation as a result of continuous rain, falling directly into the classroom. The school management also pledged to ensure that maintain the classroom to the best of their ability.

GAPS

After our intervention that covered the reconstruction of damaged roofs and distribution of essential stationery; books and pens to students, other areas of need as identified from the assessment and interviews are still uncovered.

Other gaps are;

- The unrepaired borehole
- Inadequate number of classrooms
- Lack of chairs; both in the staff room and classes
- Poor toilet system
- And the lack of a library in the school

CHALLENGES AND LESSONS LEARNED

Challenge with road access to the place of intervention which has a huge impact on both teachers and students frequently accessing these roads and even worse during the rainy season when there is almost unlimited road access thereby hampering the education regularity been held which sometimes causes the relocation of

students to other educational facilities within the school.

CONCLUSION

Cosmic Nudge Empowerment Foundation (CNEF) carried out an intervention in GDSS

RECOMMENDATION

According to two Educational SMEs, both school teachers, and one community leader KI, improving school infrastructure, building more classrooms, and providing water and school supplies such as chairs, desks, blackboards, shoes, and uniforms are needed to boost education in Girei LGA. Other areas of improvement indicated by KIs were the provision of good access roads to schools, the recruitment of additional teachers, and the holding of seminars for teachers and parents.

ADAMAWA:

- WASH in school activities and facilities needs to be increased.
- There is a lack of support for children living with disabilities and assistive devices including hearing aids, lenses, mobility support, and sitting facilities.
- There are insufficient classrooms, latrines, and boreholes in some schools.
- Climate change must be integrated into educational activities in formal schools and alternative learning centers.

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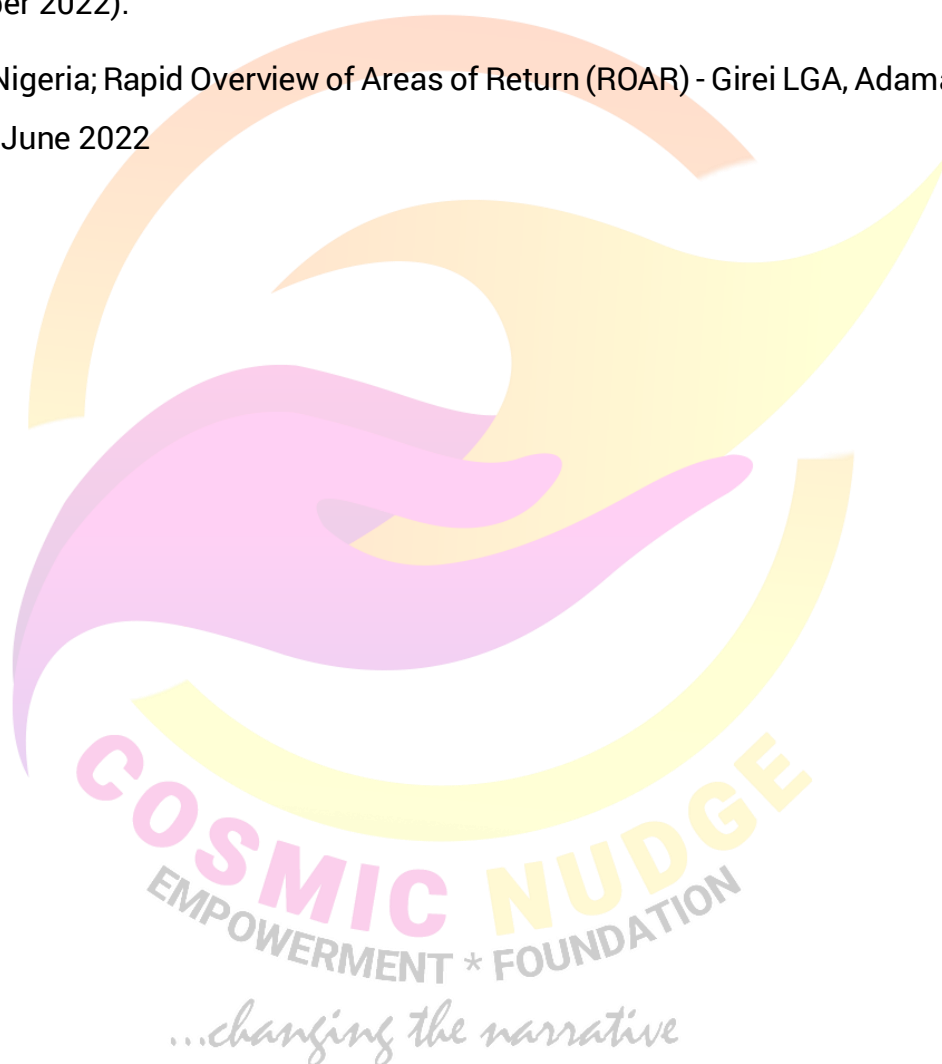
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