

THE MEL ACTIVITY – FIELD-BASED MONITORING SITE VISIT REPORT

by dRPC for DevTech Systems Inc.



FIELD BASED MONITORING ACTIVITY FOR ADDRESSING EDUCATION IN
THE NORTHEAST INTERVENTION

THE MEL ACTIVITY

Site Visit Report by development Research and Projects Center (dRPC)

June 2019

TABLE OF CONTENTS

| | | |
|----------|--|----|
| 2. | SITE VISIT SNAPSHOT | 6 |
| 2.1 | INTRODUCTION | 7 |
| 3. | CONTEXTUAL OBSERVATIONS | 9 |
| 3.1 | METHODOLOGY | 9 |
| 3.1.1 | DATA COLLECTION | 9 |
| 3.1.2 | DATA ENTRY, ANALYSIS AND REPORTING | 11 |
| 3.1.3 | ETHICAL CONSIDERATIONS | 11 |
| 4. | SITE VISIT FINDINGS | 13 |
| 3.1 | KEY TAKEAWAYS | 13 |
| 3.2 | NARRATIVE ANALYSIS | 13 |
| 3.2.1 | BORNO STATE | 13 |
| 3.2.1.1 | FHI 360 NFLC AT TEACHERS VILLAGE IDP CAMP, MMC LGA | 14 |
| 3.2.1.2 | FHI 360 NFLC AT ZAJIRI COMMUNITY, MMC LGA | 16 |
| 3.2.1.3 | FHI 360 NFLC AT AJARI PRIMARY SCHOOL, MONGUNO LGA | 18 |
| 3.2.1.4 | FHI 360 NFLC AT KUYA PRIMARY SCHOOL, KUYA COMMUNITY, MONGUNO LGA | 21 |
| 3.2.1.5 | FHI 360 NFLC AT BULABULIN, BULABULIN COMMUNITY, DIKWA LGA | 24 |
| 3.2.1.6 | FHI 360 NFLC AT CROSS DANDAL, CROSS DANDAL COMMUNITY, DIKWA LGA | 27 |
| 3.2.1.7 | FHI 360 NFLC AT GHUMA PRIMARY SCHOOL, GHUMA COMMUNITY, HAWUL LGA | 29 |
| 3.2.1.8 | FHI 350 NFLC AT YIMIRSHIKA PRIMARY SCHOOL, YIMIRSHIKA COMMUNITY, HAWUL LGA | 31 |
| 3.2.1.9 | FHI 360 NFLC AT SHOWKARI PRIMARY SCHOOL, RUWANZAFI COMMUNITY, JERE LGA | 34 |
| 3.2.1.10 | FHI 360 ZABARMARI NFLC AT IHSANUDEEN PRIMARY SCHOOL, ZABARMARI COMMUNITY, JERE LGA | 37 |
| 3.2.1.11 | RESPONSES FROM IMPLEMENTERS AND IMPLEMENTING PARTNERS IN BORNO | 40 |

| | | |
|----------|---|----|
| 3.2.1.12 | OBSERVATION AT FHI 360 STORE MAIDUGURI AND INTERVIEW WITH FHI 360 STORE OFFICER | 41 |
| 3.2.2 | YOBE STATE | 42 |
| 3.2.2.1 | FHI 360 ALI BUKAR PRIMARY SCHOOL NFLC, MALAM MATARI COMMUNITY, DAMATURU LGA, YOBE STATE | 42 |
| 3.2.2.2 | FHI 360 NAYI-NAWA NFLC, AFALA BULABULIN COMMUNITY, DAMATURU LGA, YOBE STATE | 45 |
| 3.2.2.3 | FHI 360 CUSTOM ISLAMIYYA PRIMARY SCHOOL, ABUJAN AMARE COMMUNITY, BADE LGA, YOBE STATE | 48 |
| 3.2.2.4 | FHI 360 ISLAMIYYA PRIMARY SCHOOL NFLC, UNGUWAR KUDU, BADE LGA, YOBE STATE | 51 |
| 3.2.2.5 | FHI 360 MAI ADIKO PRIMARY SCHOOL NFLC, BULABULIN COMMUNITY, POTISKUM LGA, YOBE STATE | 54 |
| 3.2.2.6 | FHI 360 MAI UMAR PRIMARY SCHOOL NFLC, OLD ARMY BARRACK COMMUNITY, POTISKUM LGA, YOBE STATE | 57 |
| 3.2.2.7 | REPONSES FROM FHI 360 IMPLEMENTERS AND IMPLEMENTING PARTNERS IN YOBE | 60 |
| 3.1.1.1 | OBSERVATION AT FHI 360 STORE YOBE AND INTERVIEW WITH FHI 360 STORE OFFICER | 61 |
| 5. | OVERALL CONCLUSIONS/SUMMARY OF FINDINGS | 61 |
| 6. | KEY RECOMMENDATIONS | 62 |
| 7. | SITE VISIT COORDINATION AND TRAVEL | 63 |
| 7.1 | SITE VISIT COORDINATION | 63 |
| 7.2 | TRAVEL TO AND FROM THE SITE VISIT | 63 |
| 8. | QUALITY ASSURANCE AND ROUTING DATA | 65 |
| 9. | ANNEXES | 66 |
| 9.1 | ANNEX 1: AENN FIELD BASED MONITORING PROTOCOL | 66 |
| 9.2 | ANNEX 2: AENN FBM ITINERARY FOR BORNO AND YOBE STATES | 75 |

LIST OF TABLES

| TABLE NAME | PAGE NUMBER |
|---|-------------|
| Table 1: Site visit snapshot | 6 |
| Table 1.2: Breakdown of Field Monitors and Supervisors | 8 |
| Table 2.1: Breakdown of Site selection by LGAs | 9 |
| Table 2.2 Respondents for KIIs and their Designation | 10 |
| Table 3.1: Summary of site observation at Teachers Village IDP camp NFLC, Teachers village, MMC LGA | 13 |
| Table 3.2: Summary of site observation at Zajiri community NFLC, MMC LGA | 15 |
| Table 3.3: Summary of site observation at Ajari NFLC, Monguno LGA | 17 |
| Table 3.4: Summary of site observation at Kuya primary school NFLC, Kuya community Monguno LGA | 20 |
| Table 3.5: Summary of site observation at Bulabulin NFLC, Bulabulin Dikwa LGA | 23 |
| Table 3.6: Summary of site observation at Ghuma primary school NFLC, Ghuma community, Hawul LGA | 28 |
| Table 3.7: Summary of site observation at Yimirshika primary school NFLC, Yimirshika community, Hawul LGA | 30 |
| Table 3.8: Summary of site observation at Showkari primary school NFLC, Ruwanzafi community, Jere LGA | 33 |
| Table 3.9: Summary of site observation at Ihsanudden primary school NFLC, Zabarmari community, Jere LGA | 37 |
| Table 3.10: Summary of site observation at Ali Bukar primary school NFLC, Malam Matari community, Damaturu LGA | 42 |
| Table 3.11: Summary of site observation at Nayi-Nawa NFLC, Afala Bulabulin community, Damaturu LGA | 44 |
| Table 3.12: Summary of site observation at Custom Islamiyya NFLC, Abujan Amare community, Bade LGA | 48 |
| Table 3.13: Summary of site observation at Islamiyya Primary School NFLC, Uguwar Kudu community Bade LGA | 52 |
| Table 3.14: Summary of site observation at Mai Adiko NFLC, Bulabulin community, Potiskum LGA | 54 |
| Table 3.15: Summary of site observation at Mai Umar Primary School NFLC, Old Army Barrack community, Potiskum LGA | 57 |

LIST OF ABBREVIATIONS

| ABBREVIATION | FULL MEANING |
|-----------------|---|
| AENN | Addressing Education in Northeast Nigeria |
| CBMC | Community Based Management Committee |
| CBO | Community Based Organization |
| CC | Community Coalition |
| CSO | Civil Society Organization |
| dRPC | development Research and Projects Center |
| FBM | Field Based Monitoring |
| FHI 360 | Family Health International 360 |
| GESI | Gender Equality and Social Inclusiveness |
| IDP | Internally Displaced Persons |
| KII | Key Informant Interview |
| LGA | Local Government Area |
| MEL | Monitoring Evaluation and Learning |
| MMC | Maiduguri Metropolitan Council |
| NFLC | Non-Formal Learning Center |
| QAS | Quality Assurance Supervisor |
| RERA | Rapid Education Risk Analysis |
| RTL/ TLM | Return to Learning/ Teaching and Learning Materials |
| SAME | State Agency for Mass Education |
| SOME | State Ministry of Education |
| SUBEB | State Universal Basic Education Board |
| USAID | United States Agency for International Development |

I. SITE VISIT SNAPSHOT

TABLE I.1: SITE VISIT SNAPSHOT

| | | |
|---|---|-----------------|
| Date of Site Visit | May 21 st 2019 to May 28 th 2019 | |
| Technical Office | Education | |
| Activity Name | Addressing Education in Northeast Nigeria (AENN) Field Based Monitoring | |
| Implementing Partner | Family Health International (FHI) 360 | |
| Sub-Contractor/Grantee(s) | Save the Children | |
| Type of Site Visit (activity monitoring and/or output verification) | Activity monitoring and output verification | |
| Primary Sector | Education | Subsector NA |
| Activity Description | Improving access to safe and quality education implemented by FHI 360 involving the establishment of non-formal learning centers and distribution of scholastic materials to children in selected communities in Northeast Nigeria. | |
| State(s) | Borno & Yobe | |
| LGA | Maiduguri, Jere, Dikkwa, Monguno and Hawul in Borno state; Damaturu, Bade and Potiskum in Yobe state | |
| Area/Zone | Northeast Nigeria | |
| Other locality descriptors (ward, market, etc.) | NA | |
| Activity Office GPS Coordinates (in decimal degrees) | <i>Latitude (e.g. N 38.959390°)</i> | <i>11.82229</i> |
| | <i>Longitude (e.g. E 095.265483°)</i> | <i>13.16517</i> |
| Data Collection Methods Used (list all that apply: KII, FDG, Document Review, Observation, Semi-structured surveys etc.) | Key Informant Interviews (KIIs) with selected respondents, direct site and store observations and document reviews. | |
| Field Monitors Conducting the Site Visit | Name(s): Mr. Rabiou Dauda, Mr. Alhaji Ibrahim Modu, Mr. Abubakar Sadiq Tijjani, Mr. Masta Adam Modu, Mr. Jalo Mohammed, and Mr. Ali Gambo | |
| | Title(s): Researchers, Consultants, Enumerators, Monitoring and Evaluation officers | |
| Name and Role of IP Representative(s) Interviewed | Name(s): Borno state: Mr Dalhatu S. Darezo: Chief of Party, Mr. Onaji Joshua: Store and logistics assistant | |
| | Yobe state: Mr. Ankale Kongude: state technical lead M&E, Mr. Ibrahim Yerima Ball: admin assistant | |
| Estimated number of targets respondents | 180 | |

| | | |
|---|------------------------------------|---|
| Number and Type of Stakeholders Interviewed <i>(Add section as needed)</i> | Female | 1 |
| | Male | 5 |
| | Type | Government officials |
| | Avg. Age Range in years | 40 - 60 |
| | Female | 9 |
| | Male | 47 |
| | Type | Community members (community leaders, CBMCs, CSOs/ CBOs, parents) |
| | Avg. Age Range in years | 30 - 60 |
| | Female | 46 |
| | Male | 46 |
| | Type | NFLC Learners |
| | Avg. Age Range in years | 5 - 18 |
| | Female | 7 |
| | Male | 15 |
| | Type | NFLC Facilitators and Master trainers |
| | Avg. Age Range in years | 30 - 50 |
| FBM Protocol(s) Used <i>(list all that apply, including the protocol's version number)</i> | AENN FBM Protocol (See Annex 1) | |

1.1 INTRODUCTION

Addressing Education in Northeast Nigeria (AENN) seeks to respond to the immediate educational needs of 302,500 children and youth in Borno and Yobe states through safe non-formal and formal education, while laying a foundation for the sustainable improvement of education systems at the community and Government levels. This is being implemented by Family Health International (FHI) 360 in partnership with the United States Agency for International Development (USAID) Nigeria in Borno and Yobe states. AENN works to improve the capacity of education authorities to plan, manage and oversee education services that are responsive to the evolving needs of the context. This will include the collection and use of data for effective decision making and coordination among education partners, community mobilization and sensitization, establishment of Non-Formal Learning Centers (NFLCs), engagement of master trainers and facilitators, enrolment of learners, distribution of scholastic materials, and capacity building of Government partners.

The Monitoring, Evaluation and Learning (MEL) Activity engaged the services of development Research and Projects Center (dRPC) to conduct third-party monitoring of activities of the AENN project in Borno and Yobe states. The purpose of this monitoring activity was to provide data for USAID/Nigeria on programming in insecure regions where USAID/Nigeria staff are prohibited from or have difficulty reaching due to dynamic security situations. In essence, dRPC were engaged to conduct an activity monitoring and output verification of the AENN Activity including learning center and storage facility observations, conduct interviews with relevant stakeholders such as NFLC Facilitators, NFLC learners, the Implementing Partner (IP) – Family Health International (FHI 360) and sub grantees including Save the Children, in Yobe state, and Viamo in Maiduguri to understand the process and the progress made so far on the implementation of the AENN intervention; State Agency for Mass Education (SAME), State Universal Basic Education Board (SUBEB) and State Ministry of Education (SMoE).

Other stakeholders we interviewed were NFLC Facilitators; NFLC Learners; and Parents of Learners to understand their level of involvement in the lesson delivery; Master Trainers for NFLC facilitators to ascertain if they have been trained and the modalities for their engagement; FHI 360 Store Officer to understand the procurement process for Return-to-Learning (RTL)/Teaching and Learning Materials (TLM); Community Leaders to understand their involvement in the selection of facilitators; civil society organization (CSO) and community based organization (CBO) representatives to understand their level of involvement in the recruitment of learners and engagement with community influencers to promote awareness on enrolment and attendance at the established NFLCs.

Table 1.2: Breakdown of Field Monitors and Supervisors

| STATES | FIELD MONITORS | SUPERVISOR |
|--------|----------------|------------|
| BORNO | MALE: 4 | MALE: 1 |
| YOBE | MALE: 2 | MALE: 1 |

In Table 1.2 above is presented the composition of the Field Based Monitoring (FBM) team. In total, six field monitors and two Quality Assurance Supervisors (QAS) participated in the FBM. The Borno team comprised of four male field monitors and one male QAS. The Yobe team on the other hand comprised two male field monitors and one male QAS.

2. CONTEXTUAL OBSERVATIONS

2.1 METHODOLOGY

Prior to commencing field activities, MEL Activity and dRPC teams reviewed and finalized the AENN FBM monitoring protocol (Annex 1) where technical inputs were made from both teams. This was followed up by an introductory meeting with USAID Nigeria on 17th May 2019, then a training by MEL Activity on the AENN FBM protocol and Askia on the same day. Two field monitors, one QAS and the Program Manager (PM) attended this training which was then stepped down in Maiduguri on 20th May 2019 by dRPC and MEL to four field monitors and one QAS.

2.1.1 DATA COLLECTION

Data collection commenced before field deployment using mixed methods of primary and secondary data. Secondary data was collected before field deployment by reviewing project documents and reports such as the FBM protocol, AENN YIQI report, Rapid Education Risk Analysis (RERA) and Gender Equality and Social Inclusiveness (GESI) report and RTL tracker. Primary data on the other hand was collected on the field through direct observations at NFLCs, FHI 360 stores and Key Informant Interviews (KIIs); all the field monitors participated in primary data collection following a drafted itinerary by MEL and dRPC (Annex 2) which covered a period of seven days from 21st through 28th of May 2019. Field activities commenced on 21st May with an entry meeting at FHI 360 office Maiduguri; during this meeting insights and updates on current level of implementation of the intervention were shared with the FBM team by FHI 360.

NFLC AND FHI STORE OBSERVATION

FBM sites were selected from AENN intervention LGAs which were Maiduguri (MMC), Jere, Monguno, Dikwa and Hawul in Borno state; and Damaturu, Bade and Potiskum for Yobe state (see Figure 1).

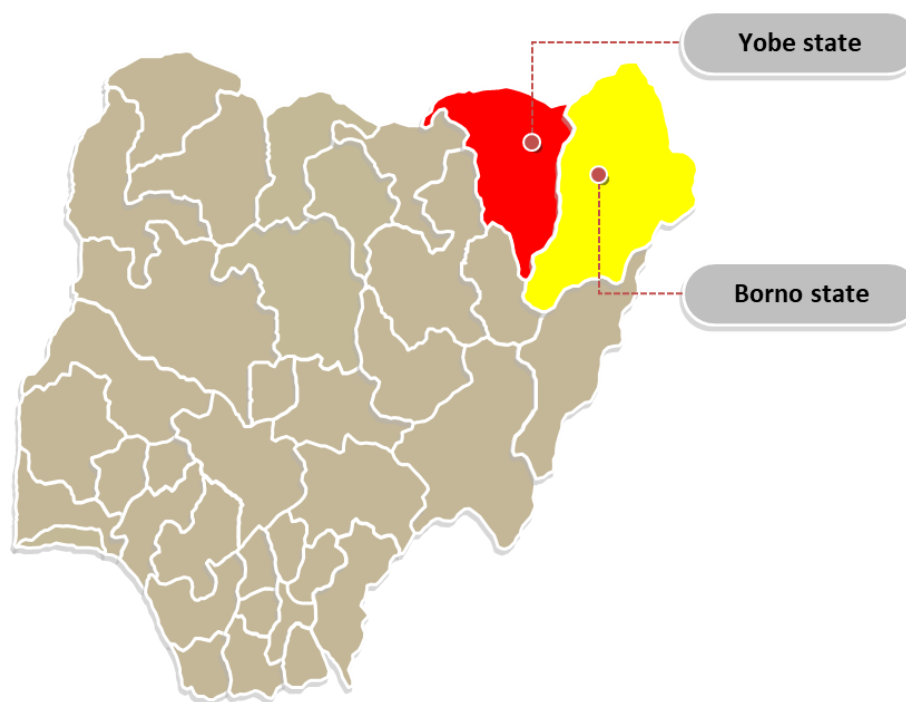


Figure 1 Field Based Monitoring States

Table 2.1: Breakdown of Site selection by LGAs

| LGAs | SELECTED OBSERVATION CENTERS |
|--------------------|--|
| BORNO STATE | |
| MMC | Teachers village IDP camp NFLC, Zajiri community NFLC and FHI 360 store Maiduguri |
| Jere | Ruwanzafi community NFLC (Showkari primary school) and Zabarmari community NFLC (Ihsanudeen primary school) |
| Monguno | Kuya community NFLC (Kuya Central primary school) and Ajari ward NFLC (Kuyap primary school) |
| Dikwa | Bulabulin community (Shehu Sanda primary school) and Cross Dandal community NFLC |
| Hawul | Ghuma community NFLC (Ghuma primary school) and Yimirshika community NFLC (Yimirshika primary school) |
| YOBE STATE | |
| Damaturu | Mallam Matari community NFLC (Ali Bukar primary school), Bulabulin Nayi-Nawa community NFLC (Al-Falah primary school) and FHI 360 store Yobe |
| Bade | Abujan Amare community NFLC (Custom Islamiyya primary school) and Anguwan Kudu community NFLC (Islamiyya primary school) |
| Potiskum | Bulabulin Mai Adiko Community NFLC (Mai Adiko primary school) and Old Army Barrack community (Mai Umar primary school) |

In Table 2.1 above is presented the breakdown of site selection by LGAs. Individual site selection was then done using a summary table of contact hours for each NFLC as a sampling frame, a total of sixteen NFLCs and two stores (see Figure 2) were purposefully sampled based on contact hours and availability (two centers were selected for each AENN intervention LGA and two stores for each FHI 360 office in Borno and Yobe states).

KEY INFORMANT INTERVIEWS

Following successful site selection, primary data on the field was collected through Key Informant Interviews (KIIs). A mixture of purposive and random sampling methods were employed to select respondents for the KIIs. Purposive sampling method was used for NFLCs facilitators, master trainers, government representatives (SAME/SUBEB/SMoE), VIAMO, community leaders/CSOs / CBOs, CBMCs and FHI 360 staff. While learners and parents were selected through random sampling method. The FBM protocol was used as a guide by field monitors to interview target respondents, the protocol comprised of both structured and unstructured questions which were complemented by audio recordings for saturation. The KIIs were conducted in the respondent's first languages of Kanuri and Hausa; and occasionally English (where applicable). Themes of interest A summary of respondents who participated in the KIIs by designation is presented in Table 2.2 below.

Table 2.2 Respondents for KIIs and their Designation

| KII RESPONDENTS | BORNO STATE | | YOBE STATE | |
|---------------------------------|---|---------------------------------|---|---------------------------------------|
| | MALE | FEMALE | MALE | FEMALE |
| SUBEB/ SAME/ SMoE/ VIAMO | 3 (Chairman SUBEB, Director literacy SAME, Program manager VIAMO) | 1 (Master trainer SMoE) | 2 (Director school services SUBEB, Director planning research and statistics SMoE) | |
| FHI 360 staff and Store officer | 2 (FHI 360 Chief of party and store officer) | | 2 (FHI 360 Senior technical officer monitoring and evaluation, FHI 360 Store officer) | |
| Master Trainers | 1 (Master trainer Monguno LGA) | 2 (Master trainers for MMC LGA) | 2 (Master trainers for Damaturu LGA) | 1 (Master trainer for Damaturu LGA) |
| NFLC Facilitators | 9 (MMC:2, Jere:2, Monguno:2, Hawul:2 and Dikwa:1) | | 3 (Damaturu:1, Bade:1 and Potiskum:1) | 4 (Potiskum:2, Damaturu:1 and Bade:1) |

| | | | | |
|-------------------------------|---|--|--|---|
| Community Leaders/ CSOs/ CBOs | 10 (MMC:1, Jere:2, Monguno:2, Hawul:2 and Dikwa:3) | | 6 (Damaturu:2, Bade:2 and Potiskum:2) | |
| CBMC | 5 (Zajiri:1, Teachers village:1, Kuya:1, Zabarmari:1 and Ruwanzafi:1 communities) | 1 (CBMC representative Bulabulin community, Dikwa LGA) | 4 (CBMC representative Nayi-Nawa:1, Bukar Ali:1, Unguwar Kudu:1, Abujan Amare:1 communities) | 2 (CBMC representative Mai Umar:1, Mai Adiko:1 communities) |
| Parents | 17 (MMC:2, Jere:5, Monguno:5, Dikwa:3, Hawul:2) | 5 (Jere:1, Dikwa:2, Hawul:2) | 5 (Damaturu:2, Bade:1, Potiskum:2) | 1 (Bade:1) |
| NFLC Learners | 29 (MMC:5, Jere:6, Monguno:7, Dikwa:6, Hawul:5) | 27 (MMC:7, Jere:6, Monguno:6, Dikwa:2, hawul:6) | 17 (Damaturu:5, Bade:6, Potiskum:6) | 19 (Damaturu:7, Bade:6, Potiskum:6) |
| Sub totals | 76 | 36 | 41 | 27 |
| GRAND TOTAL: 180 | Borno total: 112 | | Yobe total: 68 | |

The summary in Table 2.2 above shows a total 180 KIIs were conducted; in Borno state 112 were conducted while in Yobe there were 68 interviews.

2.1.2 DATA ENTRY, ANALYSIS AND REPORTING

Data collected was entered into Askiaface mobile application which was followed by data cleaning and analysis using Microsoft Excel. For quantitative data, counts and frequencies were used to derive percentages reported as graphs. While for qualitative data, it was translated and transcribed to English language. Thematic content analysis was then applied to triangulate commonly emerging themes which were backward and forward coded then reported as counts. Direct quotes from interviews were also used for reporting.

2.1.3 ETHICAL CONSIDERATIONS

Prior to commencing each interview, a written consent was sought from each adult respondent confirming their permission to use both pictures and audio recordings of the engagement for report writing. For learners, the consent form was signed by the facilitator or a parent/ legal guardian where present.

3. SITE VISIT FINDINGS

3.1 KEY TAKEAWAYS

- Return to learning and scholastic materials were observed in all 15 non-formal learning centers visited in Borno and Yobe states.
- All 15 Non-formal learning centers were secure and conducive for learning except for Mai Adiko community non-formal learning center in Yobe where the class was crowded and had poor lighting.
- The AENN intervention trained 50 master trainers on social and emotional learning, literacy and numeracy. These master trainers then stepped down the training to 156 facilitators.
- Facilitators used guides in 67% (6 out of 9) NFLCs in Borno state, and 100% (6 out of 6) NFLCs in Yobe state.
- Recreational learning was demonstrated by facilitators in 100% (9 of 9) NFLCs in Borno state, and 50% (3 of 6) NFLCs in Yobe state.
- About 75% (42 of 56) of learners in Borno state, and 97% (35 of 36) learners in Yobe state have at least one or more set of learning materials exclusive for their use.
- Reading and writing skills were demonstrated by learners in 89% (8 of 9) of NFLCs in Borno state and 100% (6 of 6) NFLCs in Yobe state.
- About 98% (55 of 56) of learners in Borno state, and 100% (36 of 36) learners in Yobe state enjoyed coming to the NFLC every day.
- Walking distance for a few learners at Nanyi-Nawa NFLC, Mai Adiko NFLC in Yobe state was a challenge. The learners reportedly walk for 2 hours a day to get to the learning centers.
- There was strong community engagement in both Borno and Yobe states. Interviewed community leaders expressed sound knowledge of the program and reported active participation in establishment of the NFLCs and selection of facilitators except for Islamiyya NFLC Unguwar Kudu communities in Yobe.
- All parents interviewed expressed happiness with the intervention. They however recommended more active roles and formal engagement by the project.
- CBMCs were active drivers from the start of the project. They participated as community entry points during learner enrolment and supported in identification of facilitators.
- Government involvement was not so strong compared to community involvement. SUBEB and SAME were more involved in driving the intervention compared to some in both Borno and Yobe states.
- Enrolment of learners for 600 NFLCs is ongoing (target set at 12th June 2019).
- No RTL/ TLM/ scholastic materials were observed at the FHI store as they were distributed within 48 hours of arrival.
- RTL/ TLMs/ scholastic materials are procured and distributed on a needs basis determined by number of centers and learners. Last procurement was in April 2019.
- Store records were accurate and up to date with BIN cards and distribution records by center.

3.2 NARRATIVE ANALYSIS

3.2.1 BORNO STATE

The FBM selected two NFLCs in each of the five intervention LGAs in Borno state; in total ten communities were visited however nine NFLCs were observed. Cross Dandal NFLC in Dikwa LGA was not observed as there are only two NFLCs in Dikwa running concurrently hence the team were unable to meet Cross Dandal facilitation during contact hours.

3.2.1.1 FHI 360 NFLC AT TEACHERS VILLAGE IDP CAMP, MMC LGA

Teacher's village center is an urban NFLC situated in Teachers village IDP camp within Maiduguri Metropolis. The site consists of one block with two classrooms where one was randomly sampled. There were 50 students (25 M, 25 F) registered in the center however the monitoring team met 47 (26 M, 21 F) in attendance. All of the learners in the center are from IDPs.

Response from Teachers Village NFLC Facilitator

According to the facilitator, the center has adequate learning materials which are available per child. They also have a facilitator's guide which they use and had training on it in April 2019. He engages the learners with the use of recreational songs and plays. Teaching is done in both Kanuri and Hausa languages with a session duration of 1 hour at 3 days per week for 3 hours. There were no safety concerns expressed as regards the location of the learning center. He recommended the need for capacity building on more effective teaching methods.

In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.1: Summary of site observation at Teachers Village IDP camp NFLC, Teachers village, MMC LGA

| INDICATOR | STATUS |
|----------------------|---|
| SESSION FACILITATION | Teaching method: Facilitation was done in learner's first language. Lesson objectives were read at the start of the session however the facilitator did not make use of the facilitators guide during the session. Lessons were audible. Asks recall questions for clarity. |
| | Support for learners: Assists learners one on one, given class work for practice and provided explanations for better understanding. No observable differences between boys and girls from facilitator. |
| LEARNERS PERFORMANCE | Reading: Able to read from blackboard and answer written questions. |
| | Writing: Learners are able to copy from blackboard onto notebooks. |

| | |
|----------------------------------|--|
| LEARNING ENVIRONMENT & MATERIALS | Recreation: Learners play games and sing songs, however do not work in groups. |
| | Security & Location: Site is safe and secure located within Maiduguri town guarded by mobile police. |
| | Learning space conduciveness: Standard classroom 35 – 50 feet with 4 walls, sufficient space for free movement, well ventilated, adequate lighting. However learning environment is noisy. |
| | Learning materials available: facilitators guide, school register, black board, notebooks and pencils. |

PHOTOGRAPHS SHOWING TEACHERS VILLAGE NFLC, TEACHERS VILLAGE COMMUNITY, MMC LGA OF BORNO STATE



Figure 2 Photo showing learners during facilitation session at Teachers village NFLC, MMC LGA, Borno state. Source: dRPC, May 2019



Figure 3 Photo showing KII with female learner at Teachers village NFLC, MMC LGA, Borno state. Source: dRPC, May 2019



Figure 4 Photo showing KII with female learner at Teachers village NFLC, MMC LGA, Borno state. Source: dRPC, May 2019



Figure 5 Photo showing KII with parent at Teachers village NFLC, MMC LGA, Borno state. Source: dRPC, May 2019

3.2.1.1.1 Beneficiaries level of satisfaction with the NFLC

Learners

Six learners (3M, 3 F) were sampled for interview (KIIs) from this center. Two thirds of those sampled had been attending the center for three weeks or more where 5 out of 6 of them reported to have classes three times a week. All of the learners enjoyed coming for the classes. Distance was not a hindrance as the center was a maximum of 4 minutes walking distance from their homes where they expressed a

high level of satisfaction with the safety of access routes to the learning environment. As regards learning materials, only half of the students said they had learning materials exclusively to themselves; those that possess materials had up to two sets of materials exclusively for their use. Majority of the learners expressed satisfaction with the facilitators teaching method. Recommendations for improvement from two thirds of learners were learning materials while others requested for school desks.

Parents

One parent was interviewed at this center. He reported that he has visited the learning center four times since his child's enrollment. His child has learning materials exclusively for his use and he supports him with homework. The child reads to him once in a while. He would like to recommend more thorough engagements with the learners.

CBMC

The CBMC for Teachers village reported being involved in establishment of the NFLCs. His input was made through giving advice to the implementers. He pledged continuous support to the project and any development that is associated with children's learning.

"I will always give my contribution and support to any development that has to do with this children learning..." CBMC representative at Teachers village IDP camp NFLC, Teachers village, MMC LGA, Borno state.

3.2.1.2 FHI 360 NFLC AT ZAJIRI COMMUNITY, MMC LGA

Zajiri center is an urban NFLC situated within Zajiri community in Maiduguri Metropolis. There was one classroom where 50 students (29 M, 21 F) were registered, however during the monitoring visit the team met 45 (25 M, 20 F) in attendance. Learners we interviewed attending the center said it comprises of an even mix of both internally displaced and children from host communities.

Response from Zajiri NFLC Facilitator

According to the facilitator, the center has adequate learning materials which are available per child. They also have a facilitator's guide which they use and had training on it 2 months ago. As he reported, the learners were being enrolled with the assistance of the community/ ward leaders. Teaching is done in both Kanuri and Hausa languages with a session duration of 45 minutes at 3 days per week for 3 hours. He recommended that they are in need of increased learning centers in the community.

In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.2: Summary of site observation at Zajiri community NFLC, MMC LGA

| INDICATOR | STATUS |
|----------------------|--|
| SESSION FACILITATION | Teaching method: Facilitation was done in learner's first language during the observed session which lasted between 31 – 40 minutes. Lesson objectives were read |

| | |
|----------------------------------|---|
| | <p>at the start of the session with the use of facilitators guide during for teaching. Lessons were audible, explanations were precise and detailed with demonstrations, Asks recall questions for clarity.</p> <p>Support for learners: Assists learners one on one, used explicit translation when child doesn't understand, assists child in reviewing previous homework and encourages group work. No observable differences between boys and girls from facilitator.</p> |
| LEARNERS PERFORMANCE | <p>Reading: Able to read aloud from blackboard and answer written questions.</p> <p>Writing: Learners are able to write on blackboard but not able to copy onto notebooks.</p> |
| | <p>Recreation: Learners have role plays and skits.</p> |
| | <p>Security & Location: Site is safe and secure located within Maiduguri town guarded by mobile police.</p> |
| LEARNING ENVIRONMENT & MATERIALS | <p>Learning space conduciveness: Standard classroom 35 – 50 feet with 4 walls, sufficient space for free movement, excellent ventilation, adequate lighting. Learning environment is quiet and productive.</p> |
| | <p>Learning materials available: Facilitators guide, stapler, marker, flipchart, blackboard, rulers, exercise books, cardboard papers, school register.</p> |

PHOTOGRAPHS SHOWING ZAJIRI NFLC, ZAJIRI COMMUNITY, MMC LGA OF BORNO STATE



Figure 6 Photo showing ongoing facilitation at Zajiri NFLC, Zajiri community, MMC LGA, Borno state. Source: dRPC, May 2019



Figure 7 Photo showing KII with female learner at Zajiri NFLC, Zajiri community, MMC LGA, Borno state. Source: dRPC, May 2019



Figure 8 Photo showing KII with female learner at Zajiri NFLC, Zajiri community, MMC LGA, Borno state. Source: dRPC, May 2019



Figure 9 Photo showing KII with NFLC facilitator at Zajiri NFLC, Zajiri community, MMC LGA, Borno state. Source: dRPC, May 2019

3.2.1.2.1 Beneficiaries level of satisfaction with the NFLC

Learners

The monitoring team conducted KIIs with six learners (3M, 3 F) from Zajiri center. Two thirds of them had been in attendance for three weeks and above and all interviewees confirmed classes are held three times a week. Five out of six learners enjoyed coming for the classes; In terms of distance the center was a maximum of 10 minutes' walk from their residence and all of them expressed a high level of satisfaction with the safety of access to the learning environment. All of the students had two sets of learning materials exclusively for their use and 5 out of 6 expressed satisfaction with facilitators teaching method. Overall the learners were satisfied with the center however they recommended additional enrollment of their friends.

Parents

Three parents were sampled and interviewed in Zajiri community. All the parents were aware of the learning centers activities and paid a visit at least once a week. Parents reported that the children each have learning materials exclusively for their use. Two thirds of the parents are able to support their child in doing homework and reported that the learners often read from the RTL/ TLM. They recommended additional enrollment for more of their children.

"Some of our children are not enrolled, increase the number of enrollment..." Parent from Zajiri NFLC, Zajiri community, MMC LGA, Borno state

Community Leaders/ CSOs/ CBOs

The community leader for Zajiri reported full participation in the establishment of the NFLCs as well as selection of facilitators. The leaders said to have collaborated in assigning learners for enrollment as well as chairing meetings within the community. He expressed satisfaction with the intervention and pledged his support by supportive supervision of attendance by the learners.

CBMC

The CBMC officials were involved in establishment of the Zajiri NFLC. Their role in the program were as facilitators of dialogue between the community and the implementers.

3.2.1.3 FHI 360 NFLC AT AJARI PRIMARY SCHOOL, MONGUNO LGA

Ajari center is a rural NFLC situated in Ajari community Monguno LGA of Borno state. During the monitoring visit the following observations were made. There were 50 students (25 M, 25 F) registered in the center however the monitoring team met 41 (12 M, 29 F) in attendance. According to our interviews, learners attending this center are majorly from host communities with a minority from internally displaced persons.

Response from Ajari NFLC Facilitator

The center has learning materials however they are not adequate per child. He makes use of a facilitator's guide where there was a training in April 2019. As he reported, the learners were being enrolled with the assistance of the community/ ward leaders. Teaching is done in Kanuri language at 3 days per week for 3 hours. He reported the learning center was not safe for the learners.

In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.3: Summary of site observation at Ajari NFLC, Monguno LGA

| INDICATOR | STATUS |
|----------------------------------|---|
| SESSION FACILITATION | Teaching method: Facilitation is done in learner's first language. Lesson objectives were not read at the start of the session however he explained what the learners will learn. The facilitator did not make use of the facilitators guide during the session. Support for learners: Did not assist learners one on one nor provide explanations if learners did not understand. There was no group work nor homework. He gave in class work for practice. |
| LEARNERS PERFORMANCE | Reading: Able to read aloud, but no answers were given to written questions, there was no choral reading nor recitation and repetition. However learners were able to recite from memory. Writing: Learners are able to write on blackboard as well as copy from blackboard onto notebooks. Recreation: Learners have role plays and skits. |
| LEARNING ENVIRONMENT & MATERIALS | Security & Location: Site is located within Ajari primary school. The security situation in Monguno LGA continues to remain unstable Learning space conduciveness: Standard classroom 35 – 50 feet with 4 walls, sufficient space for free movement, well ventilated, adequate lighting. However learning environment is noisy. Learning materials available: facilitators guide, learning materials (books, pencils, erasers) and blackboard. |

PHOTOGRAPHS SHOWING AJARI NFLC, AJARI COMMUNITY, MONGUNO LGA OF BORNO STATE



Figure 10 Photo showing learners during facilitation at Ajari primary school, Kuya community, Monguno LGA, Borno state. Source: dRPC, May 2019



Figure 11 Photo showing learners answering oral questions during facilitation at Ajari primary school, Kuya community, Monguno LGA, Borno state. Source: dRPC, May 2019



Figure 12 Photo showing interview with NFLC facilitator at Ajari primary school, Kuya community, Monguno LGA, Borno state. Source: dRPC, May 2019

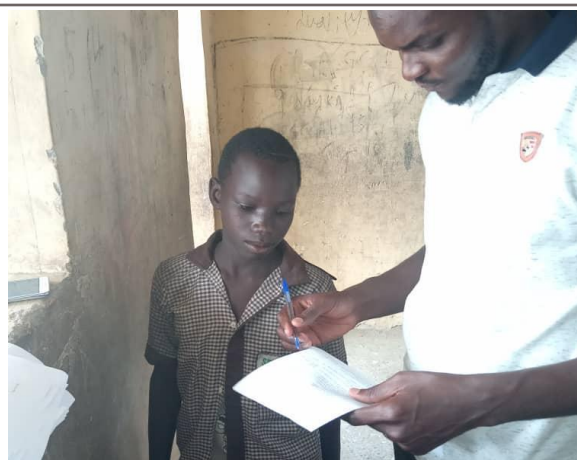


Figure 13 Photo showing interview with NFLC male learner at Ajari primary school, Kuya community, Monguno LGA, Borno state. Source: dRPC, May 2019

3.2.1.3.1 Beneficiaries satisfaction with the NFLC

Learners

In Ajari community, eight KIIs (5M, 3 F) with learners were conducted by the FBM team. All of the learners have been attending lessons for three weeks or more, and sessions were held three to four times a week as reported by a majority. The learning center is safe and accessible for the learners with a maximum of four minutes' walk from their residences. All of the learners expressed satisfaction with gender equality from the facilitator however half of them expressed concerns about inability to ask questions during classes. Five of eight learners interviewed had two to four learning materials

exclusively for their use however three had none. Although the learners were satisfied with learning conditions, they expressed the need mostly for additional learning materials and for some school desks.

“We seriously need learning materials...” Learner from Ajari learning center, Ajari community

“I need books, chairs and other basic amenities...” Learner from Ajari learning center, Ajari community

Parents

Interviewed parent from Ajari community was aware of the learning centers activities and paid a visit at least once a week. He reported that his child has learning materials exclusively for his use. He supports his child in doing homework and reported that the learner often reads from the RTL/ TLM. His recommendation was for additional enrollment for more of their children.

“We need an increase in the number of enrollment...” Parent from Ajari NFLC, Ajari community, Monguno LGA, Borno state

Community Leaders/ CSOs/ CBOs

Ajari community leader reported full participation in the establishment of the NFLCs as well as selection of facilitators. The leaders said to have participated through organizing meetings and conferences between implementers and community members. He will support with supervision of attendance by the learners.

CBMC

CBMCs participated in establishment of the NFLC. They served as entry points for the program in linking up implementers with the community leadership.

3.2.1.4 FHI 360 NFLC AT KUYA PRIMARY SCHOOL, KUYA COMMUNITY, MONGUNO LGA

Kuya learning center is a rural NFLC situated in Kuya community within Monguno LGA. There were 50 students (25 M, 25 F) registered in the center however the monitoring team met 38 (17 M, 21 F) in attendance. Our interviews report that learners attending this center are from both host communities and IDPs with majority from host communities.

Response from Kuya NFLC Facilitator

According to the facilitator, the center has adequate learning materials which are available per child. They also have a facilitator's guide which they use and had training on it in April 2019. Teaching is done in both Kanuri language with a session duration of 1 hour at 3 days per week for 3 hours. His recommendation was that session duration should be increased to enhance understanding by learners.

In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.4: Summary of site observation at Kuya primary school NFLC, Kuya community Monguno LGA

| INDICATOR | STATUS |
|----------------------------------|--|
| SESSION FACILITATION | Teaching method: Facilitator teaches in learner's first language. Lesson objectives were read at the start of the session with the use of facilitators guide. Lessons were audible. Asks recall questions for clarity. |
| | Support for learners: He responds to learner's questions. No other support for learners for observed. |
| LEARNERS PERFORMANCE | Reading: Learners were able to read aloud however no other reading skills were observed during the session. |
| | Writing: Learners are able to write on black board and copy from blackboard onto notebooks. |
| | Recreation: Learners play games and sing songs. |
| LEARNING ENVIRONMENT & MATERIALS | Security & Location: Site is located within Kuya primary school. The security situation in Monguno LGA continues to remain unstable. |
| | Learning space conduciveness: Standard classroom 35 – 50 feet with 4 walls, sufficient space for free movement, well ventilated, adequate lighting. However learning environment is noisy. |
| | Learning materials available: facilitators guide. |

PHOTOGRAPHS SHOWING KUYA NFLC, KUYA COMMUNITY, MONGUNO LGA OF BORNO STATE



Figure 14 Photo showing learners during facilitation at Kuya primary school, Kuya community, Monguno LGA, Borno state. Source: dRPC: May 2019



Figure 15 Photo showing KII with learner at Kuya primary school, Kuya community, Monguno LGA, Borno state. Source: dRPC: May 2019



Figure 16 Photo showing KII with parent at Kuya primary school, Kuya community, Monguno LGA, Borno state. Source: dRPC, May 2019



Figure 17 Photo showing learners during class work at Kuya primary school, Kuya community, Monguno LGA, Borno state. Source: dRPC: May 2019

3.2.1.4.1 Beneficiaries satisfaction with the NFLC

Learners

The monitoring team interviewed 3 female and 2 male learners from Kuya center. Majority of them have been in attendance for 4 weeks having sessions two to three days a week. All of them expressed satisfaction coming to the center and reported no safety concerns on access routes; the center is a maximum of 4 minutes walking distance from their residences. The learners were satisfied with teaching methods, reported equal treatment of both male and female learners as well as freedom to ask questions during sessions. Only one student had learning materials (eight sets) out of the five interviewed. All of the respondents recommended that additional learning materials be provided to facilitate learning.

“Learning materials is the basic thing I need...” Learner from Kuya primary school, Kuya community

“We need all learning materials because we are lacking it...” Learner from Kuya primary school, Kuya community

Parents

Three parents (3 M) were sampled and interviewed in Kuya community. All the parents were aware of the learning centers activities however only two out of three paid a visit to the center once. Only one of the parents reported their child having learning materials exclusively for their use and likewise only one supported their child in homework. They recommended additional enrollment for more of their children. Their recommendations were for strengthened monitoring and improved teaching methods.

“...they should be monitoring it very well; the facilitators should pay more attention to their lessons...”

Parents from Kuya NFLC, Kuya community, Monguno LGA, Borno state

CBMC Officials

The CBMC sampled in Kuya community reported to have participated in establishing the NFLC. They served as community mobilisers to enhance acceptance of the intervention within the community.

3.2.1.5 FHI 360 NFLC AT BULABULIN, BULABULIN COMMUNITY, DIKWA LGA

This is a rural NFLC situated in Bulabulin community in Dikwa LGA. The site has 50 registered students (25 M, 25 F) however the monitoring team met 36 (19 M, 17 F) in attendance. According to interviewed learners, majority of children attending the center IDPs with a few minority from host communities.

Response from Bulabulin NFLC Facilitator

The respondent reported the center has adequate learning materials which are available per child. They also have a facilitator's guide which they use and had training on it in April 2019.. Teaching is done in both Kanuri and Hausa languages with a session duration of 40 minutes at 3 days per week for 2 hours. He expressed no concerns with the safety of the learning environment however he recommended they have security. Improvements were also requested regarding availability of white boards and play kits.

In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.5: Summary of site observation at Bulabulin NFLC, Bulabulin Dikwa LGA

| INDICATOR | STATUS |
|----------------------------------|--|
| SESSION FACILITATION | Teaching method: Facilitation was in learner's first language. Lesson objectives were read at the start of the session however the facilitator did not make use of the facilitators guide during the session. Lessons were audible. And he asks questions about understanding of lesson. |
| | Support for learners: Assists learners one on one, provide explanation with translation for better understanding, asks recall questions, given class work for practice and gives new and reviews previous homework. |
| LEARNERS PERFORMANCE | Reading: Learners read aloud, answer written questions and board, recite and repeat. |
| | Writing: Learners are able to copy from blackboard onto notebooks and write on blackboard. |
| | Recreation: Learners play games and sing songs. |
| LEARNING ENVIRONMENT & MATERIALS | Security & Location: Security situation in Dikwa LGA remains highly unstable. |
| | Learning space conduciveness: Standard classroom 35 – 50 feet with 4 walls, sufficient space for free movement, excellent ventilation, adequate lighting. Quiet learning environment. |
| | Learning materials available: facilitators guide, notebooks, pencils, chalk, marker, blackboard. |

PHOTOGRAPHS SHOWING BULABULIN NFLC, BULABULIN COMMUNITY, DIKWA LGA OF BORNO STATE



Figure 18 Photo showing Bulabulin NFLC at Shehu Sanda primary school, Bulabulin community, Dikwa LGA, Borno state. Source: dRPC, May 2019



Figure 19 Photo showing learners during facilitation at Bulabulin NFLC at Shehu Sanda primary school, Bulabulin community, Dikwa LGA, Borno state. Source: dRPC, May 2019



Figure 20 Photo showing KII with female learner at Bulabulin NFLC at Shehu Sanda primary school, Bulabulin community, Dikwa LGA, Borno state. Source: dRPC, May 2019



Figure 21 Photo showing KII with male learner at Bulabulin NFLC at Shehu Sanda primary school, Bulabulin community, Dikwa LGA, Borno state. Source: dRPC, May 2019

3.2.1.5.1 Beneficiaries satisfaction with the NFLC

Learners

At Bulabulin community, 3 male and 2 female learners were sampled for KIs all of which have been attending for 3 weeks having sessions 3 days a week. All interviewed learners were satisfied with learning conditions as well as teaching methods in this center. Access routes were reported to be safe and a maximum of 10 minutes' walk from their homes. All learners had two sets each of learning materials (books, biros, pencils and cleaners) exclusively for their use. Considering they all had learning materials, respondents from this center requested they get school bags and uniforms.

"We need school uniform, bags and shoes..." Learner from Bulabulin learning center, Bulabulin community

Parents

The FBM team sampled three parents (2 M, 1 F) from Bulabulin community. They were all aware of the learning centers activities and 2/3 paid a visit at least twice since enrollment. They all confirmed their children have learning materials exclusively however 2/3 support them with homework. The learners were reported to often read from the RTL/ TLM mostly at night. Their recommendations were:

"We need uniform, bags and shoes; more children should be enrolled..." Parents from Kuya NFLC, Kuya community, Dikwa LGA, Borno state

Community Leaders/ CSOs/ CBOs

Two community leaders were interviewed in Bulabulin community. All of them reported involvement in the establishment of the NFLCs and one was involved in selection of facilitators. The recommendation was however to shortlist NCE holders within the community and engage them as facilitators. They both expressed satisfaction with the ongoing process of the NFLCs. And recommended additional enrollment of learners.

"Our children have not been enrolled both from the IDP and host community..." Community leader from Kuya NFLC, Kuya community, Dikwa LGA, Borno state

CBMC

The CBMC representative interviewed in Kuya community reported they were not involved in establishment of the NFLCs. She recommended WASH facilities be provided at the center.

3.2.1.6 FHI 360 NFLC AT CROSS DANDAL, CROSS DANDAL COMMUNITY, DIKWA LGA

No site observation was made at cross Dandal NFLC as the monitoring team were unable to visit the site during contact hours following security challenges in Dikwa LGA. However interviews were

organized with select beneficiaries. According to the learners interviewed, majority of learners attending the center were from host communities with a few from IDPs.

PHOTOGRAPHS SHOWING CROSS DANDAL NFLC, CROSS DANDAL COMMUNITY, DIKWA LGA OF BORNO STATE



Figure 22 Photo showing Cross Dandal NFLC, Cross Dandal community, Dikwa LGA, Bornon state. Source: dRPC, May 2019



Figure 23 Photo showing KII with community leader at, Cross Dandal community, Dikwa LGA, Bornon state. Source: dRPC, May 2019



Figure 24 Photo showing KII with female learner at, Cross Dandal community, Dikwa LGA, Bornon state. Source: dRPC, May 2019



Figure 25 Photo showing KII with parent at, Cross Dandal community, Dikwa LGA, Bornon state. Source: dRPC, May 2019

3.2.1.6.1 Beneficiaries satisfaction with the NFLC

Learners

Our FBM team interviewed 3 male learners at Cross Dandal learning center. They had been coming to the center for a period of three weeks having sessions three times a week. The center is a maximum of 3 minutes' walk from their homes; learners expressed no safety concerns and all respondents were satisfied with teaching methods and learning conditions. Only one of the learners interviewed had

learning materials (one set: books, biros) exclusively for his use. Recommendations from the leaners were supply of leaning materials.

“We need reading materials, books and bags...” Learner from Cross Dandal learning center, Cross Dandal community, Dikwa LGA, Borno state.

Parents

Two parents (1 M, 1 F) were selected for KIIs from Cross Dandal community. They were all aware of the learning centers activities however only one of them visited twice since enrollment. Only one of the parents confirmed their child had learning materials exclusively and none of them support with homework because they had not gone to school. The learners were reported to often read from the RTL/TLM both in the afternoon and night. They had no recommendations

“We have no recommendations, we trust you to do what is right...” Parents from Cross Dandal NFLC, Cross Dandal community, Dikwa LGA, Borno state

Community Leaders/ CSOs/ CBOs

Cross Dandal community leader reported involvement in the establishment of the NFLCs and was also involved in selection of facilitators. He was satisfied with the ongoing process of the NFLCs. He pledged support with supervision of learner’s attendance. The recommendation he made was for more facilitators for the center.

3.2.1.7 FHI 360 NFLC AT GHUMA PRIMARY SCHOOL, GHUMA COMMUNITY, HAWUL LGA

Ghuma NFLC is a rural learning center located within Ghuma Primary school in Hawul LGA. It has 50 students (29 M, 21 F) registered in the center however the monitoring team met 41 (25 M, 16 F) in attendance. According to the learners we interviewed the center has an even mix of learners from IDPs as well as host communities.

Response from Ghuma NFLC Facilitator

The facilitator reported the center has adequate learning materials however they are not available per child. They also have a facilitator’s guide which they use and had training on it in April 2019. Teaching is done in both Hausa and Bura languages with a session duration of 40 minutes at 3 days per week for 3 hours each. He reported the learning environment to be safe and secure for the learners. Improvements were requested in the area of capacity building for more efficient teaching methods. In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.6: Summary of site observation at Ghuma primary school NFLC, Ghuma community, Hawul LGA

| INDICATOR | STATUS |
|----------------------|---|
| SESSION FACILITATION | Teaching method: facilitation switches between learner’s first and second languages (Hausa & Bura) languages. Lesson objectives were read at the start of the session |

with the use of the facilitators guide during the observed session. Lessons were audible. Questions were asked for understanding.

Support for learners: Provides explanation for better understanding, asks recall questions, reviews previous homework and gives in class work.

LEARNERS PERFORMANCE

Reading: Learners read aloud both individually and in chorus. Recite and repeat.

Writing: Learners are able to write on blackboard and copy onto notebooks.

Recreation: Learners play games and sing songs,

LEARNING ENVIRONMENT & MATERIALS

Security & Location: Site is safe and secure located within Ghuma primary school which is fenced.

Learning space conduciveness: Standard classroom 35 – 50 feet with 4 walls, sufficient space for free movement, excellent ventilation, adequate lighting. Quiet and productive environment.

Learning materials available: facilitators guide, school register, white board, black board, pen and pencils.

PHOTOGRAPHS SHOWING GHUMA NFLC, GHUMA COMMUNITY, HAWUL LGA OF BORNO STATE



Figure 26 Photo showing learners during facilitation at Ghuma community NFLC, Ghuma primary school, Hawul LGA, Borno state. Source: dRPC, May 2019



Figure 27 Photo showing KII with female learner at Ghuma community NFLC, Ghuma primary school, Hawul LGA, Borno state. Source: dRPC, May 2019



Figure 28 Photo showing KII with female parent at Ghuma community, Hawul LGA, Borno state. Source: dRPC, May 2019



Figure 29 Photo showing KII with community leader at Ghuma community, Hawul LGA, Borno state. Source: dRPC, May 2019

3.2.1.7.1 Beneficiaries satisfaction with the NFLC

Learners

Six KIIs were conducted with 3 male and 3 female learners at Ghuma NFLC. Sampled learners have been attending sessions at the center for four weeks at a frequency of three days per week. All learners were satisfied with learning conditions and teaching methods. The center is a maximum of 7 minutes' walk from their homes; learners expressed no safety concerns as regards access routes to the center. Four of six learners had two or more sets of learning materials each while the other two had none. The learners wanted improvements in terms of more learning materials and additional facilitators.

"I want more facilitators and lots of learning materials..." Learner from Ghuma learning center, Ghuma community, Hawul LGA

Parents

Two male parents (2 M) were interviewed in Ghuma community. They were both aware of the learning centers activities and visited twice to four times since enrollment. Both parents confirmed their children had learning materials exclusively and they support with homework. None of the learners were reported to often read from the RTL/ TLM. They recommended better translation during sessions.

"The children should be thought in Hausa first before speaking English to them, because they have never been to school before and this will be a problem to them if English is adopted for them..."
Parent from Ghuma NFLC, Ghuma community, Hawul LGA, Borno state

Community Leaders/ CSOs/ CBOs

Ghuma community leader reported he was actively involved in the establishment of the NFLCs however for the facilitators they were only ask to submit recommendations which were subject to tests. He was satisfied with the ongoing process of the NFLCs. He pledged support with protection of the learners going to the center. The recommendation he made was for another facilitator for the center.

"I went house to house in order to select the learners that will be engaged in the center; I will give out my support by protecting the learners in the center; and will give my support to anything that has to do with development in the center; I will like to have a different facilitator in this center in order to be able to give the learners sound knowledge ..." Community leader from Ghuma NFLC, Ghuma community, Hawul LGA, Borno state

3.2.1.8 FHI 350 NFLC AT YIMIRSHIKA PRIMARY SCHOOL, YIMIRHSIKA COMMUNITY, HAWUL LGA

Yimirshika NFLC is a rural center located in Yimirshika primary school, Hawul LGA. Number of students registered are 50 (23 M, 27 F). During the monitoring visit the FBM team met 29 (16 M, 13 F) in attendance. All of the learners in the center are from IDPs. According to the learners we interviewed, most of the learners enrolled in the center are from the host community with less number as IDPs.

Response from Yimirshika NFLC Facilitator

The center has adequate learning materials which are available per child. They also have a facilitator's guide which they use and had training on it in April 2019. Teaching is done in Hausa and Bura languages with a session duration of 40 minutes at 3 days per week for 3 hours. According to the facilitator, the learning center is unsafe for the learners. He recommended a safer environment for the center.

"If we can have a safer place, I can be able to improve by teaching them with a peace of mind without any fear..." NFLC Facilitator at Yimirshika community, Hawul LGA, Borno state. In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.7: Summary of site observation at Yimirshika primary school NFLC, Yimirshika community, Hawul LGA

| INDICATOR | STATUS |
|----------------------------------|---|
| SESSION FACILITATION | Teaching method: Facilitation is done in learner's first languages (Bura). Lesson objectives were read at the start of the session however the facilitator did not make use of the facilitators guide during the observed session. Lessons were audible with demonstration of reading and writing skills. |
| | Support for learners: Gives class work for practice. |
| LEARNERS PERFORMANCE | Reading: Independent and choral reading, recitation and repetition, |
| | Writing: Learners are able to write on blackboard only. |
| | Recreation: Learners play games and sing songs. |
| LEARNING ENVIRONMENT & MATERIALS | Security & Location: Not safe as reported by facilitator. |
| | Learning space conduciveness: Standard classroom 35 – 50 feet with 4 walls, sufficient space for free movement, well ventilated, adequate lighting. Quiet and productive learning space. |
| | Learning materials available: facilitators guide, English text book, visitor's book, school register. |

PHOTOGRAPHS SHOWING YIMIRSHIKA NFLC, YIMIRSHIKA COMMUNITY, HAWUL LGA OF BORNO STATE



Figure 30 Photo showing learners at Yimirshika NFLC, Yimirshika primary school, Hawul LGA, Borno state. Source: dRPC, May 2019



Figure 31 Photo showing KII with male learner at Yimirshika NFLC, Yimirshika primary school, Hawul LGA, Borno state. Source: dRPC, May 2019



Figure 32 Photo showing KII with female learner at Yimirshika NFLC, Yimirshika primary school, Hawul LGA, Borno state. Source: dRPC, May 2019



Figure 33 Photo showing KII with female learner at Yimirshika NFLC, Yimirshika primary school, Hawul LGA, Borno state. Source: dRPC, May 2019

3.2.1.8.1 Beneficiaries satisfaction with NFLC

Learners

At Yimirshika learning center, the FBM team sampled five learners (3 F, 2M). Sampled learners reported to have been coming for sessions for the past one to three weeks at a frequency of three days per week. All learners were satisfied with learning conditions and teaching methods. Distance seems to be a challenge for some of the learners as two of the have to walk twenty to thirty minutes before getting to the center however they expressed no safety or security concerns as regards access routes. All of the learners had at least one set of learning materials exclusively for their use. For this center,

improvements for them meant increasing session durations, additional learning materials, introducing school uniforms and repairing broken chairs.

“I need uniform so that our peers from other schools will regard us as a student’s...” Learner from Yimirshika learning center, Yimirshika community, Hawul LGA

“I want the lesson time and day to be increase and learning materials too...” Learner from Yimirshika learning center, Yimirshika community, Hawul LGA

“I want you to repair our chairs for us...” Learner from Yimirshika learning center, Yimirshika community, Hawul LGA

Parents

Two female parents (2 F) participated in our KIs in Yimirshika community. The parents were aware of the learning centers activities and visited three times each since their children were enrolled. Both parents confirmed their children had learning materials exclusively and they support with homework. One of the learners was reported to often read from the RTL/ TLM. Their recommendations were for increased learning materials, homework and improved incentives for facilitators.

“They should be given homework every day in order to have them engaged after school, learning materials should be given out to the learners, the facilitators should be given motivation in order to engage the learners very well...” Parent from Yimirshika NFLC, Yimirshika community, Hawul LGA, Borno state

Community Leaders/ CSOs/ CBOs

When we interviewed Yimirshika community leader, he reported he was involved in the establishment of the NFLCs as well as selection of facilitators. He was satisfied with the ongoing process of the NFLCs. He pledged support with supervision of learner’s attendance and recommended more facilitators be engaged.

“I will be going out to the centers to supervise the facilitators...” Community leader from Yimirshika NFLC, Yimirshika community, Hawul LGA, Borno state

3.2.1.9 FHI 360 NFLC AT SHOWKARI PRIMARY SCHOOL, RUWANZAFI COMMUNITY, JERE LGA

This is an urban NFLC situated in Ruwanzafi community in Jere LGA. The center has 50 registered students (31 M, 19 F). During the FBM visit there were 27 (8 M, 17 F) in attendance. According to the learners, the center has enrolled a mixture of children both as IDPs and from host communities.

Response from Ruwanzafi NFLC Facilitator

The center has adequate learning materials which are adequately available per child. They also have a facilitator’s guide which they use and had training on it in April 2019. Teaching is done in Hausa and English languages with a session duration of 40 minutes at 3 days per week for 3 hours. According to the

facilitator, the learning center is very safe for the learners. He recommended additional learning materials be provided for the center. In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.8: Summary of site observation at Showkari primary school NFLC, Ruwanzafi community, Jere LGA

| INDICATOR | STATUS |
|----------------------------------|--|
| SESSION FACILITATION | Teaching method: Facilitation is in learner's first language. Lesson objectives were read at the start of the session with use of facilitators guide. Lessons were audible. |
| | Support for learners: Assists learners one on one, gave class work for practice, provided explanations for better understanding, demonstrated reading or writing skills, encouraged discussion, gave class work for practice, facilitated group work and provided explicit translation for better understanding. |
| LEARNERS PERFORMANCE | Reading: Read aloud, recite and repeat. |
| | Writing: No observed writing skills. |
| | Recreation: Learners play games and sing songs, |
| LEARNING ENVIRONMENT & MATERIALS | Security & Location: Site is safe and secure as reported by facilitator. |
| | Learning space conduciveness: Standard classroom 35 – 50 feet with 4 walls, sufficient space for free movement, well ventilated, adequate lighting. Quiet and productive environment. |
| | Learning materials available: facilitators guide, duster, marker, black board. |

PHOTOGRAPHS SHOWING RUWANZAFI NFLC, SHOWKARI PRIMARY SCHOOL, RUWANZAFI COMMUNITY, JERE LGA OF BORNO STATE



Figure 34 Photo showing Ruwanzafi community NFLC, Showkari primary school, Jere LGA, Borno state. Source: dRPC, May 2019



Figure 35 Photo showing learners during contact session at Ruwanzafi community NFLC, Showkari primary school, Jere LGA, Borno state. Source: dRPC, May 2019



Figure 36 Photo showing KII with female learner at Ruwanzafi community NFLC, Showkari primary school, Jere LGA, Borno state. Source: dRPC, May 2019



Figure 37 Photo showing KII with parent at Ruwanzafi community NFLC, Showkari primary school, Jere LGA, Borno state. Source: dRPC, May 2019

3.2.1.9.1 Beneficiaries satisfaction with the NFLC

Learners

Six learners (3 F, 3M) were sampled for KIs at this learning center. All the learners were enrolled for at least three weeks and attended sessions three days per week. Learning conditions and methods were reported to be satisfactory and no security concerns were reported concerning access routes to the center. Learners walk for a maximum of 15 to 20 minutes before reaching the center from their homes. All of the learners had at least one set of learning materials (book, biro, pencil and eraser) exclusively for their use. Uniforms and school bags were the major recommendations for improvement by the learners.

Parents

Three parents (2 M, 1 F) participated in our KIs in Ruwanzafi community. Only one of the parents visited the learning center once since their child was enrolled. Two of three parents confirmed their children had learning materials exclusively and similar number support with homework. Two of three the learners were reported to often read from the RTL/ TLM. Their recommendations were for increased learning materials and increased classes.

“We need more classes, parent collaboration, books and Bag...” Parents from Ruwanzafi NFLC, Ruwanzafi community, Jere LGA, Borno state

Community Leaders/ CSOs/ CBOs

Ruwanzafi community leader reported he was consulted and participated in the establishment of the NFLCs as well as selection of facilitators. He expressed satisfaction with the ongoing process of the NFLCs. He pledged support with the process and recommended more learners be enrolled.

“I will like to suggest more learners to be enrolled...” Community leader from Ruwanzafi NFLC, Ruwanzafi community, Jere LGA, Borno state

CBMC Official

Representative of CBMCs for Ruwanzafi community reported active involvement in establishment of the NFLCs through community mobilization. He recommended sustainability plans for greater impact of the intervention.

“Out of school children are many in our area, when they contacted me about the NFLC center I convinced our community leader to mobilize the community for it ...” CBMC representative, Ruwanzafi NFLC, Ruwanzafi community, Jere LGA, Borno state

3.2.1.10 FHI 360 ZABARMARI NFLC AT IHSANUDEEN PRIMARY SCHOOL, ZABARMARI COMMUNITY, JERE LGA

Zabarmari center an urban NFLC situated in Zabarmari community in Jere LGA, Borno state with 50 registered students (31 M, 19 F). During our monitoring visit, our FBM team met 41 (25 M, 16 F) in learners attendance. From our interaction with the learners, it was reported that all children enrolled in this center were mostly from host communities.

Response from Zabarmari NFLC Facilitator

The center has learning materials but not available per child. They also have a facilitator's guide which they use and had training on it in April 2019. Teaching is done in Kanuri and Hausa languages with a session duration of 40 minutes at 3 days per week for 3 hours. According to the facilitator, the learning center is very safe for the learners. He recommended longer contact hours to enhance learning outcomes.

"Continuing lessons is very important, current duration is short..." NFLC Facilitator Zabarmari NFLC, Zabarmari community, Jere LGA, Borno state.

In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.9: Summary of site observation at Ihsanudden primary school NFLC, Zabarmari community, Jere LGA

| INDICATOR | STATUS |
|----------------------------------|--|
| SESSION FACILITATION | Teaching method: Facilitation was done using a mixture of learner's first languages of Kanuri and Hausa. Lesson objectives were read at the start of the session and the facilitators guide was used during the observed session. Lessons were audible. Asks recall questions for clarity. |
| | Support for learners: Assists learners one on one, gave class work for practice and provided explanations for better understanding, reviewed previous homework and gave homework, used explicit translation when child did not understand. |
| LEARNERS PERFORMANCE | Reading: Answer written questions. |
| | Writing: Write on blackboard, copies materials onto notebooks. |
| | Recreation: Learners play games and sing songs. |
| LEARNING ENVIRONMENT & MATERIALS | Security & Location: Site is very safe as reported by facilitator. |
| | Learning space conduciveness: Standard classroom 35 – 50 feet with 4 walls, sufficient space for free movement, excellent ventilation, adequate lighting. Quiet and productive learning environment. |
| | Learning materials available: chalk, blackboard, notebook, facilitators guide. |

PHOTOGRAPHS SHOWING IHSANUDEEN PRIMARY SCHOOL NFLC, ZABARMARI COMMUNITY, JERE LGA OF BORNO STATE



Figure 38 Photo showing Zabarmari community NFLC, Ihsanudeen primary school, Jere LGA, Borno state. Source: dRPC, May 2019



Figure 39 Photo showing ongoing facilitation at Zabarmari community NFLC, Ihsanudeen primary school, Jere LGA, Borno state. Source: dRPC, May 2019



Figure 40 Photo showing KII with female learner at Zabarmari community NFLC, Ihsanudeen primary school, Jere LGA, Borno state. Source: dRPC, May 2019



Figure 41 Photo showing KII with male parent at Zabarmari community, Jere LGA, Borno state. Source: dRPC, May 2019

3.2.1.10.1 Beneficiaries satisfaction with the NFLC

Learners

All sampled learners (3 M, 3F) were enrolled for three weeks and attended sessions three days per week. All respondents reported learning conditions and methods to be fully satisfactory. Learners walk for a maximum of 30 minutes before reaching the center from their homes however no security concerns were reported concerning access routes. All of the learners had at least one set of learning materials (book, biro, pencil and eraser) exclusively for their use. Recommendations were for the construction of latrines as well as additional learning materials like text books.

“We need latrines and text books...” Learner from Zabarmari NFLC, Zabarmari community, Jere LGA

Parents

Three parents (3 M) participated in our KIs in Zabarmari community. Only one of the parents visited the learning center three times since their child was enrolled. All three parents confirmed their children had learning materials exclusively and similar number support them with homework. All learners were reported to read from the RTL/ TLM both at day and night. The following recommendations were made:

“We need facilitators and additional building, another center is needed as our village is big, we need increased facilitators, and we want to have toilet and teaching aids...” Parents from Zabarmari NFLC, Zabarmari community, Jere LGA, Borno state

Community Leaders/ CSOs/ CBOs

Interviewed community leader from Zabarmari reported participation in the establishment of the NFLCs as well as selection of facilitators. He expressed satisfaction with the ongoing process of the NFLCs. He pledged his support with provision of land for the program.

“We can provide land if needed through the Lawan and District Head because we need secondary school in our community if u can help...” Community leader from Zabarmari NFLC, Zabarmari community, Jere LGA, Borno state

CBMC

Representative of CBMCs for Zabarmari community reported active involvement in establishment of the NFLCs as well as enrollment of the learners. He recommended more centers and increased enrollment.

“Increase the enrollment, we need like three centers...” CBMC representative, Zabarmari NFLC, Zabarmari community, Jere LGA, Borno state

3.2.1.1.1 RESPONSES FROM IMPLEMENTERS AND IMPLEMENTING PARTNERS IN BORNO

3.2.1.1.1.1 Response from FHI 360 Chief of Party (COP)

When asked about the process of establishment of the NFLCs, he said it was done through collaboration with the Government as well as community mobilization for demand creation. Regarding progress, they have so far established 156 out of target 600 NFLCs; about 7835 learners were also

reported to be currently enrolled. The 156 centers according to him were for the Return to Learning (RTL) curriculum which is supposed to be four weeks while the 600 centers will be for the basic learning program which is scheduled to last for nine months. He further highlighted that the communities for these remaining 444 centers have been selected and enrollment of learners is currently ongoing with a target for implementation set at 12th of June 2019. He said that while these 600 centers are intended to serve approximately 30, 000 learners, they may still not be enough to meet the high demand created within target communities.

When asked about facilitation, it was reported that facilitators use the RTL manual; once procured these outputs are immediately distributed to the established centers within 48 hours of delivery. At the time of the interview, they reported to have recruited 10 master trainers (5 M, 5 F) who were trained in April 2019 on social and emotional learning, literacy and numeracy; these in turn stepped down the training to 157 facilitators. He commended the efforts of USAID and recommended they look into establishing more centers to meet high demand created.

3.2.1.11.2 Responses from Master trainers

Three master trainers were sampled for interview in Borno (1 M, 2F). They were recruited either through recommendations from SAME or based on having prior experience as master trainers working with other education projects. All master trainers reported being trained at least twice by the AENN project. The training was on social and emotional learning, literacy and numeracy.

3.2.1.11.3 Responses from State Universal Basic Education Board (SUBEB), State Agency for Mass Education (SAME) and State Ministry of Education (SMoE) Borno state and VIAMO Abuja FCT

SUBEB

Representative from SUBEB reported that they were involved in the AENN project from conception. His office participated in the RERA and GESI reports, production of the RTL/TLM as well as the data hub training. He recommended improvement in terms of strengthened collaboration between NGOs generally and Government.

SAME

Our findings from SAME Borno were similar to that of SUBEB. They reported being key players in the establishment of the NFLCs, they benefited from the data hub training were also involved in RERA and GESI reports. They were satisfied with level of involvement in the intervention and recommended provision of additional learning structures and instructional materials to all centers and affected LGAs.

SMoE

When we interviewed SMoE, our findings were somewhat different from the other Government partners. The Ministry was only involved in the intervention as master trainers, but they reported no involvement in establishment of the NFLCs, RERA and GESI reports, production of the RTL/ TLM nor

participation in the data hub training. They recommended additional capacity building for the master trainers and facilitators.

VIAMO

Findings from our interviews show the role of VIAMO in the AENN project is still in its early stages. As reported by VIAMO's representative, they are in charge of dashboard development for the data hub. They conducted a stakeholders meeting for both Borno and Yobe stakeholders where relevant information for the development of this dashboard was collected. Additionally, they are tasked with developing and conducting bi-weekly mobile surveys comprising of 5 – 10 questions asking Government officials and other stakeholders feedback on implementation of the intervention. Currently the tools for this surveys have been developed in collaboration with FHI 360, and they are working on modifying them to become mobile friendly. Their recommendations to FHI 360 was faster response time in terms of communication.

3.2.1.12 OBSERVATION AT FHI 360 STORE MAIDUGURI AND INTERVIEW WITH FHI 360 STORE OFFICER

FHI 360 Maiduguri have two separate stores; a larger new store outside the office premises and an older smaller store within the office premises. In both stores were AENN outputs (newly supplied white boards, markers and office consumables) as well as outputs for other FHI 360 projects. During the FBM visit there were no observed RTL/ TLM nor scholastic materials in both stores. Storage space was adequate and secure; the smaller store was tidy and well-kept however the larger was not so organized (likely because they were still in the process of moving in). Store records were accurate and up to date with BIN cards showing stock balance; distribution records for scholastic materials were also available by center.

According to the store officer, RTL/ TLM are procured and distributed on a needs basis based on number of learners enrolled in the centers. The last procurement was in April 2019, and distribution was done within 48 hours of arrival of the materials.

PHOTOGRAPHS SHOWING FHI 360 STORE, MAIDUGURI BORNO STATE



Figure 42 Photo showing FBM conducting site observation at FHI 360 store, Maiguri LGA, Borno state. Source: dRPC, May 2019

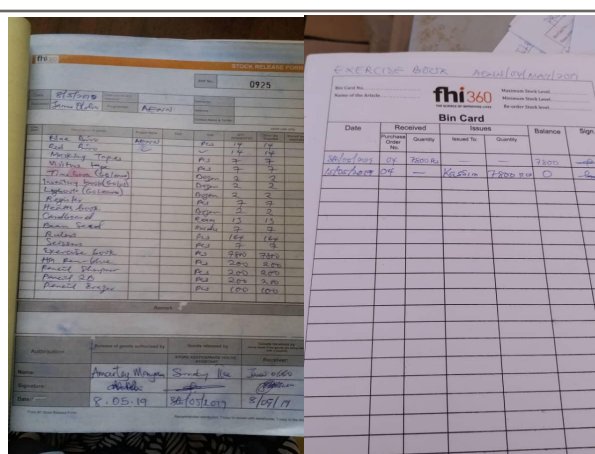


Figure 43 Photo showing Bin card indicating stock level of exercise books and stock release forms for release of RTL materials at FHI 360 store Maiduguri LGA, Borno state. Source: dRPC, May 2019

3.2.2 YOBE STATE

The FBM selected two NFLCs in each of the five intervention LGAs in Yobe state; in total 6 NFLCs were visited. In Damaturu LGA the team visited Bukar Ali primary school learning center and Nayi-Nawa learning center; for Bade LGA sites visited were Custom Islamiyya primary and Islamiyya primary schools. In Potiskum the team visited Moi Umar primary school and Mai Adiko primary school NFLCs.

3.2.2.1 FHI 360 ALI BUKAR PRIMARY SCHOOL NFLC, MALAM MATARI COMMUNITY, DAMATURU LGA, YOBE STATE

Ali Bukar learning center is an urban NFLC situated in Malam Matari community in Damaturu LGA, Yobe state. The center has 50 registered students (24 M, 26 F). During our monitoring visit however, our FBM team saw 39 (13 M, 26 F) learners in attendance. All of the learners in the center are IDPs.

Response from Bukar Ali primary school NFLC Facilitator

During our KIIs with the NFLC facilitator, he reported that the center has learning materials which are available per child. They also have a facilitator's guide which they use and had training on it in April 2019. Teaching is done in Hausa language. The session for the present cohort was reported to be 9 months having classes 2 days per week at 2 hours per day. According to the facilitator, the learning center is very safe for the learners. He recommended additional learning materials for the center.

“There is need for additional chalk board and learner’s bags to enable them maintain their learning materials...” NFLC Facilitator Bukar Ali primary school NFLC, Malam Matari community, Damaturu LGA, Yobe state.

In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.10: Summary of site observation at Ali Bukar primary school NFLC, Malam Matari community, Damaturu LGA

| INDICATOR | STATUS |
|----------------------------------|---|
| SESSION FACILITATION | <p>Teaching method: Facilitation was done using learner’s first language. Lesson objectives were read at the start of the session and the facilitators guide was used during the observed session. Lessons were audible. Asks recall questions for clarity.</p> <p>Support for learners: Provided explanation and explicit translation when learner did not understand, gave class work for practice and provided explanations for better understanding, reviewed previous homework and gave homework,.</p> |
| LEARNERS PERFORMANCE | <p>Reading: Reading aloud in chorus, answer written questions, recites and repeats</p> <p>Writing: Copies from blackboard onto notebooks.</p> <p>Recreation: None observed during session</p> |
| LEARNING ENVIRONMENT & MATERIALS | <p>Security & Location: Site is very safe as reported by facilitator.</p> <p>Learning space conduciveness: Moderate classroom 51 – 60 feet with 4 walls, sufficient space for free movement, good ventilation. Quiet and productive learning environment.</p> <p>Learning materials available: chalk, blackboard, desks and tables, facilitators guide.</p> |

PHOTOGRAPHS SHOWING BUKAR ALI PRIMARY SCHOOL NFLC, MALAM MATARI COMMUNITY, DAMATURU LGA OF YOBE STATE



Figure 44 Photo showing ongoing facilitation at Ali Bukar primary school NFLC, Malam Matari community, Damaturu LGA, Yobe state. Source: dRPC, May 2019



Figure 45 Photo showing KII with female learner at Ali Bukar primary school NFLC, Malam Matari community, Damaturu LGA, Yobe state. Source: dRPC, May 2019



Figure 46 Photo showing KII with CBMC at Malam Matari community, Damaturu LGA, Yobe state. Source: dRPC, May 2019



Figure 47 Photo showing KII with parent at Malam Matari community, Damaturu LGA, Yobe state. Source: dRPC, May 2019

3.2.2.1.1 Beneficiaries satisfaction with NFLC

Learners

All sampled learners (3 M, 3F) were enrolled for six weeks and attended sessions two days per week. All respondents reported learning conditions and methods to be fully satisfactory however distance was a concern for some of them reported the center was too far away from their homes but no security concerns were reported concerning access routes. All of the learners had at least two sets of learning materials (book, biro, pencil) exclusively for their use. Recommendations were for the provision of additional learning materials.

“We need provision of school bags, sandals, socks and additional school materials like chalk board. ...”
Learner from Ali Bukar primary school NFLC, Malam Matari community, Damaturu LGA, Yobe state.

Parents

One parent (1 M) was interviewed in Malam Matari community. He visited the learning center but did not state the frequency. He confirmed his child had learning materials exclusively and supported with homework. His child read from the RTL/ TLM frequently. The following recommendations were made:

“They should engage local facilitators that have an excellent local area knowledge. There should also be provision of chair and tables. ...” Parent from Bukar Ali NFLC, Malam Matari community, Damaturu LGA, Yobe state.

Community Leaders/ CSOs/ CBOs

Interviewed community leader from Malam Matari community reported participation in the establishment of the NFLCs as well as selection of facilitators. They participated in identifying vulnerable and out of school children which were enrolled. They also played a vital role in consultation and selection of eligible learning facilitators who they later interviewed and selected successfully. He expressed satisfaction with the ongoing process of the NFLCs. He pledged his support for the program in the following ways:

“I will ensure that every child enrolled into the learning center from this community, attend consistently and retained to the end of the program. I will also render every support required of me within my power and ability as the leader of this community...” Community leader from Bukar Ali NFLC, Malam Matari community, Damaturu LGA, Yobe state

CBMC

Representative of CBMCs for Malam Matari community reported active involvement in establishment of the NFLCs. He made the following recommendations and commitments.

“We led the process by identifying safe and secured communities and locations for the establishment of learning centers, also played a role of introducing the project team to the community stakeholders including traditional and religious leaders where advocacy visit were paid to the Emir of Damaturu to secure, buy in and support for the program implementation...” CBMC representative, Bukar Ali NFLC, Malam Matari community, Damaturu LGA, Yobe state.

“We will work with other coalition members to improve on our relationship with FHI 360 project team by ensuring our involvement in decisions about the learning centers and also mobilize resources to ensure smooth operation of the learning centers and improved the quality of instruction delivery by the

learning facilitators. We will also ensure competent community members are engaged as facilitators....”
CBMC representative, Bukar Ali NFLC, Malam Matari community, Damaturu LGA, Yobe state.

3.2.2.2 FHI 360 NAYI-NAWA NFLC, AFALA BULABULIN COMMUNITY, DAMATURU LGA, YOBE STATE

Nayi-Nawa learning center is an urban NFLC situated in Afala primary school, Bulabulin community in Damaturu LGA, Yobe state. The center has 39 registered learners (14 M, 25 F), during our monitoring visit however, our FBM team met with 48 (24 M, 24 F) learners in attendance. According to the learners, majority of enrolled children were IDPs with a few from host communities.

Response from Nayi-Nawa NFLC Facilitator

As reported by the NFLC facilitator, the center has learning materials which are available per child. They also have a facilitator’s guide which they use and had training on it in April 2019. Teaching is done in Hausa language. The learning sessions last for 2 hours each having classes 2 days per week at 2 hours per day. The center was reported to be safe for learners with no security concerns. He recommended improvement in provision of drinking water for learners as well as tables and chairs. In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.11: Summary of site observation at Nayi-Nawa NFLC, Afala Bulabulin community, Damaturu LGA

| INDICATOR | STATUS |
|----------------------------------|--|
| SESSION FACILITATION | Teaching method: Facilitation was done using learner’s first language. Lesson objectives were read at the start of the session and the facilitators guide was used during the observed session. Lessons were audible. Asks recall questions for clarity. |
| | Support for learners: Demonstrated reading or writing skills. Gave class work for practice and provided explanations for better understanding, |
| LEARNERS PERFORMANCE | Reading: Reading aloud. |
| | Writing: Copies from blackboard onto notebooks. |
| | Recreation: None observed during session |
| LEARNING ENVIRONMENT & MATERIALS | Security & Location: Site is safe as reported by facilitator. |
| | Learning space conduciveness: Moderate classroom 51 – 60 feet with 4 walls, sufficient space for free movement, good ventilation. Noisy and productive learning environment. |
| | Learning materials available: chalk, blackboard, facilitators guide. |

PHOTOGRAPHS SHOWING NAYI NAWA NFLC, AFALA BULABULIN COMMUNITY, DAMATURU LGA OF YOBE STATE



Figure 48 Photo showing ongoing facilitation at Bulabulin Nayi-Nawa community NFLC, Afala primary school, Damaturu LGA, Yobe state. Source: dRPC, May 2019



Figure 49 Photo showing KII with NFLC facilitator at Bulabulin Nayi-Nawa community NFLC, Afala primary school, Damaturu LGA, Yobe state. Source: dRPC, May 2019



Figure 50 Photo showing KII with female learner at Bulabulin Nayi-Nawa community NFLC, Afala primary school, Damaturu LGA, Yobe state. Source: dRPC, May 2019



Figure 51 Photo showing KII with male learner at Bulabulin Nayi-Nawa community NFLC, Afala primary school, Damaturu LGA, Yobe state. Source: dRPC, May 2019

3.2.2.2.1 Beneficiaries satisfaction with NFLC

Learners

All sampled learners (3 M, 3F) were enrolled for at least two weeks and had contact sessions for two days per week. The learners were satisfied with learning conditions and showed no security concerns regarding access. The center however is too far away from their homes as some of them reportedly walk for as much as two hours from their homes. All of the learners (except one) had a complete set of learning materials (book, biro, pencil) exclusively for their use. Recommendations were the renovation of classrooms and provision of chairs and tables.

“We need renovation of classrooms and provision of chairs and tables...” Learner from Nayi-Nawa NFLC, Afala Bulabulin community, Damaturu LGA, Yobe state.

Parents

One parent (1 M) was interviewed in Afala Bulabulin community. He never visited the learning center his child was enrolled. He confirmed his child had learning materials exclusively and supported with homework. His child read from the RTL/ TLM frequently. He had no recommendations to make.

Community Leaders/ CSOs/ CBOs

Interviewed community leader from Afala Bulabulin community reported participation in the establishment of the NFLCs as well as selection of facilitators. He expressed satisfaction with the ongoing process of the NFLCs. He pledged his continued support for the program.

“As a community leader, I advise the parents on the importance of education and mobilizing the caregivers especially less privileged and orphans...” Community leader from Nayi-Nawa NFLC, Afala Bulabulin community, Damaturu LGA, Yobe state

CBMC

Representative of CBMCs for Afala Bulabulin community reported active involvement in establishment of the NFLCs. The following statements were made on their role and commitments.

“We participated in mapping of communities where 43 urban and rural areas were identified and later prioritized 19 of the communities based on proximity, safety and security, accessibility and availability of out of school children. There after we facilitated an advocacy visit to the Emir of Damaturu to secure his cooperation and support and that of his subject in the implementation of the project. We also visited the selected communities together where we requested for qualified youth as prospective Learning facilitators....” CBMC representative, Nayi-Nawa NFLC, Afala Bulabulin community, Damaturu LGA, Yobe state.

“We will work with other stakeholders to expand the reach of the project to other communities outside the metropolis. It will also make a lot of impact to integrate vocational skills acquisition trainings in both the NFLCs and Youth learning centers....” CBMC representative, Nayi-Nawa NFLC, Afala Bulabulin community, Damaturu LGA, Yobe state.

3.2.2.3 FHI 360 CUSTOM ISLAMIYYA PRIMARY SCHOOL, ABUJAN AMARE COMMUNITY, BADE LGA, YOBE STATE

Custom Islamiyya learning center is an urban NFLC situated in Abujan Amare community in Bade LGA, Yobe state. The center has 50 registered learners (19 M, 31 F) where 31 (12 M, 19 F) learners were observed in attendance during our FBM visit. During the course of our interviews the learners reported the center enrolled a mix of both IDPs and host community leaners.

Response from Custom Islamiyya NFLC Facilitator

According to the NFLC facilitator, the center has no learning materials for the learners. They however have a facilitator's guide which they use and had training on it in April 2019. He engaged the learners through presentations and group work. According to him, the RTL session lasts for 5 weeks where He teaches 2 hours per day for 2 days in a week. The center was reported to be safe for learners with no security concerns. The following recommendations for improvement were made.

“Prompt payment of facilitators, strengthened monitoring of facilitators to improve project outcomes, there should also be provision of recreational materials for the learners...” NFLC Facilitator at Custom Islamiyya learning center, Abujan Amare community, Bade LGA, Yobe state. In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.12: Summary of site observation at Custom Islamiyya NFLC, Abujan Amare community, Bade LGA

| INDICATOR | STATUS |
|----------------------------------|--|
| SESSION FACILITATION | <p>Teaching method: Facilitation was done using learner's first language. Lesson objectives were read at the start of the session and the facilitators guide was used during the observed session. Lessons were audible. Asks recall questions for clarity.</p> <p>Support for learners: Responds to learners questions and provides explanation for better understanding. Demonstrated reading or writing skills. Assist learners one on one. Gave class work for practice and provided explanations for better understanding, Reviews previous homework and encouraged discussion.</p> |
| LEARNERS PERFORMANCE | <p>Reading: Reading aloud independently and in pairs, answers written questions</p> <p>Writing: Writes on blackboard and copies from blackboard onto notebooks.</p> <p>Recreation: Paly games and sing songs. Role play and skits.</p> |
| LEARNING ENVIRONMENT & MATERIALS | <p>Security & Location: Site is very safe as reported by facilitator. However damaged and collapsing roof possess safety threat to the learners.</p> <p>Learning space conduciveness: Moderate classroom 51 – 60 feet with 4 walls, sufficient space for free movement, good ventilation and bright light. Quiet and productive learning environment. There are no windows nor doors, roof is damaged.</p> <p>Learning materials available: facilitators guide, chalk and duster, blackboard, writing materials for learners.</p> |

PHOTOGRAPHS SHOWING CUSTOM COMMUNITY BADE LGA OF YOBE STATE

ISLAMIYYA NFLC, ABUJAN AMARE



Figure 52 Photo showing custom Islamiyya NFLC, Abujan Amare community, Bade LGA, Yobe state. Source: dRPC, May 2019



Figure 53 Photo showing KII with female learner at Custom Islamiyya NFLC, Abujan Amare community, Bade LGA, Yobe state. Source: dRPC, May 2019



Figure 54 Photo showing KII with male learner at Abujan Amare community, Bade LGA, Yobe state. Source: dRPC, May 2019



Figure 55 Photo showing KII with female parent at Abujan Amare community, Bade LGA, Yobe state. Source: dRPC, May 2019

3.2.2.3.1 Beneficiaries satisfaction with NFLCs

Learners

All sampled learners (3 M, 3F) were enrolled for at least four weeks and had contact sessions for two days per week. The learners were satisfied with learning conditions and showed no security concerns regarding access. Most of the learners reportedly walk for about 5 minutes from their homes. All of the learners reported to having complete two sets of learning materials (book, biro, pencil) exclusively for their use. The learners recommend transition to formal education system at the completion of the program.

“We want to transition to formal school at the end of the program...” Learner from Custom Islamiyya NFLC, Abujan Amare community, Bade LGA, Yobe state.

Parents

One parent (1 F) was interviewed in Abujan Amare community. She visited the learning center on a weekly basis. She confirmed her child had learning materials exclusively and supported with homework. Her child read from the RTL/TLM frequently. The following recommendations were made:

“Improvement of welfare of the learning facilitators and pay monitoring visit to the NFLCs regularly...”
Parent from Custom Islamiyya NFLC, Abujan Amare community, Bade LGA, Yobe state

Community Leaders/ CSOs/ CBOs

Interviewed community leader from Abujan Amare community reported participation in the establishment of the NFLCs as well as selection of facilitators. They assisted in mobilizing the target children through house to house sensitization campaigns of parents and caregivers. He expressed satisfaction with the ongoing process of the NFLCs. He pledged his support for the program in the following ways:

“I will intensify engagement with other community stakeholders to mobilize resources for smooth take-off and operation of the learning centers...” Community leader from Custom Islamiyya NFLC, Abujan Amare community, Bade LGA, Yobe state

CBMC

Representative of CBMCs for Abujan Amare community reported active involvement in establishment of the NFLCs. The following statements were made regarding their role as well as recommendations and commitments.

“We participated fully in site selection along with the community leaders. Also partake in the identification, selection and screening of learners and facilitators...” CBMC representative, Custom Islamiyya NFLC, Abujan Amare community, Bade LGA, Yobe state.

“We will work towards improving the condition of the learning environment and advocate to the appropriate authority for wall fencing of the learning environment...” CBMC representative, Custom Islamiyya NFLC, Abujan Amare community, Bade LGA, Yobe state.

3.2.2.4 FHI 360 ISLAMIYYA PRIMARY SCHOOL NFLC, UNGUWAR KUDU, BADE LGA, YOBE STATE

Islamiyya learning center is an urban NFLC situated in Unguwar Kudu community in Bade LGA, Yobe state. The center has 50 registered learners (22 M, 28 F), the FBM team met 49 (22 M, 27 F) learners in

attendance. As reported by the learners both IDPs and host community learners were enrolled in the center with a majority from IDPs.

Response from Islamiyya Primary School NFLC Facilitator

The center has learning materials available per child as well as a facilitator's guide which a training was conducted on March 2019. The sessions are held three times a week for 2 hours per day. The center was reported to be safe for learners with no security concerns. He recommended school chairs, water pumps and school feeding program be introduced. In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.13: Summary of site observation at Islamiyya Primary School NFLC, Uguwar Kudu community Bade LGA

| INDICATOR | STATUS |
|----------------------------------|---|
| SESSION FACILITATION | Teaching method: Facilitation was done using learner's first language. Lesson objectives were read at the start of the session and the facilitators guide was used during the observed session. Lessons were audible. Asks recall questions for clarity. |
| | Support for learners: Responds to learners questions and provides explanation for better understanding. Demonstrated reading or writing skills. Assist learners one on one. Gave class work for practice and provided explanations for better understanding, Gave homework. |
| LEARNERS PERFORMANCE | Reading: Reading aloud independently. |
| | Writing: No writing skills demonstrated during observed session |
| | Recreation: Paly games and sing songs. Role play and skits. |
| LEARNING ENVIRONMENT & MATERIALS | Security & Location: Site is safe as reported by facilitator. |
| | Learning space conduciveness: Moderate classroom 51 – 60 feet with 4 walls, sufficient space for free movement, good ventilation and bright light. Quiet and productive learning environment. |
| | Learning materials available: Facilitators guide |

PHOTOGRAPHS SHOWING ISLAMIYYA PRIMARY SCHOOL NFLC, UNGUWAR KUDU,BADE LGA OF YOBE STATE



Figure 56 Photo showing ongoing facilitation at Islamiyya primary school NFLC, Unguwar Kudu, Bade LGA, Yobe state. Source: dRPC, May 2019



Figure 57 Photo showing KII with female learner at Islamiyya primary school NFLC, Unguwar Kudu, Bade LGA, Yobe state. Source: dRPC, May 2019



Figure 58 Photo showing KII with male parent at Unguwar Kudu community, Bade LGA, Yobe state. Source: dRPC, May 2019



Figure 59 Photo showing KII with community leader at Unguwar Kudu community, Bade LGA, Yobe state. Source: dRPC, May 2019

3.2.2.4.I Beneficiaries satisfaction with the NFLC

Learners

All sampled learners (3 M, 3F) were enrolled for at least four weeks and had contact sessions for two days per week. The learners were satisfied with learning conditions and showed no security concerns regarding access. Most of the learners reportedly walk for about 5 minutes from their homes however some reportedly trek for up to 30 minutes to get to the center. All of the learners reported to having complete two sets of learning materials (book, biro, pencil) exclusively for their use. The learners recommend transition to formal education system at the completion of the program.

“We need provision of school bags, sandals, socks, uniforms and sitting facilities e.g benches or mats, also provide water for consumption and other utilities....” Learner from Islamiyya NFLC, Unguwar Kudu community, Bade LGA, Yobe state.

Parents

One parent (1 M) was interviewed in Unguwar Kudu community. He visited the learning center but did not state the frequency. He confirmed his child had learning materials exclusively and supported with homework. The learner read from the RTL/ TLM at least twice a day. The following recommendations were made:

“Provide incentives for the learning facilitators and community coalitions to improve monitoring of Learning centers...” Parent from Islamiyya NFLC, Unguwar Kudu community, Bade LGA, Yobe state

Community Leaders/ CSOs/ CBOs

Interviewed community leader from Unguwar Kudu community reported they were not consulted during the establishment of the NFLCs as well as selection of facilitators. He still however expressed satisfaction with the ongoing process of the NFLCs. He pledged his support for the sustainability of the program.

“There is a need to consult the community leader in form of an advocacy in the process of selection of learning facilitators so that he will be of help in identifying eligible learners and facilitators of impeccable track record....” Community leader from Islamiyya NFLC, Unguwar Kudu community, Bade LGA, Yobe state

CBMC

When we interviewed CBMC representative for Unguwar Kudu community, he reported active involvement in establishment of the NFLCs. The following statements were made regarding their role as well as recommendations and commitments.

“We participated in identification of children and pre enrollment process and monitoring of input for distribution....” CBMC representative, Islamiyya NFLC, Unguwar Kudu community, Bade LGA, Yobe state.

“We recommend proper monitoring of the facilitators based on the learning scope; motivation for the facilitators regarding transport fare and snacks to the learners; strengthened stakeholder engagement for the program ownership...” CBMC representative, Islamiyya NFLC, Unguwar Kudu community, Bade LGA, Yobe state.

3.2.2.5 FHI 360 MAI ADIKO PRIMARY SCHOOL NFLC, BULABULIN COMMUNITY, POTISKUM LGA, YOBE STATE

Mai Adiko learning center is an urban NFLC situated at Bulabulin community in Potiskum LGA, Yobe state. The center has 50 registered learners (21 M, 29 F). During our FBM, the monitoring team observed 47 (18 M, 29 F) learners in attendance. Majority of interviewed learners from this center reported that learners were enrolled both from host communities as well as IDPs.

Response from Mai Adiko NFLC Facilitator

This learning center was reported to have adequate learning materials available per child. They also have a facilitator's guide which they use and had training on it in April 2019. He engaged the learners through pairing them. According to him, the RTL session lasts for 6 months, where He teaches for 2 days per week for 2 hours a day. The center was reported to be unsafe for learners. The following recommendations for improvement were made.

“Provide instructional materials like cardboard paper, permanent marker. We also need snacks for the learners to encourage attendance. There is no potable drinking water in the center for sanitation and hygiene. Dignity kits should also be provided for learners...” NFLC Facilitator at Mai Adiko primary school learning center, Bulabulin community, Potiskum LGA, Yobe state. In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.14: Summary of site observation at Mai Adiko NFLC, Bulabulin community, Potiskum LGA

| INDICATOR | STATUS |
|----------------------------------|---|
| SESSION FACILITATION | <p>Teaching method: Facilitation was done using learner's first language. Lesson objectives were read at the start of the session and the facilitators guide was used during the observed session. Lessons were audible. Asks recall questions for clarity.</p> <p>Support for learners: Responds to learners questions and provides explanation for better understanding. Demonstrated reading or writing skills. Provided explanations for better understanding, Reviews previous homework and gives homework Uses explicit translation to enhance understanding.</p> |
| LEARNERS PERFORMANCE | <p>Reading: Reading aloud and in pairs, answers written questions. Recites and repeats.</p> <p>Writing: Writes on blackboard and copies from blackboard onto notebooks.</p> <p>Recreation: None observed during session.</p> |
| LEARNING ENVIRONMENT & MATERIALS | <p>Security & Location: Site is unsafe as reported by facilitator.</p> <p>Learning space conduciveness: Moderate classroom 51 – 60 feet with 4 walls, sufficient space for free movement, good ventilation and bright light. Quiet and productive learning environment. There are no windows nor doors, roof is damaged.</p> <p>Learning materials available: facilitators guide, chalk and duster, blackboard, writing materials for learners.</p> |

PHOTOGRAPHS SHOWING MAI ADIKO PRIMARY SCHOOL NFLC, BULABULIN COMMUNITY, POTISKUM LGA OF YOBE STATE



Figure 60 Photo showing ongoing facilitation at Mai Adiko primary school NFLC, Bulabulin community, Potiskum LGA, Yobe state. Source: dRPC, May 2019



Figure 61 Photo showing KII with community leader at Mai Adiko primary school NFLC, Bulabulin community, Potiskum LGA, Yobe state. Source: dRPC, May 2019



Figure 62 Photo showing KII with male learner at Mai Adiko primary school NFLC, Bulabulin community, Potiskum LGA, Yobe state. Source: dRPC, May 2019



Figure 63 Photo showing KII with facilitator at Mai Adiko primary school NFLC, Bulabulin community, Potiskum LGA, Yobe state. Source: dRPC, May 2019

3.2.2.5.1 Beneficiaries satisfaction with NFLCs

Learners

All sampled learners (3 M, 3F) were enrolled for five weeks or more and had contact sessions for two days per week. The learners were satisfied with learning conditions and showed no security concerns regarding access routes. Walking distance was reported to be 5 minutes from most of their homes

however one learner walks for an hour to get to the center. All of the learners reported to having complete two sets of learning materials (book, biro, pencil) exclusively for their use. The learners recommend transition to formal education system at the completion of the program.

“We want school bags and transition to formal school after completing the NFLCs...” Learner from Mai Adiko NFLC, Bulabulin community, Potiskum LGA, Yobe state.

Parents

One parent (I M) was interviewed in Bulabulin community. He reportedly visits the learning center three out of every five contact days. He confirmed his child had learning materials exclusively and supported with homework. The learner read from the RTL/ TLM after each contact day. He had the following recommendations for improvement to make:

“Community participation and partners support to the NFLCs should be improved by ensuring that the NFLCs remain safe, secure and functional....” Parent from Mai Adiko NFLC, Bulabulin community, Potiskum LGA, Yobe state

Community Leaders/ CSOs/ CBOs

Interviewed community leader from Bulabulin community reported they were actively consulted during the establishment of the NFLCs as well as selection of facilitators. He pledged his support for the sustainability of the program.

“For the learning centers we participated in the mobilization of community members to identify and select eligible out of school learners based on the criteria set by FHI 360...” Community leader from Mai Adiko NFLC, Bulabulin community, Potiskum LGA, Yobe state

“For facilitators we cooperated with the project staff to ensure that the selection process was fair and only eligible candidate’s resident in the community participated in the aptitude test/ screening...” Community leader from Mai Adiko NFLC, Bulabulin community, Potiskum LGA, Yobe state

“We will provide a personal safe space, if there is a need for establishment of another NFLCs...” Community leader from Mai Adiko NFLC, Bulabulin community, Potiskum LGA, Yobe state.

CBMC Official

The CBMC for Bulabulin community was involved in establishment of the NFLCs. The following statements were made regarding their role as well as recommendations:

“We participated in the identification of safe learning spaces and eligible out of school children....” CBMC representative, Mai Adiko NFLC, Bulabulin community, Potiskum LGA, Yobe state.

“We need improvement regarding issues of learning facilitator’s allowances increase and prompt payment....” CBMC representative, Mai Adiko NFLC, Bulabulin community, Potiskum LGA, Yobe state.

3.2.2.6 FHI 360 MAI UMAR PRIMARY SCHOOL NFLC, OLD ARMY BARRACK COMMUNITY, POTISKUM LGA, YOBE STATE

Mai Umar learning center is an urban NFLC situated in Old Army barrack community in Potiskum LGA, Yobe state. The center has 50 registered learners (6 M, 44 F). During our visits, the FBM team met 30 (2 M, 28 F) learners in attendance. As reported by the learners enrolled in the center are mainly IDPs.

Response from Mai Umar Primary School NFLC Facilitator

The center has learning materials available per child as well as a facilitator's guide which a training was conducted on April 2019. He engages the learners by pairing them for sessions. The sessions according to him last for 9 months and are held two times a week for 2 hours per day. The center was reported to be safe for learners with no security concerns. He the following recommendations for improvement.

“Mainstream learners into formal schools at the end of the session, provide snacks and WASH facilities to enhance hygiene, attendance and performance. There is need for sitting materials, instructional materials such as board, paper and permanent markers...” NFLC Facilitator from Mai Umar NFLC, Old Army Barracks community, Potiskum LGA, Yobe state.

In the Table below is presented a summary of findings using the NFLC observation protocol.

Table 3.15: Summary of site observation at Mai Umar Primary School NFLC, Old Army Barrack community, Potiskum LGA

| INDICATOR | STATUS |
|----------------------------------|---|
| SESSION FACILITATION | <p>Teaching method: Facilitation was done using learner's first language. Lesson objectives were read at the start of the session and the facilitators guide was used during the observed session. Lessons were audible. Asks recall questions for clarity.</p> <p>Support for learners: Responds to learners questions and provides explanation for better understanding. Demonstrated reading or writing skills. Assist learners one on one. Gave class work for practice and provided explanations for better understanding, Gave homework and reviewed previous homework.</p> |
| LEARNERS PERFORMANCE | <p>Reading: Reading aloud in chorus. Recites and repeats</p> <p>Writing: Writes on blackboard, copies from blackboard onto notebooks</p> <p>Recreation: Paly games and sing songs.</p> |
| LEARNING ENVIRONMENT & MATERIALS | <p>Security & Location: Site is very safe as reported by facilitator.</p> <p>Learning space conduciveness: Moderate classroom 51 – 60 feet with 4 walls, sufficient space for free movement, good ventilation and bright light. Noisy and productive learning environment.</p> <p>Learning materials available: Facilitators guide</p> |

PHOTOGRAPHS SHOWING MAI UMAR PRIMARY SCHOOL NFLC, OLD ARMY BARRACKS, POTISKUM LGA OF YOBE STATE



Figure 64 Photo showing ongoing facilitation at Mai Umar primary school NFLC, Old Army Barracks community, Potiskum, Yobe state. Source: dRPC, May 2019



Figure 65 Photo showing KII with female learner at Mai Umar primary school NFLC, Old Army Barracks community, Potiskum, Yobe state. Source: dRPC, May 2019



Figure 66 Photo showing KII with male learner at Mai Umar primary school NFLC, Old Army Barracks community, Potiskum, Yobe state. Source: dRPC, May 2019



Figure 67 Photo showing KII with NFLC facilitator at Mai Umar primary school NFLC, Old Army Barracks community, Potiskum, Yobe state. Source: dRPC, May 2019

3.2.2.6.1 Beneficiaries satisfaction with the NFLC

Learners

All sampled learners (3 M, 3F) were enrolled for four weeks or more and had contact sessions for two days per week. The learners were satisfied with learning conditions and showed no security concerns regarding access routes. Distance to and from the center seems to be a challenge as the learners

reportedly walk as far long as 30 – 50 minutes to get to the center. Almost all of the learners reported to having complete two sets of learning materials (book, biro, pencil) exclusively for their use. The learners recommend smooth learning processes without breakages nor interruptions..

“Teaching and learning should continue without breakage so that learners progress with their educational pursuit...” Learner from Mai Umar NFLC, Old Army Barracks community, Potiskum LGA, Yobe state.

Parents

One parent (I M) was interviewed in Old Army Barrack community. The parent visits the learning center once a week. He confirmed his child had learning materials exclusively and supported with homework. The learner read from the RTL/ TLM when he is at home. He had the following recommendations for improvement to make:

“There is need for provision of adequate writing materials and food items to support the learners. There is also need for full involvement of parents to support the project...” Parent from Mai Umar NFLC, Old Army Barrack community, Potiskum LGA, Yobe state.

Community Leaders/ CSOs/ CBOs

Interviewed community leader from Old Army Barracks community reported they were actively consulted during the establishment of the NFLCs as well as selection of facilitators. He was very pleased with the establishment and running of the NFLCs. He pledged his support for the sustainability of the program.

“There is no learning facilitator that was engaged without my consent. I recommended all facilitators that are currently managing the NFLCs...” Community leader from Mai Umar NFLC, Old Army Barracks community, Potiskum LGA, Yobe state.

“I supported in establishment of the learning centers through identification of out of school children in the community and consulted with the parents to enroll them into the NFLCs...” Community leader from Mai Umar NFLC, Old Army Barracks community, Potiskum LGA, Yobe state.

“We will fully engage the parents and community influencers to support the project to take the ownership for sustainability. We will facilitate the community stakeholders to get more and secure learning centers through the community efforts...” Community leader from Mai Umar NFLC, Old Army Barracks community, Potiskum LGA, Yobe state.

CBMC Official

The CBMC for Old Army Barrack community were involved in establishment of the NFLCs. According to their representative, their role revolved around advocating the community leaders and seeking for their cooperation to support the program. They recommend more learning centers be established.

3.2.2.7 REPONSES FROM FHI 360 IMPLEMENTERS AND IMPLEMENTING PARTNERS IN YOBE

3.2.2.7.1 Response from FHI 360 Coordinator Yobe state

According to the FHI coordinator Yobe state, the NFLCs were established through community engagement and sensitization. The locations were determined using recommendations from the community as well as safety considerations. Their target number of learners was reported to be 2,300 where the facilitators use the RTL manual for engagement. According to him, the number of RTL/ TLM to be printed is determined by the number of centers, learners as well as facilitators; these are stored at the FHI 360 store before distribution. He did not report on the number of master trainers currently engaged however he mentioned they were trained in April 2019. The training was on social and emotional learning, literacy and numeracy. He recommended USAID to make improvements regarding increasing number of learning centers to be established.

3.2.2.7.2 Responses from Master Trainers

Three master trainers were interviewed in Yobe state (2 M, 1 F). They reported being engaged based on recommendation from SUBEB and SAME. All the master trainers were trained by the AENN activity. They recommended on the job training for the facilitators as well as inclusion of strong Hausa language background as a criteria for engaging master trainers in the future.

3.2.2.7.3 Responses from State Universal Basic Education Board (SUBEB), State Agency for Mass Education (SAME) and State Ministry of Education (SMoE) Yobe state

SUBEB

In Yobe state, SUBEB reported that they were actively involved in the establishment of the NFLCs however, they were not involved in the RERA and GESI reports. According to their representative they expected that SUBEB as the lead agency in delivery of basic education in the state should be fully involved in the of RERA and GESI reports. Although they saw possibility of sustainability of the intervention, the representative reported no participation in the production of the RTL materials as well as the data hub training. The following recommendations were made:

“Monitoring of the project should be improved through decentralization of monitoring responsibilities between SUBEB, zonal offices and LGAs who participate at different layers of project implementation. Logistics support for monitoring such as procurement of vehicles should equally be improved...” SUBEB representative, Yobe state.

SMoE

The SMoE in Yobe reported participation in the RERA and GESI reports as well as the data hub training. They however reported no involvement in establishment of the NFLCs as well as development of the RTL materials. In terms of recommendations, the ministry requested that FHI 360 should improve inclusiveness and informing Government of project milestones.

“The project is commendable however what needs to be improved upon is inclusiveness and awareness among stakeholders and policy makers at the SMoE. The SMoE should be consistently informed on what the project entails and the milestones it achieves regularly...” SMoE representative, Yobe state.

SAME

The SAME representative for Yobe was unavailable during the FBM activity; and all efforts to interview him were unsuccessful up until the field team left the field.

3.1.1.1 OBSERVATION AT FHI 360 STORE YOBE AND INTERVIEW WITH FHI 360 STORE OFFICER

At the FHI 360 store, there were no RTL/ TLM materials observed however there were newly supplied white boards and markers meant for distribution to the learning centers. The storage facility was reported to be tidy and well kept, storage space was adequate. Stored items were adequately secured with locks. Documentation was reported to be accurate and up to date.

When the store officer was interviewed, he reported that there are currently no RTL/ TLM in the store as they had all been distributed to the learning centers. These outputs according to him were distributed immediately after the facilitators training. He recommended additional storage shelves be provided for the project.

4. OVERALL CONCLUSIONS/SUMMARY OF FINDINGS

Despite working in a difficult and unpredictable security setting, overall findings show FHI 360 is making progress towards delivering on its objective of providing safe non-formal education to children in the North East. This is catalyzed by strong community engagement and local ownership of the intervention thus creating demand and facilitating its acceptability even in remote communities. Weak Government partnership however may reduce the impact and threaten sustainability of this intervention if not improved upon.

5. KEY RECOMMENDATIONS

- FHI 360 should improve Government partnership and collaboration especially with the SMoE as they feel less involved as should be. Considering they are the parent ministry in charge of education in the state, this relationship needs to be improved for increased impact and sustainability of the intervention. Still on Government partnership, this can likewise be strengthened through supportive supervision where representatives of Government agencies (SUBEB/ SAME/ SMoE) can accompany FHI 360 staff for routine monitoring of NFLCs.
- There should be continuous and close monitoring by USAID of the ongoing learners enrolment for 600 NFLCs. This will strengthen adherence to selection criteria and provide a platform for necessary support where applicable.
- Fhi 360 should accelerate the establishment of remaining NFLCs as target date was set at 12th June 2019.
- Fhi 360 needs a separate store space/ shelf for AENN outputs as during the FBM visits AENN outputs did not have dedicated storage spaces/ shelves.

6. SITE VISIT COORDINATION AND TRAVEL

6.1 SITE VISIT COORDINATION

TABLE 6.1: COORDINATION RATING MATRIX

| No. | ASPECT OF SITE VISIT | RATING (4= VERY SMOOTH TO 0= VERY DIFFICULT) | | | | |
|--------------------|--|--|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 0 |
| a. | Coordination with IP at field office level for site visit scheduling | 4 | | | | |
| b. | Coordination with IP or local representative at the activity site for site visit scheduling | 4 | | | | |
| c. | Cooperation of IP in facilitating the selection of participants for KIs, FGDs and the survey (as applicable) | 4 | | | | |
| d. | IP compliance in maintaining neutrality during data collection (<i>i.e. IP trying to influence beneficiary responses is non-compliant</i>) | 4 | | | | |
| TOTAL SCORE | | 16 | | | | |

6.2 TRAVEL TO AND FROM THE SITE VISIT

The FBM team in Borno had challenges with travel both within the state capital as well as outside following heightened security challenges resulting in road blocks. Although FHI 360 supported with logistics such as securing UNHAS for the FBM team to travel to Monguno LGA in Borno state, the travel to Dikwa LGA was not possible via UNHAS due to the short notice hence the FBM had to wait several hours for military escort in order to access the target sites by road. This exposed them to high risk of encounter with Armed Opposition Groups (AOGs).

TABLE 6.2: SITE VISIT SECURITY AND TRAVEL

| ACCESS | No | Yes | IF YES, PLEASE PROVIDE DETAILS |
|---|----|-----|--|
| <i>During travel to and from the site visit</i> | | | |
| Armed checkpoints encountered | | Yes | There were armed military men manning the checkpoints. |
| Active conflict along the route | No | | |
| Very rough and bump road | | Yes | The roads particularly to Monguno and Dikwa LGAs were not often used hence were ridden with bumps and rough. The FBM team had to follow an alternate road to Hawul following the security challenges in Borno. This was a longer |

| | | | |
|--|----|-----|---|
| | | | but relatively safer route adding another 4 hours to the usual travel time for this LGA. |
| Detailed questioning at checkpoints | | Yes | Military men would ask where you were headed and the purpose of your visit. ID cards were also requested for identification of commuters. |
| Scrutiny of female monitors | No | | |
| Checking of Field Monitor's identification | | Yes | Generally ID cards were asked on the checkpoints heading out of Maiduguri through Damaturu. |
| Violence or threats against Field Monitors | No | | |
| <i>While at the site visit</i> | | | |
| Active conflict while at the site | | Yes | There were sporadic gun shots at nights while the FBM team were in Monguno LGA. |
| Armed individuals intervening in the monitoring process | No | | |
| Armed individuals intervening in the IP activity | No | | |
| Presence of armed military with guns during the site visit | No | | |
| Checking of Field Monitor's identification | No | | |
| Violence or threats against the Field Monitors | No | | |

7. QUALITY ASSURANCE AND ROUTING DATA

TABLE: 7.1 QUALITY ASSURANCE AND ROUTING DATA

| | | |
|--|-----------------------|----------------------------------|
| Site Visit Report Completion | Name(s): Lawan Balami | Date: June 12 th 2019 |
| Site Visit Report Reviewed by | Name(s): Dr. J Walker | Date: June 12 th 2019 |
| Received by MEL | Name(s): Patricia U. | Date: June 12 th 2019 |
| Draft Site Visit Report sent by MEL to USAID COR/AOR | Name(s): Patricia U. | Date: NA |
| Final Site Visit Report sent by MEL to USAID COR/AOR | Name(s): NA | Date: NA |
| Site Visit Report Approval | Name(s): Nura Ibrahim | Date: NA |

8. ANNEXES

8.1 ANNEX 1: AENN FIELD BASED MONITORING PROTOCOL

SECTION 1: INTRODUCTORY GUIDELINES

1.1: PURPOSE OF TOOL

The purpose of this tool is to provide qualitative and quantitative information regarding the establishment of Non-Formal Learning Centers (NFLC) across Maiduguri Metropolitan City (MMC), Monguno, Hawul, Dikkwa and Jere Local Government Areas (LGAs) in Borno State and Damaturu, Bade, and Potiskum LGAs in Yobe State. This exercise will also look at the enrolment of learners in the established learning centers at each site/location disaggregated by sex (male and female) and age. In addition, the tool is expected to obtain information with regards to the number of facilitators engaging the learners in the respective learning centers disaggregated by sex (male and female). Specifically, the USAID EDU technical office aims to understand through this monitoring activity, the extent of access provided at the respective LGAs and sites as well as the number of pupils patronizing each of these established learning centers disaggregated by sex and age. It is also expected that this exercise will unveil reasons why learners are either accessing or not accessing the learning centers, with a view to providing measures to improve the current situation in all the LGAs and learning centers.

In addition, the tool is expected to be used in eliciting information related to the level of community and stakeholders engagement and involvement from the beginning of the process leading to the establishment and functioning of all the established centers. This is meant to show the extent to which the benefitting communities are involved or participated in the various decisions leading to the establishment of the center, as well as the continuous functioning of the centers. Similarly, the FBM exercise is expected to measure the level of involvement of Civil Society Organizations (CSO) and Community Based Organizations (CBO) that are working in this area and especially those adjudged to possess knowledge and skills in conflict situations and in Education in conflict or emergency situations. The results of these findings are likely to have some implications for sustainability factors.

1.2: WHO TO INTERVIEW

The exercise would involve interviews with the Implementing Partner (IP) – Family Health International (FHI 360) and sub grantees including Save the Children, in Yobe state, and Viamo in Maiduguri to understand the process and the progress made so far on the implementation of the Addressing Education in Northeast Nigeria (AENN) intervention; State Agency for Mass Education (SAME), State Universal Basic Education Board (SUBEB) and State Ministry of Education (SMoE) officers to elicit information on their involvement and role in the establishment and operation of the NFLCs, harmonization of the learning materials and their involvement in the Rapid Education Risk Analysis (RERA); Community Based Management Committees (CBMC) officials to understand their involvement and role in the establishment and operation of the NFLC; NFLC Facilitators; NFLC Learners; and Parents of Learners to understand their level of involvement in the lesson delivery; Master Trainers for NFLC facilitators to ascertain if they have been trained and the modalities for their engagement; FHI 360

Store Officer to understand the procurement process for Return-to-Learning (RTL)/Teaching and Learning Materials (TLM); Community Leaders to understand their involvement in the selection of facilitators; CSO and CBOs representatives to understand their level of involvement in the recruitment of learners and engagement with community influencers to promote awareness on enrolment and attendance at the established NFLCs.

Each interview will be no more than 1 hour.

I.3:WHAT TO OBSERVE

The monitoring team will plan to visit a total of 16 NFLCs in both states Borno and Yobe selected based on the LGAs with a high number of NFLCs and learners- at least two NFLCs in each focus LGA. The monitoring team will observe the number of learners enrolled and number of facilitators disaggregated by sex (male and female). They will also determine to what extent the establishment of the learning center/spaces has been in conformity with the site selection report. The monitoring team is also expected to review the Rapid Education Risk Analysis (RERA) and Gender Equity and Social Inclusion (GESI) reports; observe the availability and use of the RTL material/ TLM at the safe learning spaces and at the storage stores of FHI 360 as well as observe the learning environment to ascertain compliance to safety measures.

The Monitoring team will also observe to see if the learners are using any social emotional learning materials; check the enrollment register to determine the date when learning commenced at the center and determine the likelihood that the learners will graduate as indicated by the AENN Activity (one month learning duration for RTL).

At the learning centers, observe if the learners are segregated by age 6 to 10 and 11 to 15

I.4: DOCUMENT TO BE REVIEWED

- a) Samples of available instructional and learning materials and facilitators guide provided to the learners and facilitators– *Take at least one photo for each training material.*
- b) Attendance records of the learners and facilitators – *Take photo of a relevant sample.*
- c) RERA and GESI reports
- d) Report of the Community mapping exercise
- e) Site selection criteria
- f) AENN bi-weekly and first quarterly report
- g) RTL/TLMs
- h) Harmonized learning materials
- i) Timing of contact (when learning takes place)

I.5: INSTRUCTIONS FOR FILLING OUT THIS TOOL

- a) Before administering this tool, the monitoring team should familiarize themselves with the detailed guidelines for conducting interviews.
- b) Two consultants with support from two DevTech staff will conduct the interviews.
- c) Venue for all interviews should allow for uninterrupted discussions and a reasonable degree of privacy.
- d) Section I focuses on the Introductory guidelines.

- e) Section 2 of the tool focuses on the center coordinator and facilitators at the NFLC and other stakeholders with the ability to provide responses on why patronage at the established learning centers are either adequate or low in the target sites at the focus LGAs in Borno and Yobe states; what the real issues are behind the low patronage and what can be done to improve access of learners in the two target states. Section 2 also focuses on the observation of FHI 360 storage facilities.

SECTION 2: MONITORING TOOL

PART A: OBSERVATION

Tick descriptors that you observe in the NFLC and use the comments box to add detail about the observation.

2.1: Observation at NFLCs (Field monitors should aim to interview at least six (3 male, 3 female) learners per center)

| | |
|---|--|
| NFLC name observed: _____ | NFLC location: Urban <input type="checkbox"/> Rural <input type="checkbox"/> Remote rural <input type="checkbox"/> |
| Name of community leader or anybody in charge of the center Name of CBMC Leader Name of Local Government Education Authority (LGEA) Secretary (for schools) | Name of Facilitator: Male <input type="checkbox"/> Female <input type="checkbox"/> |
| Learners registered in class: Boys _____ Age _____ Girls _____ Age _____ Total _____ Age _____ | Learners in attendance during observation: Boys _____ Age _____ Girls _____ Age _____ Total _____ Age _____ |
| Learners first language (language spoken to learner at home) Kanuri: _____ Hausa: _____ Others: (name of the language) _____ | |
| Lesson duration: 10 – 20 minutes <input type="checkbox"/> 21 – 30 minutes <input type="checkbox"/> | Language of the lesson: Kanuri <input type="checkbox"/> Hausa <input type="checkbox"/> |

| | | | | | |
|--|---|---|---|---|--|
| 31 – 40 minutes <input type="checkbox"/> 41 – 50 minutes <input type="checkbox"/> 51 – 60 minutes <input type="checkbox"/> | | English <input type="checkbox"/> Switching between language <input type="checkbox"/> Other language <input type="checkbox"/> If other language, please specify _____ | | | |
| Facilitator started by reading lesson objectives | | Yes <input type="checkbox"/> No <input type="checkbox"/> | | | |
| Does the Facilitator make use of Facilitators' Guide during lesson? | | Yes <input type="checkbox"/> No <input type="checkbox"/> | | | |
| Dimensions | Tick what you observe in the Center | | | Observer Comments | |
| The Facilitator | | | | | |
| <i>Activities performed by Facilitator during the lesson</i> | Introduces lesson by explaining what learners will learn <input type="checkbox"/> | Reads aloud to learners <input type="checkbox"/> Responds to learners' question <input type="checkbox"/> | Demonstrates reading or writing skills <input type="checkbox"/> | Asks understanding questions about lesson <input type="checkbox"/> | |
| | Assists Learners one on one <input type="checkbox"/> | Provides explanation if learners don't understand <input type="checkbox"/> | Asks recall questions about the lesson <input type="checkbox"/> | Encourages discussion <input type="checkbox"/> Gives in class work for practice <input type="checkbox"/> | |
| | Facilitates group work <input type="checkbox"/> | Gives homework <input type="checkbox"/> Review previous homework given <input type="checkbox"/> | Uses explicit translation when teaching a language, the child doesn't understand <input type="checkbox"/> | Other <input type="checkbox"/> If other, please specify: _____ | |
| <i>Activities performed by Learners during the lesson</i> | Writes on blackboard <input type="checkbox"/> | Copies from blackboard <input type="checkbox"/> | Reads aloud <input type="checkbox"/> Answers oral questions <input type="checkbox"/> | Completes individual assignments <input type="checkbox"/> | |
| | Answers written questions <input type="checkbox"/> | Choral reading <input type="checkbox"/> | Recites and repeats <input type="checkbox"/> | Paired reading <input type="checkbox"/> | |

| | | | | | |
|---|--|--|---|--|--|
| | | | | Listens to facilitator read aloud <input type="checkbox"/> | |
| | Reads independently <input type="checkbox"/> | Works with a partner <input type="checkbox"/> Copies materials or notes into notebooks <input type="checkbox"/> | Works in a group <input type="checkbox"/> | Participates in discussion <input type="checkbox"/> | |
| | Role play/skits <input type="checkbox"/> | Plays games/sing songs <input type="checkbox"/> | Recites from memory <input type="checkbox"/> | | |
| Gender | | | | | |
| Are there observable differences between girls and boys? For example, are girls and boys sitting together or girls in front and boys behind?) Yes <input type="checkbox"/> No <input type="checkbox"/> | | | Please explain | | |
| Is the facilitator more inclined towards pupils of same sex? For example, female facilitators pay more attention to the female learners?) Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | |
| Learning Center environment | | | | | |
| Learning space: | Over-crowded (No space between seats) <input type="checkbox"/> | Crowded (Little space between seats) <input type="checkbox"/> | Sufficient space (Space for free movement) <input type="checkbox"/> | | |
| Ventilation | Excellent (Breeze) <input type="checkbox"/> | Good (Free flow of air) <input type="checkbox"/> | Average (Restricted flow of air) <input type="checkbox"/> | Poor (Hot room) <input type="checkbox"/> | |
| Lighting | Bright <input type="checkbox"/> | Dim <input type="checkbox"/> | Dark <input type="checkbox"/> | | |
| Walls | 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 (outdoors) <input type="checkbox"/> | |
| Noise Level | Noisy and Productive <input type="checkbox"/> | Quiet and Productive <input type="checkbox"/> | Noisy and disruptive <input type="checkbox"/> | | |

| | | | | | |
|--|---|---|---|---|--|
| Learning Space Size | Standard (35 to 50) <input type="checkbox"/> | Moderate (51 -60) <input type="checkbox"/> | Large (61 -100) <input type="checkbox"/> | Extra Large (Above 100) <input type="checkbox"/> | |
| Equipment/Materials present | | | | | |
| What materials did you observe at the center? | | | | | |
| Additional comments: (Please write out expected materials based on the checklist plus any other material available – <i>e.g. radio, flip-chart, television, DVD player, black board, white board, abacus, supplementary readers, science, numeracy and literacy related wall charts etc.</i>) | | | | | |

2.2: Observation at the FHI 360 Office Store

| | | |
|---|--|--|
| 1 | Were learning materials sighted? a. If yes, are they properly packaged and stored on shelves or pallets? | Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 2 | Is the storage facility tidy and well kept? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3 | Is adequate storage space provided? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4 | Are stored items adequately secured with locks and burglar proof irons and labelled? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 5 | Is the floor free of obstructions and not-slippery? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 6 | Any other observations? | Please specify |
| 7 | Is documentation accurate and up to date? (Check out for calculation errors and dates of transactions in the store register) | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 8 | Is physical stock balance same as found in the store register? | Yes <input type="checkbox"/> No <input type="checkbox"/> |

PART B: INTERVIEW

3.1: Interview with FHI 360 State Chief of Party/Coordinator

| | | |
|---|---|--|
| 1 | What is the process and progress made so far on the establishment of NFLCs? | |
| 2 | How were your sites/learning location selected? | |
| 3 | Can we have a look at your RERA and GESI report? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4 | How many NFLC have you established by LGA and location? | |

| | | |
|----|--|--|
| | <p>a. What is your target for the establishment of NFLC?</p> <p>b. If the NFLC established is less than the target, ask what plans are in place to meet the target</p> | |
| 5 | <p>How many Learners have been enrolled by center and sex (male, female)?</p> <p>a. Are the learners segregated by age?</p> | <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> |
| 6 | How many Facilitators do you have disaggregated by male and female? | Male _____ Female ____ Total _____ |
| 7 | What RTL/TLM do your facilitators use in engaging the Learners? | |
| 8 | How do you determine the number of RTL/TLMs to be printed/procured and distributed? | |
| 9 | How are your RTL/TLMs stored before distribution? | |
| 10 | <p>How many master trainers have you recruited?</p> <p>a. How many have been trained by the Activity? By Gender?</p> <p>b. When was the training conducted?</p> <p>c. What are the areas where the Activity should scale up recruitment based on the number of centers established so far?</p> | <p>Male _____ Female _____ Total _____</p> <p>Male _____ Female _____ Total _____</p> |
| 11 | <p>Have the Facilitators been trained in the use of the RTL/TLM in use?</p> <p>a. If yes, how many have been trained and when (Male/Female)?</p> | <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Male _____ Female _____ Total _____</p> |
| 12 | What is the expected duration for RTL and basic learning? | |
| 13 | What can USAID improve? | |

3.2: Interview with SUBEB/SAME/SMoE

| | | |
|---|--|---|
| I | <p>Were you involved in the RERA?</p> <p>If yes, what role did you play?</p> | <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> |
|---|--|---|

| | | |
|---|---|--|
| 2 | Do you see the relevance and possibility of continuity or sustainability of the activity? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3 | In your opinion, do you think the right people conducted the RERA and GESI? a. If No, what would you have expected? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4 | Were you involved in the establishment process of the NFLCs? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 5 | Were you involved in the data hub training? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 6 | If yes to question 5, was the training useful? a. If yes, in what ways was the training useful to you or the work you do? b. If No, what did you expect could have been done differently? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 7 | Do you have any concerns and challenges with the data hub? (for only SUBEB) a. What are the concerns with the data hub? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 8 | Were you involved in the production of the RTL/TLM? a. What has been your role? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 9 | What can be improved? | |

3.3: Interview with the CBMC Officials

| | | |
|---|---|--|
| 1 | Were you involved in the establishment process of the NFLCs? a. If yes, what was been your role? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 2 | What can you improve? | |

3.4: Interview with NFLC Facilitators

| | | |
|----|---|---|
| 1 | Do you have learning materials in your center? If No, why not a. If yes, are the learning materials available per child? | Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 2 | Do you have a facilitator's guide? a. If No, why not? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3 | Have you been trained in the use of the RTL/TLMs? a. If yes, when were you trained? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4 | How many learners are enrolled in this center? (male, female) | |
| 5 | How do you engage the learners in the center? | |
| 6 | In what language are your lessons delivered? | Kanuri <input type="checkbox"/> Hausa <input type="checkbox"/> Others <input type="checkbox"/> , please specify |
| 7 | What is the duration of the session for the present cohort of learners? | |
| 8 | How many days a week do you operate? How many hours a day do you operate? | |
| 9 | In your opinion, how safe is the location of the center? | very safe <input type="checkbox"/> safe <input type="checkbox"/> Unsafe <input type="checkbox"/> |
| 10 | Do you have any safety concerns in relation to the learning environment? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 11 | If yes, what do you think you can do to address such concerns? | |
| 12 | What else can you improve? | |

3.5: Interview with Learners

| | | |
|----|--|---|
| 1 | Do you have a learning material exclusively to yourself? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 2 | How many writing materials do you have? | |
| 3 | Does your facilitator engage with the boys the same way he/she engages with the girls in the learning center? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4 | Are you free to ask questions from your facilitator? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 5 | How long have you been attending the center? | |
| 6 | How many days a week do you attend lessons? | |
| 7 | Do you enjoy coming to this center to learn on every contact day? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 8 | In your opinion, how safe is the location of the center? | very safe <input type="checkbox"/> safe <input type="checkbox"/> unsafe <input type="checkbox"/> |
| 9 | What is the distance or travel time from you home to the learning center? | |
| 10 | Do you have any safety concerns in relation to the learning environment? a. If yes, what do you think can be done to address such concerns? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 11 | Are the learners in this center from an Internally Displaced Persons' (IDP) camp or from your community? | IDP Camp <input type="checkbox"/> From host community <input type="checkbox"/> |
| 12 | What else can be improved? | |

3.6: Interview with Community Leaders/CSOs/CBOs

| | | |
|---|---|--|
| 1 | Were you involved in the establishment process of the NFLCs and learning facilitators recruitment? a. If yes, what was your role? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 2 | Were you and the parents of the learners involved in the selection of the facilitators? a. If Yes, what was your role? b. If No, what do you think could have been done better? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3 | Are you/the parents/families happy with the current NFLC establishment and ongoing lessons? a. If No, what do you think could be responsible for the dissatisfaction? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4 | If you were to do this again, what would you do differently? | |
| 5 | What kind of support can you provide? | |

3.7: Interview for FHI 360 Store officer:

| | | |
|---|---|--|
| 1 | What quantity of RTL/TLM/writing materials do you have in the store? | |
| 2 | What quantity was procured/produced? | |
| 3 | How were RTL/TLM/writing materials distributed? | |
| 4 | Check store records and storage facility for safety and proper storage? | Safety <input type="checkbox"/> proper storage <input type="checkbox"/> |
| 5 | What can be improved? | |

3.8: Interview with Parents

| | | |
|---|---|--|
| 1 | Do you visit your child's learning center to find out how he/she is performing? a. If Yes, how many times have you visited your child's learning center? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3 | Does your child have a textbook or writing materials to him / herself? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4 | Do you support your child to do his / her homework? a. If yes, how often do you support your child to do his/her homework? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 5 | Does your child read from his / her RTL/TLM to you? a. If yes, how often does your child read to you? | Yes <input type="checkbox"/> No <input type="checkbox"/> |

| | | |
|----|--|--|
| 6 | What recommendations will you give to improve your child's reading/learning? | |
| 7. | What can be improved? | |

3.9: Interview with Master Trainers

| | | |
|---|---|--|
| 1 | How were you recruited or engaged? | |
| 2 | Did you receive any training from AENN before you commenced work? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3 | How many trainings have you conducted so far under the AENN Activity? | |
| 4 | What can be improved? | |

8.2 ANNEX 2:AENN FBM ITINERARY FOR BORNO AND YOBE STATES

| AENN ACTIVITY FBM ITINERARY (BORNO) | | | | |
|-------------------------------------|--------|--|-----------------|---------------|
| DAY | DATE | DELIVERABLES | Work Location | Rest Location |
| Sunday | 19-May | Travel Day | Maiduguri | Maiduguri |
| Monday | 20-May | 1) Step down training of field monitors | Maiduguri | Maiduguri |
| | | 2) Pre-testing of Monitoring tools | Maiduguri | |
| Tuesday | 21-May | 1) Entry meeting with FHI360 | Maiduguri | Maiduguri |
| | | 2) Site visit to MMC LGA (Interview with 1 CBMC, 1 Community representative, 1 Facilitator, 1 Parent and 6 Learners) | MMC | |
| Wednesday | 22-May | 1) Site visit to Dikwa LGA (Interview with 1 CBMC, 1 Community representative, 1 Facilitator, 1 Parent and 6 Learners) | Dikwa (UNHAS) | Maiduguri |
| Thursday | 23-May | 1) Site visit to Monguno LGA (Interview with 1 CBMC, 1 Community representative, 1 Facilitator, 1 Parent and 6 Learners) | Monguno (UNHAS) | Maiduguri |
| Friday | 24-May | 1) Site visit to Jere LGA (Interview with 1 CBMC, 1 Community representative, 1 Facilitator, 1 Parent and 6 Learners) | Jere | Maiduguri |
| Saturday | 25-May | 1) Mop up of any pending activities | All LGAs | Maiduguri |
| Sunday | 26-May | WEEKEND | | |
| Monday | 27-May | 1) Interview with FHI360 STL and Store officer; FHI360 Store Observation | Maiduguri | Maiduguri |
| | | 2) Interview with VIAMO | Maiduguri | |
| Tuesday | 28-May | 1) Interview with SEMA, SUBEB and SMoE | Maiduguri | Maiduguri |
| Wednesday | 29-May | Travel Day | Base | Base |
| AENN ACTIVITY FBM ITINERARY (YOBE) | | | | |

| DAY | DATE | DELIVERABLES | Work Location | Rest Location |
|-----------|--------|---|---------------|---------------|
| Sunday | 19-May | Travel Day | Maiduguri | Maiduguri |
| Monday | 20-May | 1) Step down training of field monitors | Maiduguri | Damaturu |
| | | 2) Pre-testing of Monitoring tools | Maiduguri | |
| Tuesday | 21-May | 1) Entry meeting with Save the Children | Damaturu | Damaturu |
| | | 2) Site visit to Damaturu LGA (Interview with 1 CBMC, 1 Community representative, 1 Facilitator, 1 Parent and 6 Learners) | Damaturu | |
| Wednesday | 22-May | 1) Site visit to Bade LGA (Interview with 1 CBMC, 1 Community representative, 1 Facilitator, 1 Parent and 6 Learners) | Bade | Potiskum |
| Thursday | 23-May | 1) Site visit to Potiskum LGA (Interview with 1 CBMC, 1 Community representative, 1 Facilitator, 1 Parent and 6 Learners) | Potiskum | Potiskum |
| Friday | 24-May | 1) Mop up of any pending activities | All LGAs | Potiskum |
| Saturday | 25-May | 1) Mop up of any pending activities | All LGAs | Damaturu |
| Sunday | 26-May | WEEKEND | | |
| Monday | 27-May | 1) Interview with YOSEMA, SUBEB and SMoE | Damaturu | Damaturu |
| Tuesday | 28-May | 1) Interview with YOSEMA, SUBEB and SMoE | Damaturu | Damaturu |
| Wednesday | 29-May | Travel Day | Base | Base |