FIELD-BASED MONITORING (FBM) DEBRIEF FOR ACTIVITY ADDRESSING EDUCATION IN NORTHEAST NIGERIA QUARTER 3, FY 2019

BORNO & YOBE STATE(S)

The Monitoring Evaluation and Learning Activity

Name of FBM Firm: development Research and Projects Center (dRPC)

June 11, 2019
OUTLINE

• Activity background
• Activity monitoring objectives
• Methodology
• FBM Findings and Observation
• Key Findings

• Summary and Conclusions
• Challenges
• Recommendations
• Lessons learned
• Next Steps
Addressing Education in Northeast Nigeria (AENN) seeks to respond to educational needs of 302,500 children and youth in Borno and Yobe states through safe non-formal and formal education.

The development Research and Projects Center (dRPC) conducted third-party monitoring activities in partnership with Monitoring Evaluation and Learning (MEL) Activity and United States Agency for International Development (USAID) Nigeria.
FBM OBJECTIVES

- Activity monitoring and output verification of learning centre & storage facilities.
- Interviews with
  - Implementing stakeholders: Master trainers, Non-Formal Learning Center (NFLC) facilitators, Learners, Family Health International (FHI 360), Save the Children and Viamo
  - Community stakeholders: Community leaders, Community Based Management Committees (CBMCs), Civil Society Organizations (CSOs)/Community Based Organizations (CBOs)
  - Government partners: State Agency for Mass Education (SAME), State Universal Basic Education Board (SUBEB) and State Ministry of Education (SMoE).
FBM METHODOLOGY
## FBM NFLC SITE SELECTION

### Borno State

<table>
<thead>
<tr>
<th>Location</th>
<th>Site Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maiduguri</td>
<td>Teachers Village IDP camp and Zajiri Community</td>
</tr>
<tr>
<td>Jere</td>
<td>Ruwanzafi and Zabarmari communities</td>
</tr>
<tr>
<td>Monguno</td>
<td>Ajari and Kuya primary schools</td>
</tr>
<tr>
<td>Dikwa</td>
<td>Bulabulin and Cross Dandal communities</td>
</tr>
<tr>
<td>Hawul</td>
<td>Ghuma and Yimirshika primary schools</td>
</tr>
</tbody>
</table>

### Yobe State

<table>
<thead>
<tr>
<th>Location</th>
<th>Site Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damaturu</td>
<td>Ali Bukar primary school and Nayi-Nawa community</td>
</tr>
<tr>
<td>Bade</td>
<td>Custom Islamiyya and Islamiyya primary schools</td>
</tr>
<tr>
<td>Potiskum</td>
<td>Mai Adiko community and Mai Umar primary school</td>
</tr>
</tbody>
</table>
## SAMPLE SELECTION

<table>
<thead>
<tr>
<th>Purposive</th>
<th>Simple Random</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NFLCs</td>
<td>• Learners</td>
</tr>
<tr>
<td>• Facilitators</td>
<td>• Parents</td>
</tr>
<tr>
<td>• Master Trainers</td>
<td></td>
</tr>
<tr>
<td>• SAME</td>
<td></td>
</tr>
<tr>
<td>• SUBEB</td>
<td></td>
</tr>
<tr>
<td>• Community</td>
<td></td>
</tr>
<tr>
<td>• CSOs/ CBOs</td>
<td></td>
</tr>
<tr>
<td>• CBMCs</td>
<td></td>
</tr>
<tr>
<td>• FHI 360/ SCI</td>
<td></td>
</tr>
</tbody>
</table>
## KII RESPONDENTS

<table>
<thead>
<tr>
<th>Borno state</th>
<th>Yobe state</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMC: 27</td>
<td>Damaturu: 27</td>
</tr>
<tr>
<td>Jere: 24</td>
<td>Bade: 20</td>
</tr>
<tr>
<td>Monguno: 23</td>
<td>Potiskum: 21</td>
</tr>
<tr>
<td>Dikwa: 18</td>
<td></td>
</tr>
<tr>
<td>Hawul: 19</td>
<td></td>
</tr>
<tr>
<td>Total: Borno 112</td>
<td>Total Yobe: 68</td>
</tr>
<tr>
<td>Grand Total: 180</td>
<td></td>
</tr>
</tbody>
</table>
**DATA COLLECTION**

Mixed methods collecting qualitative and quantitative data from primary and secondary sources.

**PRIMARY DATA SOURCES**
- KIIs: Kanuri Hausa
- Direct observations (16 Non-formal learning centers and 2 FHI 360 Stores)

**SECONDARY DATA SOURCES**
- Addressing Education in Northeast Nigeria Y1Q1 Report
- Field Based Monitoring Protocol
- Rapid Education Risk Analysis and Gender Equality and Social Inclusiveness Reports
- Borno & Yobe states return to learning tracking datasets
Field data was entered into AskiaFace mobile app

Data analysis with Microsoft Excel

Quantitative data was coded where counts & frequencies were used for measurement

Qualitative data was translated & transcribed from Kanuri/ Hausa to English. Quotes were then used for reporting.

Field monitor entering data into AskiaFace mobile app while interviewing NFLC facilitator at Dikwa LGA. Photo credit: Masta Modu
FBM KEY FINDINGS AND OBSERVATIONS
LEARNING ENVIRONMENT AND SCHOLASTIC MATERIALS

- 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.
MASTER TRAINERS & FACILITATORS

- AENN trained 50 master trainers were trained on teaching methods.
- AENN master trainers then stepped down the training to 156 facilitators.
- Facilitators used guides in 67% (6 out of 9) NFLCs in Borno, and 100% (6 out of 6) NFLCs in Yobe.
- Recreational learning was demonstrated by facilitators in 100% (9 of 9) NFLCs in Borno, and 50% (3 of 6) NFLCs in Yobe.

UOFG: Use of facilitators guide, RL: Recreational Learning
KEY FINDINGS FROM LEARNERS

- About 75% (42 of 56) of learners in Borno, and 97% (35 of 36) learners in Yobe 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 and 100% (6 of 6) NFLCs in Yobe.
- About 98% (55 of 56) of learners in Borno, and 100% (36 of 36) learners in Yobe enjoyed coming to the NFLC everyday.
- Walking distance for a few learners at 2 centers in Yobe state was a challenge (2 hours per trip).
  - Nayi-Nawa NFLC
  - Mai Adiko NFLC

Findings from Learners

HSM: Have Scholastic Materials, DRWS: Demonstrated Reading & Writing Skills, ECNFLC: Enjoyed coming to Non-Formal Learning Center
INVolVEMENT OF COMMUNITY AND GOVERNMENT STRUCTURES

Findings from KII show stronger community partnership compared to Government. Community, leaders, CBMCs, CCs actively participated (parents were satisfied but expressed need for more formal roles in the NFLCs). For Government, SUBEB and SAME were involved however relationship with SMoE was not so strong.

COMMUNITY INVOLVEMENT

- Community leaders as drivers for learner & facilitator enrolment.
- CBMCs as entry points.
- CCs as community mobilizers

GOVERNMENT INVOLVEMENT

- SAME involved in RTL/ TLM, RERA & GESI and NFLCs
- SUBEB involved in RTL/ TLM RERA & GESI and NFLCs

SMoE were unsatisfied with level of involvement.

Parents satisfied but needed more formal roles in NFLCs
INTERVENTION PROGRESS AND FHI 360 STORE

- 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 centres and learners. Last procurement was in April 2019.
- Store records were accurate and up to date with BIN cards and distribution records by center.

FBM team conducting observation at new FHI 360 store Maiduguri. Photo credit: Ibrahim Alhaji Modu
SUMMARY AND CONCLUSIONS

• 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 catalysed by strong community engagement and local ownership of the intervention thus creating demand and facilitating its acceptability even in remote communities. Not so strong Government partnership however may reduce the impact and threaten sustainability of this intervention if not improved upon.
CHALLENGES

• Time constraints (accelerated field visit due to closure of NFLCs following completion of the RTL curriculum).

• Restricted movement as a result of security challenges and road blockages.

• Inability for Dikwa team to visit Cross Dandal NFLC.
  – Only two centers on Dikwa with concurrent contact hours hence only Bulabulin could be visited.
  – FBM team interviewed community beneficiaries and made quick exit following sporadic gun shots.

• Quality Assurance Supervisors (QAS) were unable to supervise all interviews in certain locations due to limited seats on United Nations Humanitarian Air Service (UNHAS).
RECOMMENDATIONS

Partners
- FHI 360 should improve Government partnership and collaboration especially SMoE. Representatives of government agencies should accompany FHI 360 staff for routine monitoring of NFLCs.

M&E
- Continuous and close monitoring by USAID of ongoing learners enrolment for 600 NFLCs.

NFLCs
- FHI 360 should accelerate the establishment of remaining NFLCs as target date was set at 12th June 2019.

Storage
- FHI 360 needs a separate store space/ shelf for AENN outputs.
LESSONS LEARNED

❖ During the initial phase of implementation the IP could not meet up 50 learners per class, but with the support of community coalition and community leaders they were able to meet the target number.
NEXT STEPS
Pinged GPS coordinates from: Borno and Yobe Field Sites
Thank you!