THIRD PARTY MONITORING

IMPACT Initiatives, in consortium with Girl Effect and Ground Truth Solutions, with operational support provided by ACTED, is implementing a Third Party Monitoring (TPM) of the DFID-funded North East Nigeria Transition to Development (NENTAD) programme to provide an objective, external verification of aid delivery and ensure monitoring, accountability and analysis of good practices. Over five years, NENTAD will directly provide assistance such as Education in Emergencies (EiE), treatment of Severe Acute Malnutrition (SAM), Emergency Food Assistance and Protection to the populations affected by the ongoing armed conflict in the states of Borno, Yobe and Adamawa.

EiE PROGRAMME

EiE is a vital education programme for children aged between 6-14 years old, affected by the conflict in North East Nigeria. EiE is implemented by IRC in 207 schools in 10 Local Government Areas (LGAs) in the states of Borno and Yobe. This round of TPM focused exclusively on IRC activities which support the following three key elements:

1) Non-Formal Education (NFE) for children who are out of formal education: Engaging learning facilitators to support out of school children (OOSC) in the acquisition of literacy, numeracy and social emotional learning.

2) Tutoring for weak performing students who are enrolled in formal education: Formal school teachers facilitate the tutoring programme to support poor performing students with extra-curricular support.

3) Training for tutors and learning facilitators: Training teachers on how to conduct coaching observation and the teacher learning circle (TLC) approach. Training school-based management committees (SBMC) on the development of a school improvement plan.
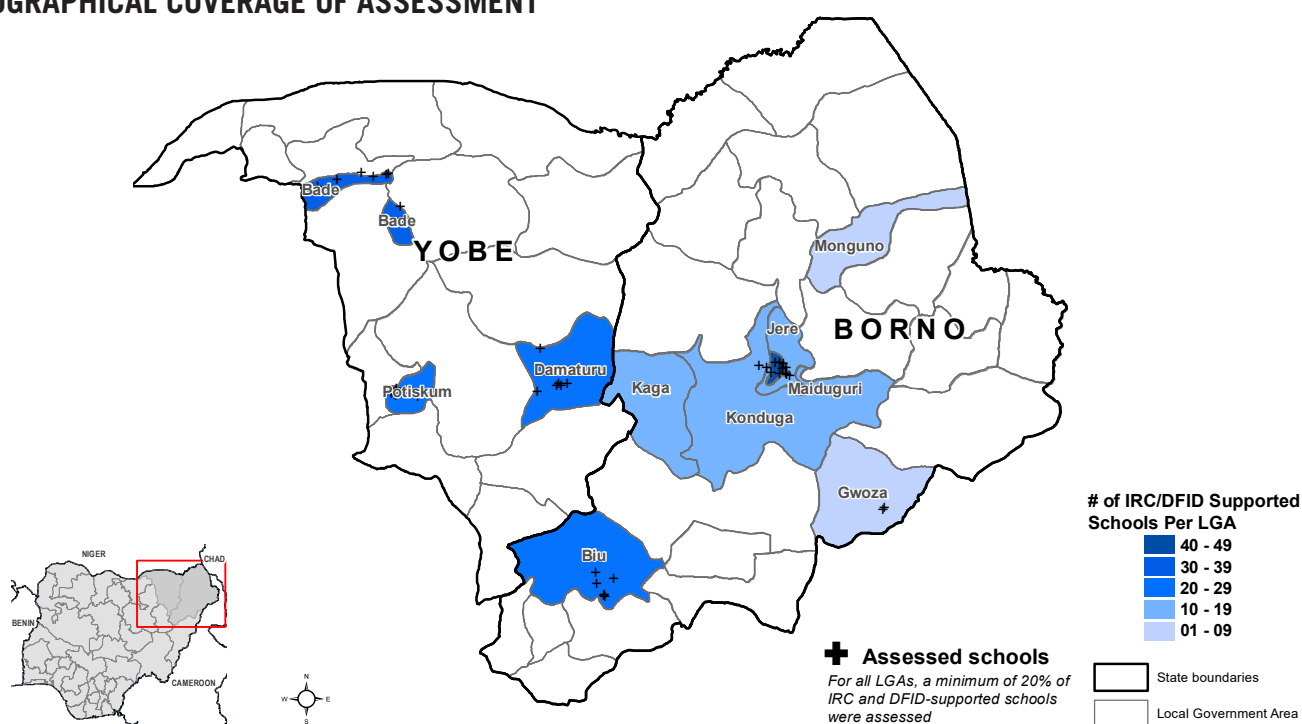
METHODOLOGY

Data collection was conducted between 4th and 15th March 2019 and consisted of: 1) Key informant (KI) interviews with principals, teachers (including facilitators of NFE and tutors for students in formal education) and members of school-based management committees (SBMC) or community coalitions (CC);[1] 2) Household surveys with caregivers of programme beneficiaries; and 3) Observational data was also collected to capture infrastructure and conditions of classrooms and learning centres.

Of the 207 IRC schools supported by the EiE programme across 10 LGAs, 44 (21%) schools were selected from 8 accessible LGAs using random sampling stratified by LGA and weighted by the number of schools in each LGA. For each of the 44 schools selected, KI interviews were conducted with the principal and 2 randomly selected teachers to gain insight into government support and capacity building exercises for teachers. Field officers interviewed non-academic members of the SBMC/CC, who were not staff of the school to avoid bias, to represent the community outlook of the programme. A total of 44 principals, 87 teachers and 44 SBMC/CC members participated in KI interviews.

For household surveys of beneficiaries, households were selected using randomly-generated GPS points within a predefined radius around the selected schools and weighted by the number of beneficiaries from each school. A total of 2,336 households were sampled and agreed to participate. One beneficiary was randomly selected per household consented for individual-level responses. Data from household surveys is representative of beneficiaries in the states of Borno and Yobe with a confidence level of 99% and a margin of error of 3%.

At the time of data collection, NFE programmes were only operating in two schools; therefore, teachers facilitating NFE programmes are under-represented among teacher KIs. However, household surveys allowed for an understanding of the delivery and progress of the NFE programme from the beneficiary's perspective.

GEOGRAPHICAL COVERAGE OF ASSESSMENT

# of IRC/DFID Supported Schools Per LGA
- 40 - 49
- 30 - 39
- 20 - 29
- 10 - 19
- 01 - 09

+ Assessed schools
For all LGAs, a minimum of 20% of IRC and DFID-supported schools were assessed

☐ State boundaries
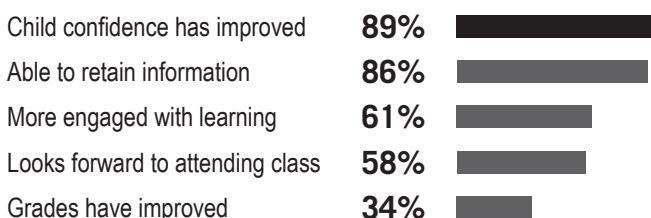☐ Local Government Area

NENTAD TPM

COVERAGE OF NFE AND TUTORING PROGRAMMES

Proportion of households with at least one child aged 6-14 who are enrolled in NFE or tutoring programmes:[2]

Formal education with tutoring	**95%**	
NFE[3]	**10%**	
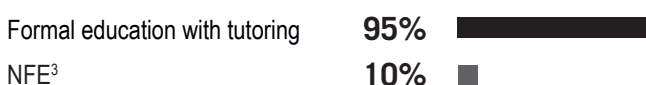
CHILDREN IN NFE DEVELOP THEIR LITERACY, NUMERACY, AND SOCIAL EMOTIONAL SKILLS[4]

Proportion of caregivers with children enrolled in NFE who reported witnessing additional benefits:[5]

Child confidence has improved	**89%**	
Able to retain information	**86%**	
More engaged with learning	**61%**	
Looks forward to attending class	**58%**	
Grades have improved	**34%**	

CAREGIVERS SUPPORT CHILDREN IN NFE TO TRANSITION INTO FORMAL EDUCATION

92% of caregivers with children in NFE reported they were aware of the enrolment process for formal education[6]

Of those with no awareness, proportion of caregivers reporting the information on enrolment they lack:

Criteria for acceptance into school	**53%**	
Financial requirements	**41%**	
How to access school materials	**5%**	
No response	**1%**	
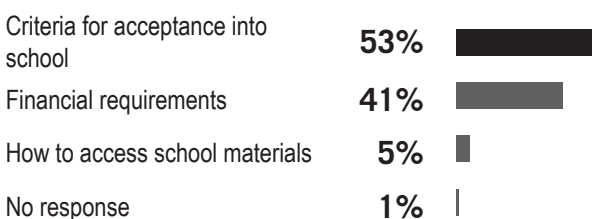
## CHILDREN HAVE TRANSITIONED INTO FORMAL EDUCATION

95% of caregivers reported their child in NFE has received admission into formal education[7]

68% of caregivers reported they had received support enrolling their child into formal education[8]
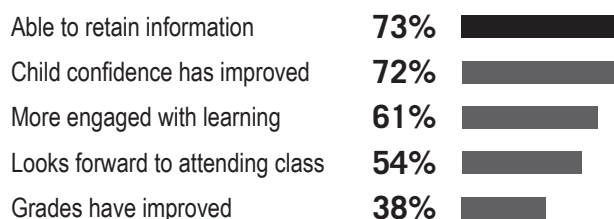
CHILDREN IN TUTORING DEVELOP THEIR LITERACY, NUMERACY, AND SOCIAL EMOTIONAL SKILLS

96% of caregivers with children in tutoring reported their child's grades improved since joining tutoring

Of those, proportion of caregivers reporting improved grades by subject since starting the tutoring programme: [5]

Literacy	**83%**	
Mathematics	**80%**	
Other[9]	**1%**	
Don't know[10]	**0.7%**	
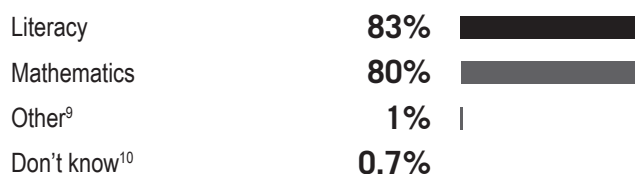
Proportion of caregivers with children enrolled in tutoring who reported witnessing additional benefits:[5]

Able to retain information	**73%**	
Child confidence has improved	**72%**	
More engaged with learning	**61%**	
Looks forward to attending class	**54%**	
Grades have improved	**38%**	

NENTAD TPM

TUTORS AND LEARNING FACILITATORS DELIVER QUALITY INSTRUCTION

73% of teacher KIs reported receiving teacher social emotional training

100% of teacher KIs reported receiving a guide to plan lessons

91% of teacher KIs reported having a lesson plan linked to the teacher guide

90% of teacher KIs reported a mentor teacher was available in their school at the time of data collection

92% of teachers KIs who had a paired mentor reported receiving feedback from their mentor on means to improve their teaching capacity

Proportion of classrooms observed where students were engaged:

Students engaged:[11]	None	Few	Most	All
Classrooms:	4%	4%	54%	38%

COMMUNITIES SUPPORT THE ENROLMENT AND RETENTION OF LEARNERS

93% of caregivers reported that there was a SBMC or CC in their ward which support enrolment and retention of learners

Proportion of community coalition or SBMC KIs who reported the following types of support:[5]

Support to children to stay in school	**98%**
Dissemination of program information	**81%**
Support with outreach activities	**61%**
Distribution of school supplies	**7%**

67% of SBMCs/CC KIs reported receiving training from NGOs/NGO partners in the past month

72% of SBMCs/CC KIs reported meeting in the past month

THE NIGERIAN GOVERNMENT SUPPORTS NFE & FORMAL EDUCATION PROGRAMMES

Proportion of principal KIs who reported that the government had conducted programme visits within the last month:

	Yes	No
State Universal Basic Education Board (SUBEB)	59%	41%
Ministry of Education (MoE)	33%	67%

23% of principal KIs reported schools received feedback from MoE[12]

45% of principal KIs reported schools were offered support from government agencies

LEARNING AND CLASSROOM SUPPLIES ARE AVAILABLE

Proportion of caregivers who reported the following items were received:[5]

Notebook	**89%**
School bag	**89%**
Pens and/or pencils	**85%**
Course textbook	**67%**
None of the above	**6%**

Percent of students observed in classrooms that have learning or writing materials:[13]

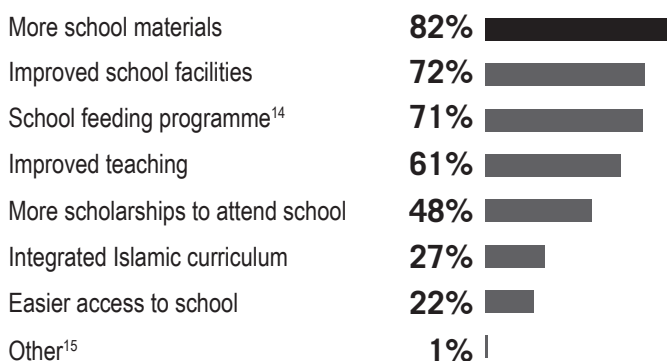| Students with learning materials:	Few	About Half	Most	All
Classrooms:	1%	1%	6%	92%

95% of classrooms observed had a blackboard

76% of classrooms had chairs to serve students

51% of classrooms had wallcharts

17% of classrooms had mats to serve students
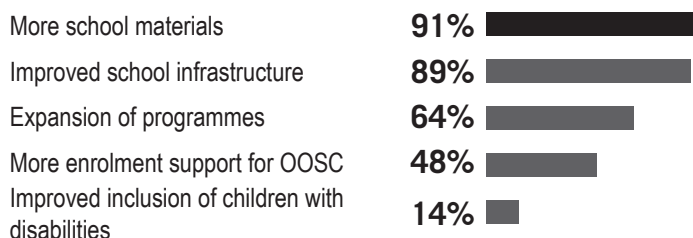
SCHOOL INFRASTRUCTURE IS ADEQUATE

76% of schools observed had a functional toilet

54% of schools had toilet accessible to children with disability

61% of schools had running water

5% of principal KIs reported receiving school rehabilitation wihin the past month

NENTAD TPM

MOST COMMONLY REPORTED EDUCATION-RELATED PRIORITY

Proportion of caregivers reporting most common education-related needs:[5]

More school materials	**82%**
Improved school facilities	**72%**
School feeding programme[14]	**71%**
Improved teaching	**61%**
More scholarships to attend school	**48%**
Integrated Islamic curriculum	**27%**
Easier access to school	**22%**
Other[15]	**1%**

Proportion of community coalition/SBMC KIs reporting most common education related needs:[5]

More school materials	**91%**
Improved school infrastructure	**89%**
Expansion of programmes	**64%**
More enrolment support for OOSC	**48%**
Improved inclusion of children with disabilities	**14%**

Enumerator in Biu interviewing a caregiver on education-related needs of the community. Photo credit: @IMPACT/2019

Endnotes:

[1] School-based management committees are concerned with formal education (including tutoring) whereas community coalitions focus more upon non-formal education.

[2] Respondents were asked to provide information for all children in the household enrolled in either NFE or Tutoring, therefore it is possible for children in the household to be enrolled in different programmes hence why % is over 100%. Note: this does not reflect all children in the household who are attending formal school or out of school.

[3] The NFE programme was active in only 2 schools sampled at time of data collection.

[4] Results are indicative of the 10% of households with children enrolled in NFE.

[5] Multiple answers could be selected.

[6] Therefore caregivers' awareness of the enrolment process is a proxy of their support to children's transition into formal education.

[7] Indicative of 200 caregivers stating they had a child in NFE programme ending in April 2019 who have received admission into the next formal academic year. Mainstreaming varies by geographic area and results here may not be representative of all NFE students.

[8] Based on all caregivers with children enrolled in formal education.

[9] Other includes improvements in: Science, English, Hausa, Social Studies, Health Education.

[10] Don't know: caregiver unaware of specific academic improvements.

[11] Engagement based on the following criteria: actively listening, taking notes, asking question.

[12] 23% of schools received feedback from MoE: 9% received feedback in Borno compared to 36% in Yobe, based on the schools who reported receiving official programme visits.

[13] In classrooms observed by field officers.

[14] 55% of caregivers reported they often or sometimes did not have food within the house in the past 7 days.

[15] Other includes: availability of drinking water for students, school uniforms, more inclusive facilities for children with disabilities.

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NENTAD TPM