



## **NEEDS ASSESSMENT FOR SCHOOLS IN KANO NIGERIA**

### **A CASE STUDY ON TOFA COMMUNITY SCHOOL IN TOFA TOWN, TOFA LOCAL GOVERNMENT AREA KANO**

**DATE: 29/01/2024**

#### **Background**

In Africa, Nigeria is named the giant of Africa having the largest land mass for food production and sustainable living with a population of over 250 million persons (last census of 2016) with mineral resources etc, however, it is amongst the first 20 countries world wide with a poverty index of 6 in every 10 persons. At the last UNICEF report over 250 million children are out of school and 763 million adults are illiterates, coming home to Kano, Nigeria, 13.5 million children are out of school.

These are a result of poverty when the parents do not see the value of western education, they do not have even funding to send the children to get educated, culture, religion and societal norms. This sometimes leads to economic violence against women and children.

The 3 tier government in all fairness to them provides the infrastructure such as buildings and inadequate tables and chairs but all other cross cutting issues such as quality teachers, teaching aids etc is not seen as a priority thus the question is should we invest in human capital or Infrastructure?

Tofa Community school was established in 2018 by the community members to ease the pain of children going to the next available located 3KM from the village and to ensure their safety.

The local community development association sought for funding from amongst the members and the school was birthed as they are currently hiring the school from one of the community members. The school got the appropriated certification from the state ministry of education and thus teaches both children of the Tofa Community and neighbouring communities. The teaching staff are mainly from the community with basic NCE and the Non Academic staff are volunteer workers who cleans the school and their salary payment is through donations from the community members, from part of the school fees paid by the parents of the children and individuals from outside the community.

## Purpose and Objectives

The purpose of this assessment is to ascertain the current situation that the children, school and community are in as a result of crisis that happened in Kano during the “Boko Haram Saga” and to ascertain the extent of impact of poverty in the community and why there is a high percentage of out of school children. This needs assessment dug deep into the humanitarian situation under the following needs area as follows,

1. Standard of the school against the Universal Basic Education requirement.
2. Education and Learning.
3. Welfare of the Children
4. Livelihood and Income of the parents of the children.
5. Governance and Human Rights

## Objectives

1. The objectives of the assessment is to identify and map the number of humanitarian aid received.
2. Ascertain the impact of the interventions thus far received
3. Identify the specific needs of the children and the school.
4. Identify best practices for scale and proactive ways for sustainability.

## Methodology

### Scope and Coverage

The needs assessment was conducted by our staff and volunteers and the data collated was qualitative and quantitative

### Summary of Approach

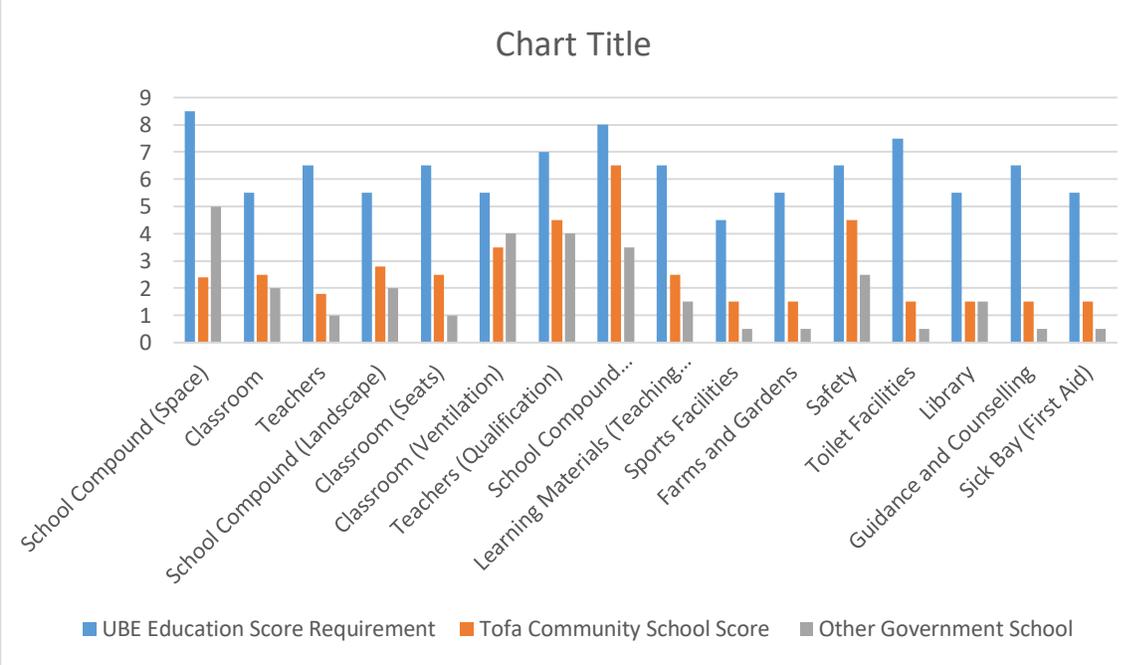
S/N	Objectives	Information Sources	Approach
1	Standard of the school against the UBE requirement	Review of existing infrastructure and interventions thus far.	Desk review/Physical Visitation
2	Education and Learning	Key informant interviews with the academic and non-academic staff	Key Informant Interviews (KII)
		Focus group discussions with the children in Nursery and Primary section on their learning experience	Focus Group Discussions (FGD)
3	Welfare of the children	Key informant interviews with the academic staff and non-academic staff	Key Informant Interviews (KII)
		Play group discussions with the children on how they are being treated in school	Focus Group Discussions (FGD)

4	Livelihood and Income of the Parents of the children in school	Key informant interviews with 100 selected parents of the children enrolled in the school.	Key Informant Interviews (KII), Household visits
		Focus group discussions with 20 of the children given scholarship by Unsung Heroes	Focus Group Discussions (FGD)
5	Governance and Human Rights	Key informant interviews with key officials in the Local Community Development Association	Key Informant Interviews (KII)

**Tools**

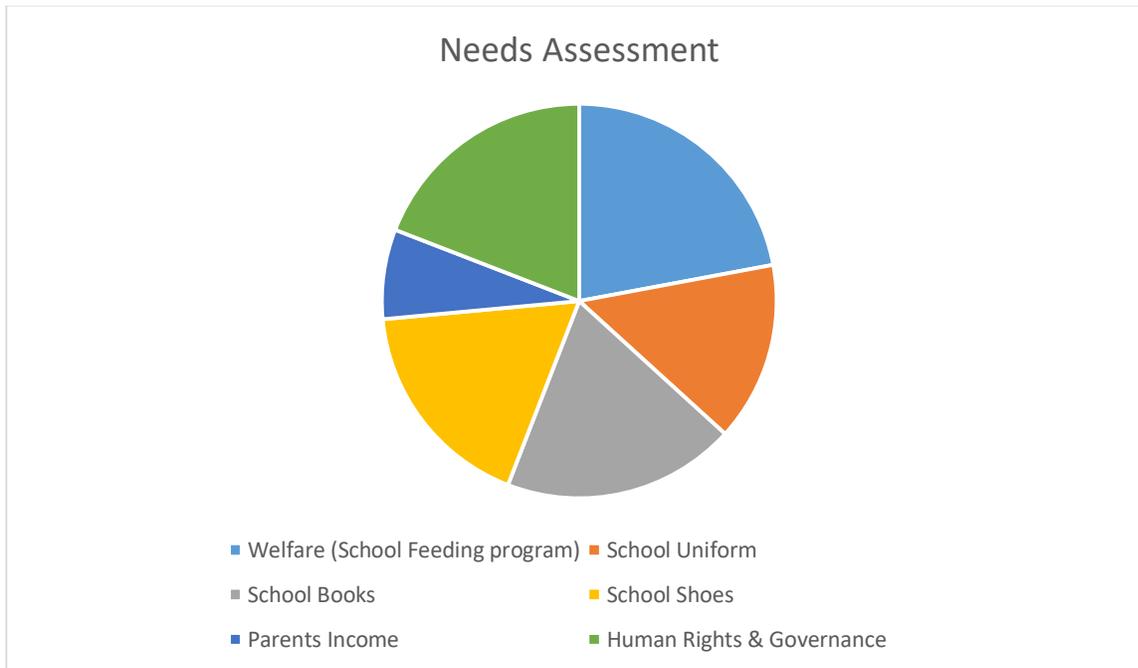
- Key Informant Interviews (KII)
- Focus Group Discussions (FGD)
- Semi Structured Play sessions (SSP)

**Descriptive Findings of Assessment**



From the above we can see that Tofa Community School is far behind in the requirements from UBE but above the government school survey at the outskirts of town.

## Key Informant Interviews, Focus Group Discussions and Play Sessions Assessment



This data represents the response of key Staff and non-academic staff interviewed, parents of the 20 children under scholarship, 100 random selected parents, 20 children from nursery and primary section and the executive members of the local community based development association.

### General Summary

From the data collated, from the school, parents and children, it is evident that the school is lacking in not only infrastructure but also in human capital development. Most of the parents live under less than \$1, the children do not have school materials to use such as text books, use only one uniform sometimes for two sessions, they do not have school shoes and most times wear flip flops or torn shoes, percentage number of students is 40 as against 25 per class, there is no free flowing water as they purchase their water to fill the tanks from water vendors, no adequate toilets, sewage system is non existent, no sports area, no sick bay or garden, Children from the neighboring communities coming to school late because there is no school bus, No teaching materials for the teachers such as white boards, laptop to go digital, Inadequate Salary or inclusive learning materials for the children with disabilities to mention a few.

### Expected Outcomes

1. With humanitarian support and interventions we would have an improvement in the learning process of the children, increase in the knowledge quality of the teachers as what we have now

as educational system is basically academics and education is beyond academics and classroom teaching but skills acquisition, talent building, idea curations.

2. We believe that the nursery and primary schools are the foundation to growth and development of a nation. An educated workforce will close the gap in labour shortcomings.
3. Capacity Building for teachers increased by 80% which could take the form of online and face to face.
4. Collaborations with the Local Community Based Development Association, the Private Sector and Government Educational Establishments.
5. Educational services at community level improved

### **Risk Assumptions**

Unstable political and economic environment – The community is located on the outskirts of Kano and thus free from any crisis

Partnerships to agree on methodology, to develop tools (household questionnaires), undertake stakeholders analysis

Adequate financial resources for implementing activities mobilised and sustained

Financial tracking and management system in place

Adequate and active support, responsiveness and commitment is maintained in communities

### **Sustainability**

During the project life cycle, there will be a steering committee that will be set up comprising of the chairman and secretary Tofa Development Association, two staff from the Tofa Local Government Education Unit, and Tofa Community School. A memorandum of understanding will be signed by all stakeholders in regards to the project, pre project during the project as well as after project hand over. Maintenance of the school will be through PTA set up to which funds gathered will be used for works, repairs and all, a minimum sum of 10 cents.

Additional documents attached as follows;

1. Quotation for installing WASH Facilities and School Canteen
2. Breakdown of Academic and Non Academic Staff Salaries
3. Total number of School Students in the school