



UNDERSTAND FAMILY PRIORITY AND COMMITMENT TO CHILDREN LEARNING

(Mafa LGA)

MAY 2023

Background and Justification

Northeast Nigeria has been grappling with instability and educational neglect for over a decade, leading to significant displacement, poverty, and a breakdown of essential services. These crises have had a particularly devastating impact on children, who are increasingly vulnerable to neglect and exploitation. In response to this urgent need, [the Humanitarian Response Plan \(HRP\) for 2023](#) places a strong emphasis on the critical importance of bolstering the children's educational system and protecting their future by building the commitment of parents to their children's learning.

At the heart of this effort is a deep recognition that education is central to the development of a quality generation of future leaders for the nation. To prepare a gold standard of quality for the future, education must be made a top priority from an early age. It is widely acknowledged that early childhood education plays a decisive role in shaping a child's growth and development. At this early stage, various aspects of a child's growth and development begin and continue to be ongoing, which will serve as the basis and determinants for further child development. Success in carrying out developmental tasks at this early stage will ultimately determine a child's success in the next developmental period.

Against this backdrop, it is essential to understand the priority and commitments of parents to their children's learning. The title of this assessment "Understand family priority and commitment to children learning" reflects the importance of this endeavour. This assessment recognizes the fundamental importance of education in shaping the future of Northeast Nigeria and emphasizes the critical role of parents in supporting their children's learning. By gaining a deeper understanding of family priority and commitments to children's learning, we can build a stronger foundation for a brighter future for all.

Assessment Objectives

The overall objective of this assessment is to understand family priority and commitment to children learning. Some of the objectives are as follows:

- To identify the level of parental involvement in their child's education.
- To comprehend the attitudes and convictions of parents regarding their children's education.
- To determine what drives parents to participate in their children's education.
- To ascertain the extent to which parents support their children's education outside of the classroom.
- To identify any obstacles or difficulties that parents can encounter when assisting their children with their learning.

Methodology

The assessment on the understanding family priority and commitment to children learning in Northeast Nigeria will employ a mixed methods approach to collect and analyse both quantitative and qualitative data. The following is a comprehensive methodology for the assessment:

- **Key Informant Interviews:** Key informant interviews will be conducted with relevant stakeholders, including government officials, community leaders, teachers and SBMC members. The interviews will aim to gather information on parent/caregivers' attitude, priority and commitment towards children learning activities.
- **Parental Surveys:** Parental surveys will be conducted to collect qualitative and quantitative data on the attitude, priority as well as the commitment parents make regarding educating their children and other relevant indicators. The surveys will be conducted using a standardized questionnaire and will be administered to a representative sample of households in selected LGA.

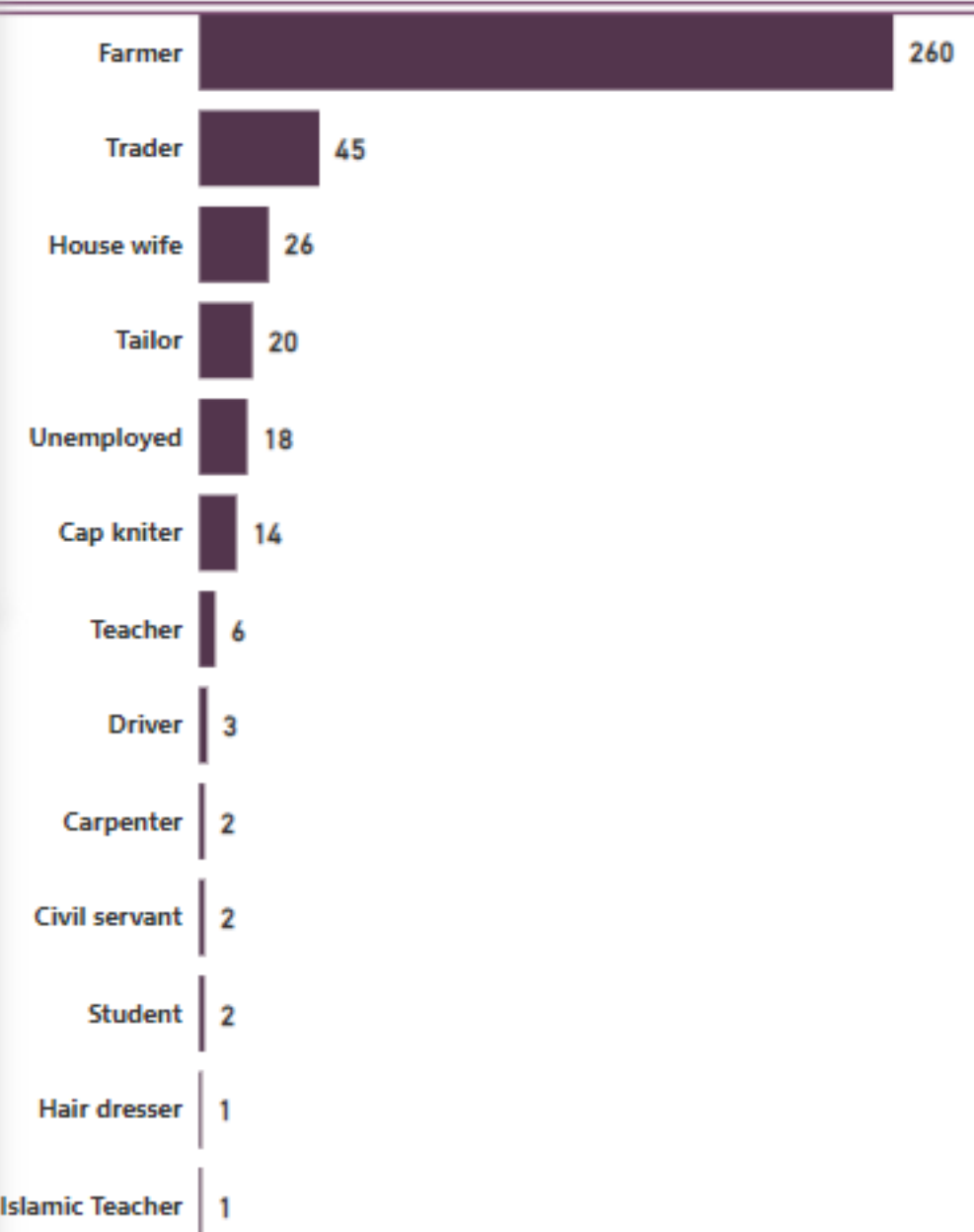
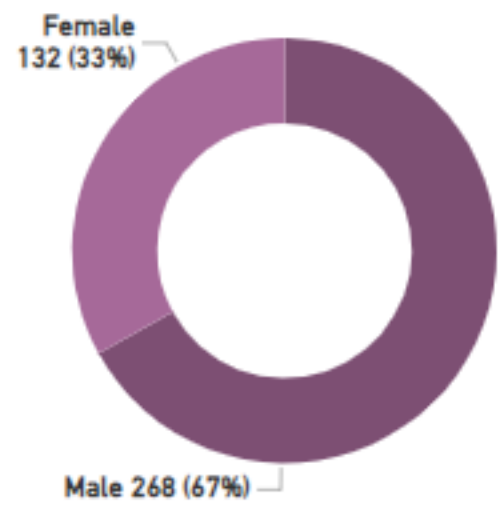
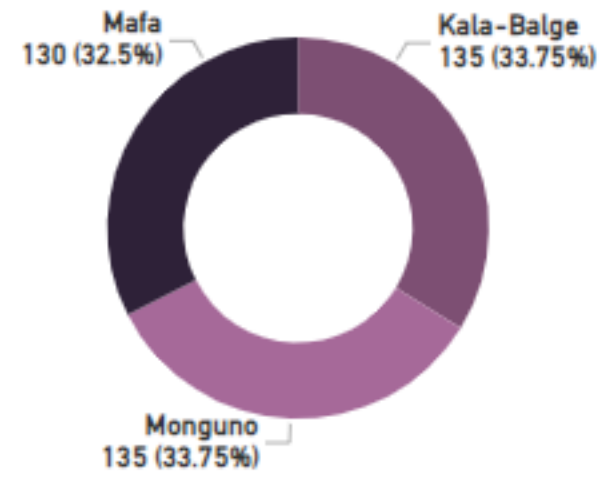
All Quantitative data will be collected using Kobo collect and daily upload during data collection (with appropriate consent of participants). Quantitative data will be analysed with MS Excel while Qualitative data will be collected using the analysis framework. The data will be collected using the mobile platform which hosted the data collection tool (Kobo collect). The quantitative questionnaire will be uploaded to the phones and information collected later will be extracted to excel to provide further analysis.

DEMOGRAPHY

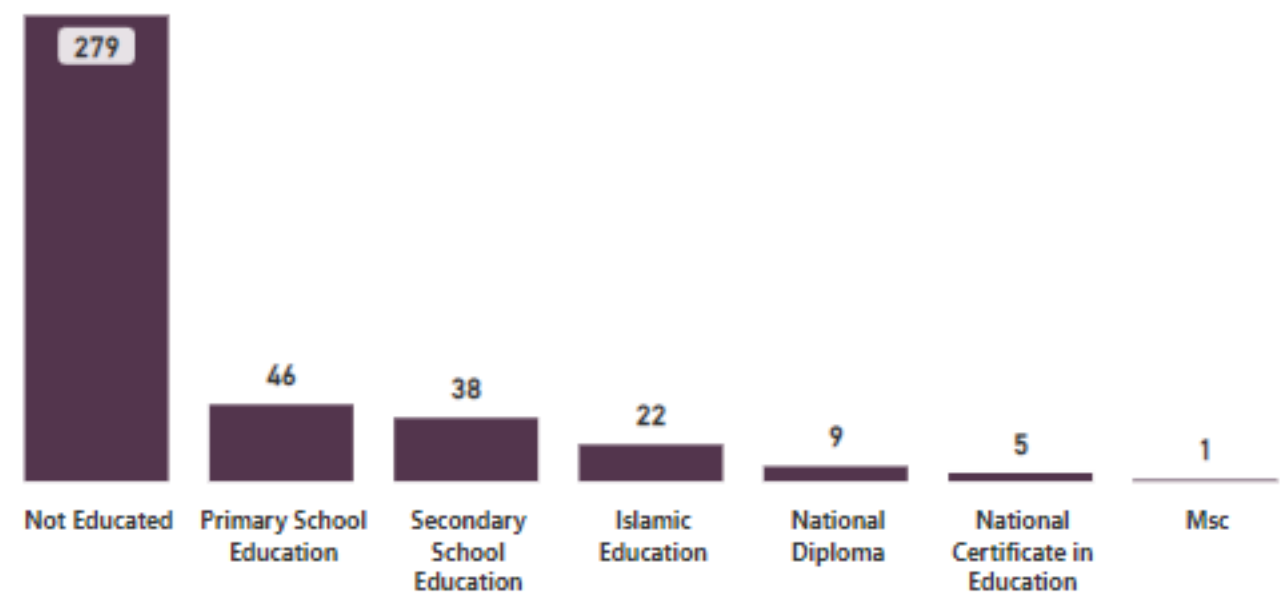
Sex Distribution

Occupation of the Respondents

LGA Distribution



Educational Level of the Respondent



CHILDREN SCHOOL ATTENDANCE AND EDUCATIONAL ENGAGEMENT OF PARENTS

LGA

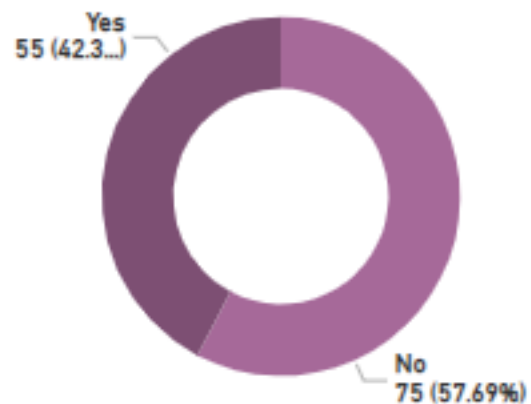
Kala-Balge

Mafa

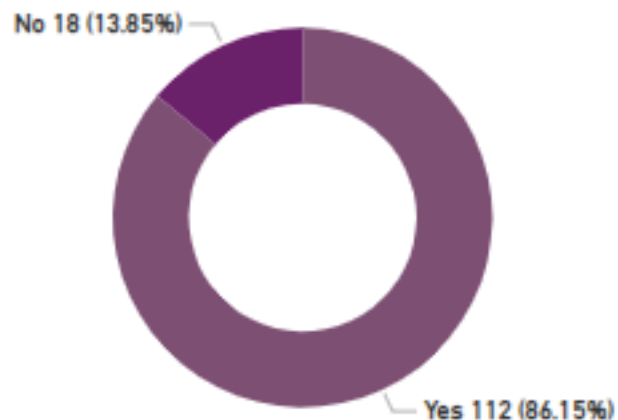
Monguno

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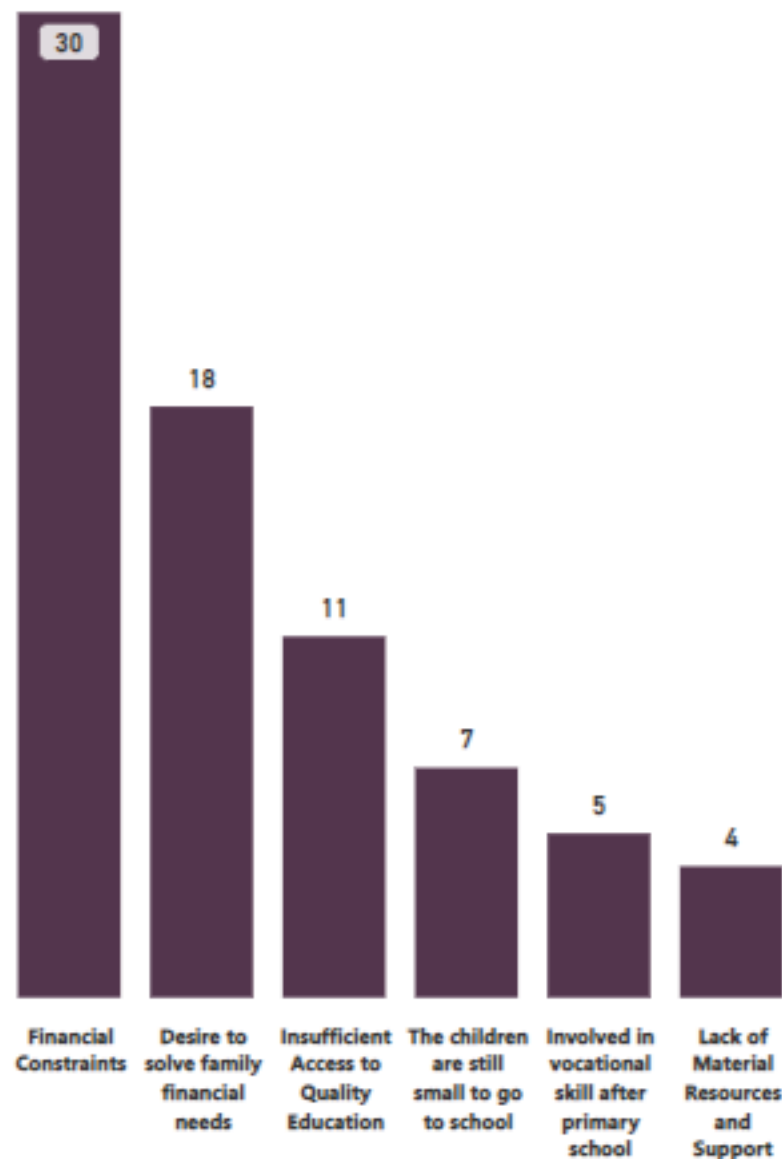
All the Respondent's children are enrolled in school



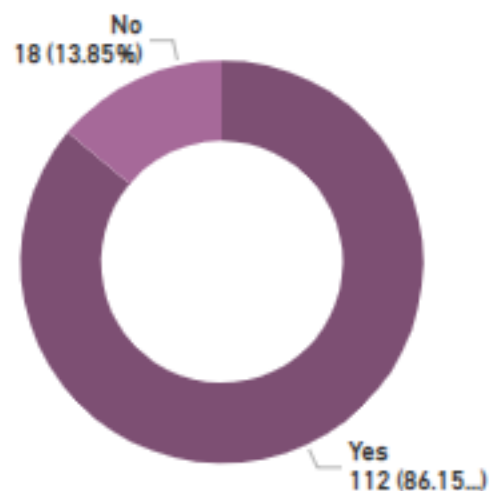
Importance of Regular School Attendance



Reasons why Resondent's children are not in school



Importance of Formal Education



Parent's Involvement in the School Education System

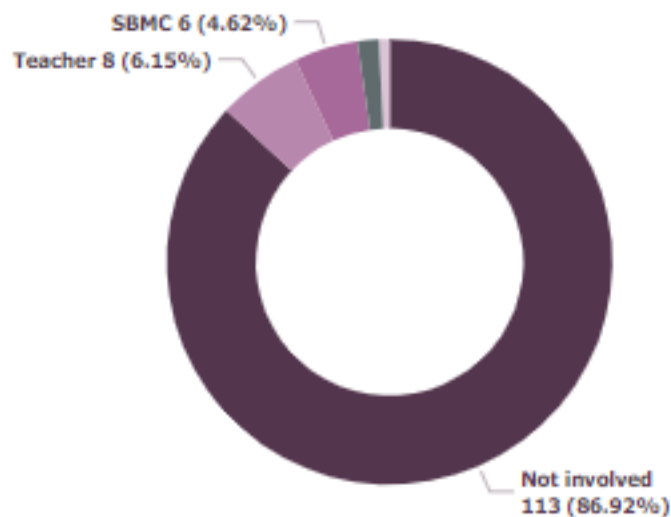




Table I: Government Provisions for the School System

S/N	Patterned Reason	Detailed Response
1	Qualified Teachers	Many parents/caregivers mentioned the need for sufficient and qualified teachers in government schools. They emphasized the importance of having competent teachers who can effectively educate and guide the children.
2	Learning Materials	Another frequently mentioned facility is the provision of learning materials such as books, textbooks, and other educational resources. Parents/caregivers believe that access to adequate learning materials is crucial for the children's education.
3	School Amenities	Parents/caregivers expressed the need for various school amenities, including good classrooms, desks, chairs, and better school buildings. They highlighted the importance of providing a conducive learning environment for the children.
4	School Uniforms	Many parents/caregivers mentioned the need for the government to provide school uniforms for children. They view uniforms as an essential requirement for students and expect the government to ensure their availability.
5	Toilets and Sanitation	Adequate toilet facilities and proper sanitation were highlighted by several respondents. Parents/caregivers emphasized the importance of clean and functional toilets to ensure the health and well-being of the children.
6	Additional Teachers	Some parents/caregivers stressed the need for more teachers in government schools. They believe that an increased number of teachers would help reduce overcrowding and improve the quality of education.
7	Basic Amenities	Basic amenities such as clean water, playgrounds, social necessities, and security were also mentioned as facilities that the government school system should provide.



Table 2: Parent's Understanding on the Usefulness of Formal Education

S/N	Patterned Response
1	Education helps learners not to be left behind in today's world.
2	It prevents children from being poor.
3	Educated children can be useful in society.
4	Education provides children with more knowledge.
5	It gives children an advantage in various aspects of life.
6	Education makes children knowledgeable to some extent.
7	Educated persons can use their voice to speak about community needs.
8	Education gives children a strong foundation for the future.
9	Education paves the way for greatness and success.
10	It helps children become respectable respondents like doctors, engineers, lawyers, etc.
11	Education benefits the whole community when educated respondents become influential in the future.
12	Education prepares children to survive and thrive in the world.
13	It enables children to be knowledgeable about different things.
14	Education is advantageous for respondents seeking political positions.
15	Educated respondents contribute to technological advancement.
16	Education allows children to fight for their rights.
17	Educated respondents have better chances of getting good jobs and high positions in government.
18	Education prevents children from being misled or cheated in the future.
19	Education contributes to personal growth and character development.



Table 3: What makes up a good school?

S/N	Patterned Reason	Detailed Response
1	Presence of qualified and dedicated teachers	Many respondents mentioned that a good school should have good teachers who are qualified, educated, and committed to their profession. The quality of teaching and the ability of teachers to impart knowledge were emphasized.
2	Availability of basic amenities	Several respondents mentioned the importance of having essential amenities in the school, such as classrooms, facilities, materials, and infrastructure. A good school should provide a conducive learning environment with adequate resources.
3	Student learning and progress	The responses highlighted the significance of student learning and progress as indicators of a good school. Parents and caregivers look for schools where children are always learning new things, benefiting from teaching, and showing signs of knowledge attainment through the way they recite what they have learnt and interact with their peers.
4	Positive impact on children	Many respondents mentioned that a good school should have a positive impact on children. This includes instilling good moral values, nurturing their development, and taking care of their well-being.
5	Parental involvement and feedback	Some respondents indicated that parents can assess a school's quality by being involved in their child's education, monitoring their progress, and engaging in dialogue with teachers or school management.
6	School infrastructure	The physical condition of the school, including a good building structure, cleanliness, and availability of necessary facilities like toilets and water, was mentioned as a factor in evaluating a school's quality.

STAKEHOLDERS INVOLVEMENT IN CHILDREN LEARNING

LGA

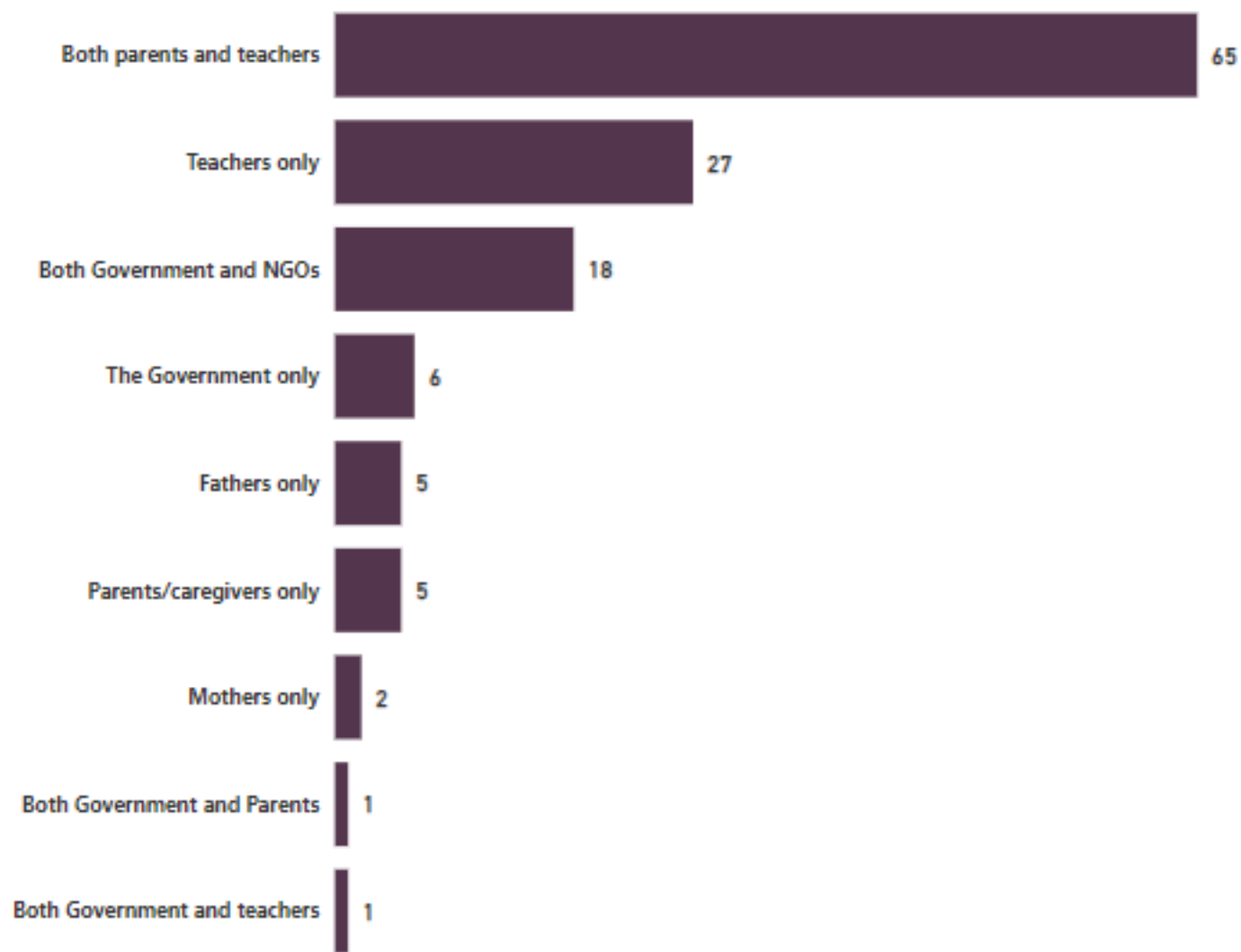
Kala-Balge

Mafa

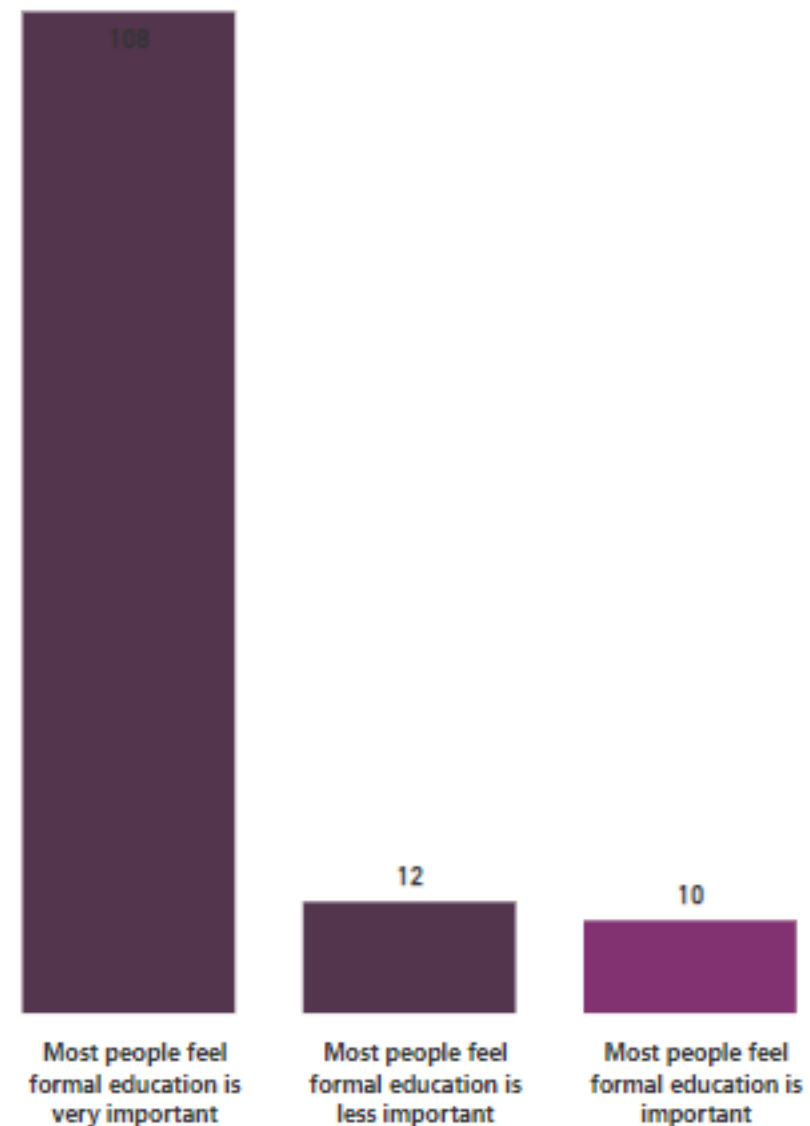
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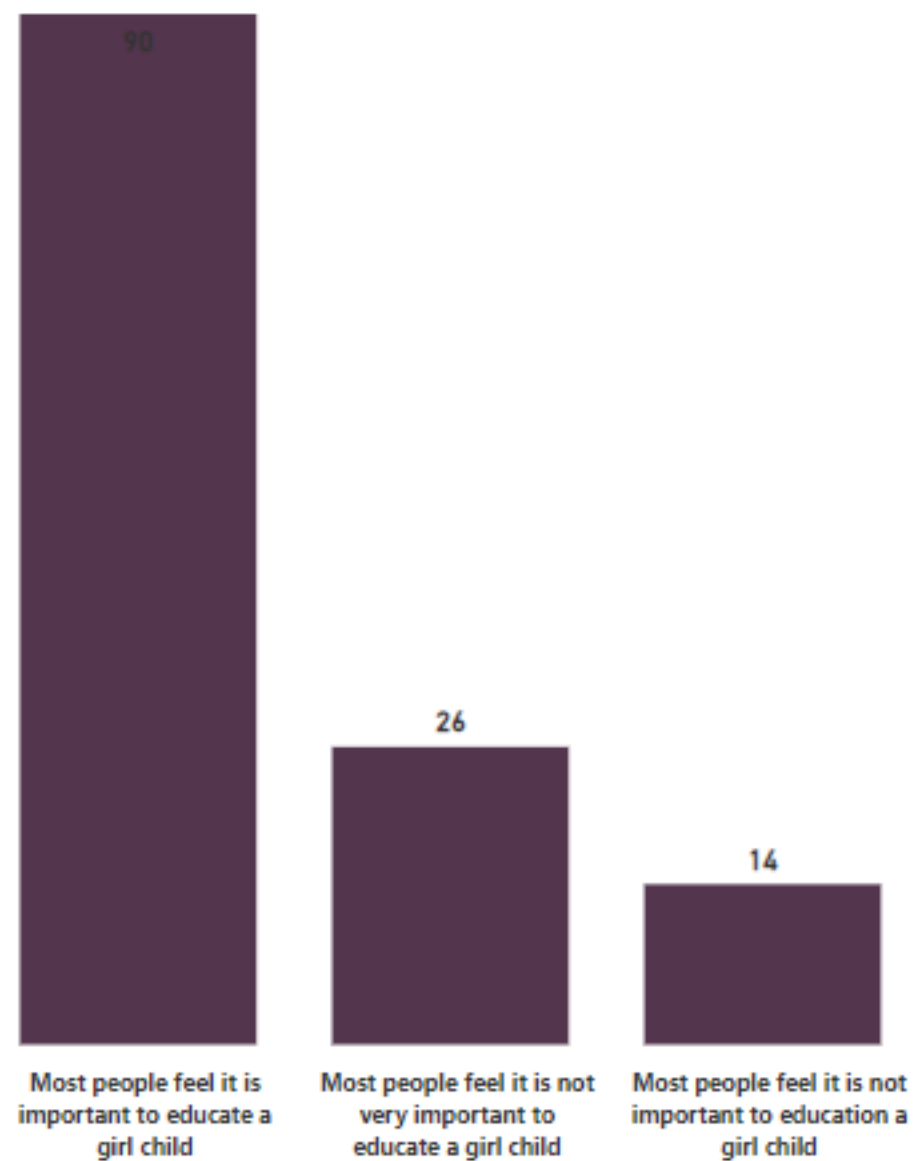
Responsible Stakeholders in Educating Children



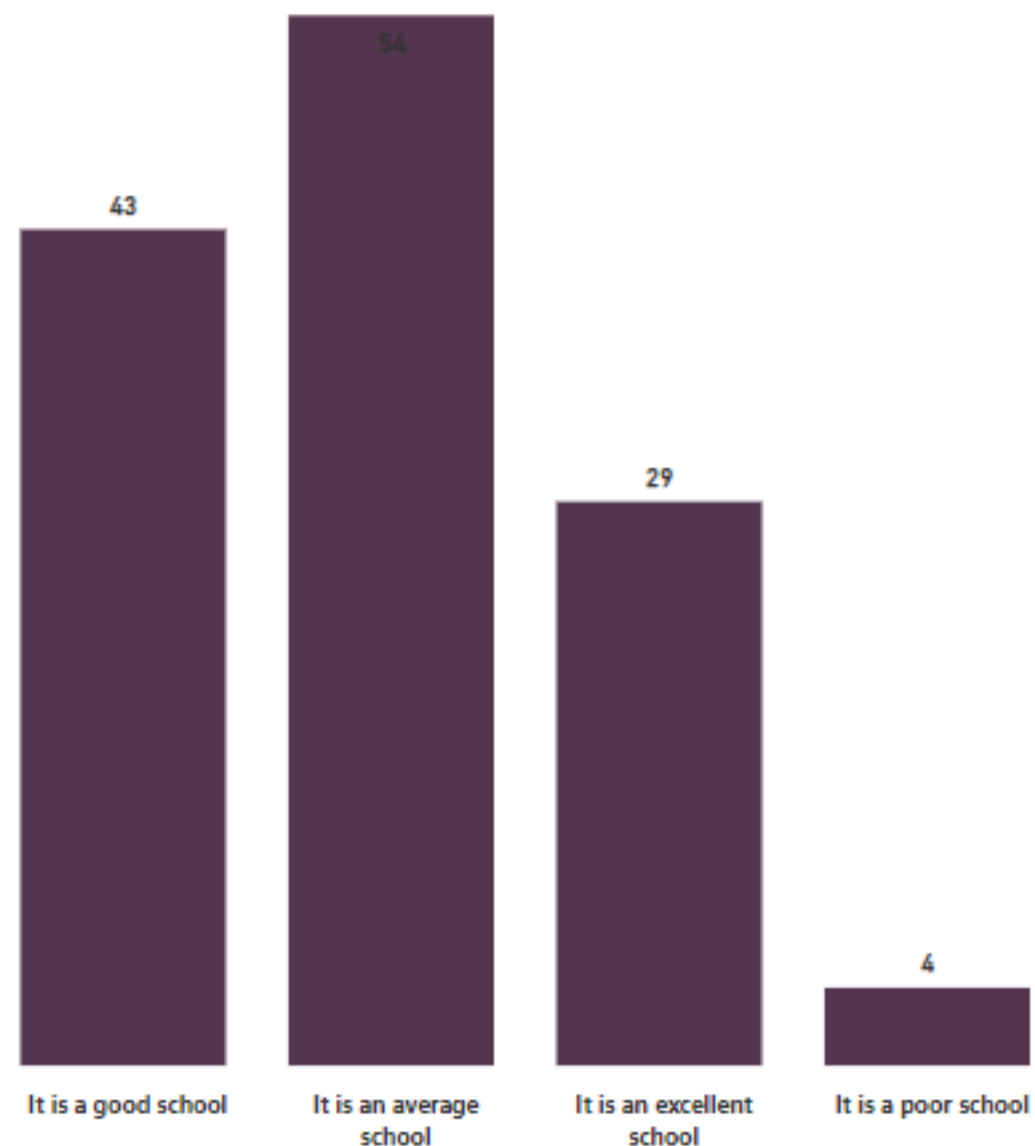
Community Opinion on Educating Children



Importance of Girl-Child Education



Rating of School in the Community



STAKEHOLDERS INVOLVED IN IMPROVING LEARNING OUTCOMES

LGA

Kala-Balge

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Stakeholders involved in improving Learning Outcomes

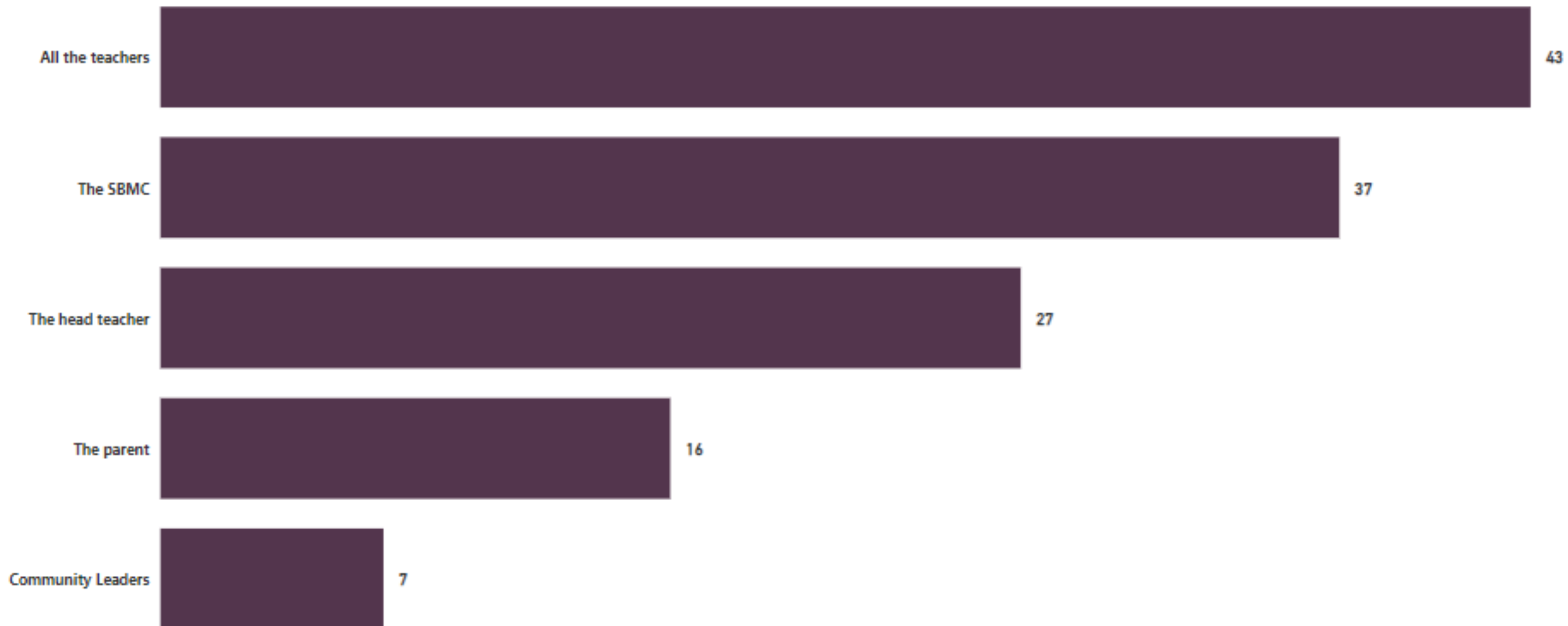




Table 4: Tracking Learning Outcome of Children

S/N	Patterned Response
1	When the child is always reciting what they've been taught in school.
2	When the child is passing exams and getting good grades.
3	If the child is always interested in school and shows enthusiasm for learning.
4	When the child is continuously improving and making progress.
5	When the child is practicing and applying what they've learned in school at home.
6	Through their report cards and feedback from teachers.
7	When the child consistently does their homework and takes it seriously.
8	If the child demonstrates an understanding of what is being taught and can answer questions on the subject matter.
9	When the child shows a genuine interest in learning and is curious about new topics.

Summary and Conclusion

The analysis examined the respondents' characteristics, including their distribution across different LGAs, age groups, gender, marital status, educational levels, occupations, and parental involvement. It revealed that most respondents were from Kala-Balge, Monguno, and Mafa LGAs, with a diverse age range and a slight male predominance. Most respondents were married and had varying levels of education, predominantly in the farming occupation.

The survey also explored the community's perspectives on education, indicating that a significant number of respondents recognized the importance of formal education for all children. Furthermore, the majority believed that educating both boys and girls is crucial, highlighting positive attitudes toward gender equality in education.

The analysis of school-related factors revealed insights into the quality of education and the stakeholders' roles. Respondents expressed varying opinions about the quality of learning in the community schools, with a significant proportion considering the schools to be good or excellent. The data also indicated that the efforts of teachers, SBMC members, the head teacher, parents, and community leaders are crucial for making schools very good.

Based on the analysis, it is evident that there are both strengths and areas for improvement within the community's education system. The findings highlight the importance of a well-rounded approach to education, including access to facilities, teacher quality, parental involvement, and community engagement. Collaborative efforts among stakeholders are key to enhancing the overall quality of schools and creating a conducive learning environment.

Recommendations

Based on the findings and analysis of the assessment, the following recommendations are proposed to enhance the educational system and improve the quality of education in the community:

- **Teacher Professional Development:** Implement regular and targeted professional development programs for teachers to enhance their pedagogical skills, subject knowledge, and teaching methodologies. This can be achieved through workshops, training sessions, and mentoring programs, ensuring teachers are equipped with the necessary tools and techniques to deliver effective instruction.
- **Strengthen SBMC Engagement:** Empower School Base Management Committee (SBMC) members by providing them with training and capacity-building opportunities. This will enable them to effectively participate in school governance, decision-making processes, and resource allocation, fostering a sense of ownership and accountability within the community.
- **Promote Parental Engagement:** Encourage and facilitate active involvement of parents in their children's education. Establish mechanisms for regular communication between parents and teachers to facilitate dialogue, share progress updates, and address concerns. Organize parent workshops and orientation programs to enhance their understanding of the importance of education and their role in supporting their children's learning.
- **Foster Community Partnerships:** Forge strong partnerships between schools and community leaders, local organizations, and businesses. Collaborate with community leaders to leverage resources and support educational initiatives. Engage local organizations and businesses to provide mentoring, internship, and scholarship opportunities for students, enhancing their educational experiences and prospects.

Recommendations (Contd.)

- **Improve School Infrastructure:** Address the limitations in school facilities, particularly in schools with limited resources. Invest in improving infrastructure such as classroom construction, sanitation facilities, and access to clean water. Create a conducive and safe learning environment that promotes active engagement and enhances the overall educational experience.
- **Implement Monitoring and Evaluation:** Develop a robust monitoring and evaluation system to assess the effectiveness of educational programs and initiatives. Regularly monitor school performance, teacher effectiveness, and student learning outcomes. Use the data collected to identify areas for improvement, make informed decisions, and allocate resources effectively.
- **Promote Inclusive Education:** Ensure inclusivity in the educational system by providing equal opportunities for all children, regardless of their background, gender, or abilities. Develop strategies to address barriers to education, such as gender biases, cultural norms, and accessibility issues. Implement inclusive teaching practices and provide support services for students with special needs.
- **Collaborative Planning and Policy Development:** Foster collaboration among education stakeholders, including government authorities, community leaders, educators, and parents, to collectively plan and develop policies that prioritize education. Involve stakeholders in decision-making processes and seek their input to ensure policies are relevant, inclusive, and aligned with community needs.

By implementing these recommendations, the community can create a more inclusive, effective, and sustainable educational system. These actions will not only improve the quality of education but also empower respondents, strengthen community bonds, and pave the way for a brighter future for all children in the community.