What We Need to Know
Joint Education Needs Assessment (JENA)

Main Research Questions

The main research questions should all be answered by the Key Information Interview questionnaire. Further details (see next section) in each area will be investigated by the KII, as well as data from school authorities and FGD conducted with Teachers, Community Members and Students.

1. Are girls and boys in the locality able to access the school?

2. Do schools have adequate[1] classroom facilities for the students? (One classroom per class)

3. Does the school run more than one shift?

4. Do schools have adequate water and sanitation facilities? (To be based on government standards and sphere)

5. Do schools have IDP children attending?

6. Are there adequate teaching and learning materials available at the school? (Each child has materials to use, there are adequate textbooks, every classroom has a functional blackboard)

7. Is the standard curriculum taught at the school?

8. Are emergency related subjects[2] taught at the school?

9. Is there a psychosocial support (PSS) intervention at the school?

10. Are there adequate teachers at the school? (One teacher per class, teacher to student ratio of 40:1)

11. Have there been attacks on/threats made to the school?

12. Are there any meals/food provided to students at the school?

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[1] Adequate will be defined using government standards and INEE MS.
[2] The Nigeria EWG will define a list of emergency subjects. This include but are not limited to: DRR, peace education, conflict resolution, landmine and UXO awareness.

Detailed Data Collection

The following data will be collected through the KII and observation, FGD with Teachers, community members and students as well as through information received from LGAs and other secondary data .

1) Access and Learning Environment

LGA

- # of schools open/closed in LGA (Not KI)
- # school age children out of school (Not KI)
- Are schools currently occupied by IDPs (Not KI)
- What is the food security situation?

School

- # students enrolled/attending school
- # of IDP children attending school
- # functional classrooms in school
- Are there damages to school? (List)
- Is clean water available at the school. (details)
- Sanitation facilities (# of latrines &hand washing stands)
- Is there a PSS intervention at the school?
- Have teachers been trained in PSS
- Is there a school feeding programme?
- Did the school close during the emergency? If so How long was the school closed.
- Why do children not attend school?
- Are there any special provisions by the school for children with special needs?
- What causes children to dropout/not attend school? (Repetition)

2) Teaching and Learning

- Are there double shifts at the school?
- Do children have basic learning materials
- What textbooks are available at the school
- What other teaching and learning materials are available to the school
- Do the classrooms have teaching aids (including blackboards and chalk)
- What curriculum is being followed
- Are there extra emergency subjects being taught?

Classroom Observation

- What classroom management techniques are used
- Is learning taking place in the classroom
- What stops children learning

3) Teachers and other Education Personnel

- # teachers at the school
- Breakdown of teachers in terms of qualifications, training and gender
- Are teachers regularly paid?
- When did teachers last receive a salary?
- What training have teachers received in the last year?

4) Education Policy

- Are there any fees for attending school?
- Are all children allowed to enrol at the school?
- What are the requirements children must meet to enrol (paperwork etc.) (Repetition of above)

5) Protection

- Do teachers feel safe coming to school
- Do children feel safe coming to school
- Has the school been attacked or threatened?
- What are the main protection risks for children?
- Do children face threats coming to school? (eg UXO, distance, harassment, rivers etc.)
- Are armed actors present near the school?

6) Response and Community

- Response - Has the school received any national assistance?
- Response - Has the school received any international assistance?
- Community – How are the local community supporting the school
- Is there a functioning School Management Committee (SMC)?

7) Wider Education Opportunities

- Does the school have ECCD facilities?
- Are there ECD centres in the LGA?
- Are the vocational education centres in the LGA?
- Are there Islamic education centres in the LGA?

Key

In the analysis framework template

Not in the analysis framework template