



## IDP COMMUNITY SURVEY REPORT 2019

### EDUCATIONAL NEED ASSESSMENT SURVEY



**Progress Report FAROF-Nigeria  
November-December 2018**

**January 2019**

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## **Acknowledgement**

This survey was organised by Feyisayo ogundare(M&E Officer), Mr Light Michael (Programme Manager), and approved and funded by the CEO/Founder, Amb Eunice Adams.

This survey also acknowledge the effort from the IDP coordinator of Wassa, Darumi and Kuchigoro.

Finally we appreciate the effort of the head Teachers of these Community IDP camps, including the coordinator of the Caring Family International CFI and community leaders.

## 1. INTRODUCTION

IDP attendance in formal education is extremely low across northern region of the nation, in particular in the north central and eastern region. A big drop in formal school attendance amongst school-aged IDP children since displacement has also been identified in the nation, especially amongst children aged 5-15.

Wassa community is known as the most populated IDP in the Municipal council of FCT-Abuja, with varied unsolved challenges and a frequent increased rate of migrants from other states and other IDP camps, Wassa Community members are known with the act of farming as a way of livelihood and estimated to have an average population rate of over 15,789 people residing within and wassa surrounding areas.

This survey was designed to be implemented for three IDP communities out of the 19-IDPs present in the FCT-Abuja; these are: Wassa, Darumi and Kuchigoro IDPs, and the survey is aimed to understand the educational level of these IDP Communities. **We also intend to conduct another Water, Sanitation and Hygiene-WaSH survey specifically for these community IDP camps from 4<sup>th</sup> January 2019 to 5<sup>th</sup> February 2019.**

At the same time, the IDP community has experienced many levels of migrants and those who have permanently made a home at the IDPs community. According to the United Nation, the displacement of over 59,200 people from November 2018 to January 2019 from North east region of the nation has increased the rate of migrants to all over the nations, particularly in the surrounding areas of Abuja, which has also currently increased the population of IDPs in Wassa and other IDPs in the state.

During this survey we were able to fetch out enough information concerning the educational infrastructure in the communities and the impact of education to residence of these communities.

Data of the few surveys carried out in various parts of the IDPs in FCT-Abuja, particularly Wassa, Darumi and Kuchigoro IDP Communities in collaboration with the IDPs coordinators and leaders of all these camps, shows the level of poor access to quality formal education for children,

especially IDP children, Migrants/IDP children suffers from an appalling lack of access to education, due to poor educational facilities, including limited learning materials, unskilled Teachers capacity and the dilapidated structures, which is causing the ongoing unhealthy learning environment for this children.

During the survey carried out in May 2018 to determine the health challenges of Migrants/IDPs in Abuja, there was extreme health challenges, especially on the reproductive health and rights of Adolescent girls in the community and water, sanitation and hygiene WaSH issues, the aspect of the reproductive health and rights of Adolescent girls was tackled in Wassa Community by the discretionary grant awarded to FAROF from TY Danjuma Foundation.

During the implementation exercise, there was the need to schedule educational survey for wassa community and possibly extended to other identified and most populated IDP communities in the state

The educational infrastructure illustrated a huge setback of children level of learning, although the studies document a progressive decrease in learning, the levels continues to be very high and there is still a need for further emergency educational support.

The focus of the humanitarian intervention is mainly on educational support, both minimum standard educational package distribution as well as rehabilitation programs. The total availability of learning materials has not improved, although the only government nomadic schools was renovated by an NGO but with limited learning materials which to the beneficiaries is not yet completely satisfactory, the quantity available in the community is not enough to cover the present needs.

The structure where IDPs are currently using as a learning center is highly dilapidated and requires urgent action, if we really want to increasing the SDG Goal 4. Unfortunately, no improvement in the learning environment and no enough learning materials either in both the government school and IDP schools.

The donors' community support to the IDP education, including the health sector in this IDP communities has been very limited so far. NGOs normally involved in health projects concentrated mainly on selective nutritional interventions, and no educational support. The teachers in the community after holding a consultative meeting in late 2018 reported the

need for capacity building to teachers and they promised stepping this training down to others.

These "most in need" do not have any access to the quality education system, thus making improved learning a silent catastrophe, only marginally recognized.

As a result of this survey exercise, the interest to addressing the educational need of migrants/IDPs in Abuja is urgent, likewise IDPs in the north east region. An inter IDPs online meeting was held in 15<sup>th</sup> January 2019 with 3 IDPs in Abuja, coordinated by Light Michael and co-coordinated by Geoffrey Pulka, the IDP Coordinator of Wassa IDP community in order to coordinate educational intervention strategies in their camps.

At present over 750 IDPs children are in need of educational assistance. On top of this a number of refugees and returnees coming from North eastern region of the country, continue to flood the IDPs communities in the state. Only limited educational resources are available to ensure proper assistance to the affected population.

FAROF resource Team is seeking Appeal for educational Rehabilitation and Recovery Programmes for IDPs. The Appeal will focus on the immediate educational learning needs covering the period January 2019 to 2030 for the long-term requirements.

## **2. IDPs IN THE AFFECTED AREAS**

As a result of the insurgency in north east, approximately 59, 200 people have been displaced from November 2018 to January 2019; in addition of other displaced people in other months to many states, especially the FCT-Abuja, with an increasing population rate of people into Wassa IDP camp and other IDPs communities.

Even though the number of returning people increases daily even from Libya and other nations, including migrants groups from Yobe, Borno and Adamawa states into Abuja and other parts of the states and regions. Refugees from these regions consist of mainly children, elderly and women, some returnees/migrants when interviewed, some preferred settling in Abuja permanently than going back home, due to either total loss of families/relative. Based on this assessment, FAROF is seeking

partners to support the educational needs of children in wassa community particularly and others.

### 3. ASSESSMENT MISSIONS

Based on this assessment FAROF team decided to prepare an appeal for educational Rehabilitation Programmes for IDPs in FCT-Abuja.

The educational component of the assessment identifies the following main education problems existing in IDPs communities. First, the failed educational structures, poor facilities such as boards, chairs etc.

Second, the absence of technically trained Teachers, and third, the increasing risk for poor attendance of children to access quality education as a result of unhealthy/ unfriendly learning environment and others educational infrastructure deterioration.

#### 3.1. Assessment mission to IDPs in FCT-Abuja

100 questionnaires were produced and distributed to both teachers and student/pupils in each IDP community, including community stakeholders and parents

The Survey Team also conducted school visits to ascertain the validity of respondent to questionnaires distributed.

Percentage%						
Name of IDP	Qualify teachers	Availability of learning materials	Availability of teachers chairs and tables	Availability of class Bench	Availability of school library	Adequate learning structure
Wassa	62	20	15	17	5	10
Darumi	5	2	2	2	1	2
Kuchikoro	75	65	60	70	60	65

### **Darumi IDP Community Camp**

There is an average of 5% of school attendance at the Durumi IDP camp. Children of educational age are always at the camp, no form of formal learning, expect partial informal learning space. (Observation has been taken on the 12<sup>th</sup> November, 2018).

### **Kuchigoro IDP Camp**

Nursery and Primary Education Facility is available courtesy of a non-profit organization, however, the older children of secondary school ages attend a closely Junior Secondary School and some has been taken to boarding schools by either individuals or organizations. (*Additional Source –Mr. Philemon Emmanuel, Kuchingoro Co-ordinator*).

### **Wassa IDP Camp**

The education service coverage for the Region is less than 40%. In Wassa IDP Camp which happens to be the most populous IDP Camp in FCT, Abuja. Various needs are identified. But for this survey we were focused only on the education aspect

35% of children in the Wassa IDP camp go to school while the 65% stay back and some of them are either hawking within the camp or engaged in farming. There is also the lack of skillful personnel, limited resources for teaching, transport and outreach are also reported as being a chronic problem. not all education facilities and structures are functioning school attendance has been very low. Finally it was estimated that 53% of the population are out of school age children

The entire IDP Wassa community has only one government school but with inadequate learning materials (source: head Master, November 2018). There are currently only 2 IDP schools in the IDP community where Migrants and IDPs can afford and are highly unwholesome for quality education. The main IDP schools are: community school wassa and Pro Labor Dei IDP primary school Wassa.

## **4. RECOMMENDATIONS:**

Based on discussions with the community members, educational head teachers, we were able to outline the following recommnedations

Support to the Education system:

- Provision of minimum standard education package
- Training of Teachers on main teaching skills
- Strengthening of coordination and information sharing between community stakeholders, NGOs, Ministry of education
- Provision of guidelines and technical assistance

## **5. CONCLUSIONS AND RECOMMENDATIONS**

### **Coordination**

Coordination in the education sector needs strengthening. The information collected through the education survey report format needs to be consolidated and circulated among the donors and education partners.

### **IDPs**

The problem of IDPs communities and the rehabilitation program is attracting attention because of the relationship with CSOs and donors, FAROF and community leaders has participated in the situation assessment, the elaboration of the intervention strategies and in the proposed project activities.

The lack of formal school attendance is particularly concerning, as few children are receiving alternative forms of education: attendance in informal education is 2% or less in all assessed IDP communities across all age groups and genders.

### **Picture Gallery**



**Pro Labor Dei IDP primary school Wassa for IDPs and Community Members  
(with FAROF Staff, IDP camp Coordinator and head Teacher)**



**front view**



**Inside class room view**

**Current structure of Community Primary School Wassa with pupils sitting on the floor for IDPs and community members attendees.**