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**LIST OF ABBREVIATIONS AND ACRONYMS**

|  |  |  |
| --- | --- | --- |
| **S/N** | **Acronym** | **Meaning** |
| 1 | LGAs | Local Government Areas |
| 2 | NGO | Non-Governmental Organisation |
| 3 | UNICEF | United Nations Children’s Fund |
| WAYMAN | WAYMA | Women and Youth Initiative for Moral Awareness |
| 5 | UBEC | Universal Basic Education Commission |
| 6 | ADSUBEB | Adamawa State Universal Basic Education Board |
| 7 | VP | Vice Principal |
| 8 | SEB | State Education Board |
| 9 | G & C officer | Guidance and Counselling Officer |
| 10 | ICT | Information and Communications Technology |
| 11 | ILO | International Labour Organisation |
| 12 | WAEC | West Africa Examination Council |

**INTRODUCTION**

Global Poverty rate after the CovId-19 pandemic according to the United Nations (2020) was projected to rise and affect about half a billion people globally. This projected statistic propelled the United Nations to develop a framework that will help ameliorate the latent consequences of the pandemic on the global population of which poverty is an outstanding outcome. The framework (the Socio-economic Response Framework) was an outcome of the concerted effort by the United Nation to curb poverty which they foresaw will emanate from the pandemic. The framework consists of five streams of work. One of the five streams of work that the framework constitutes includes: protecting jobs and supporting small and medium-sized enterprises, and informal work and workers through economic response and recovery programmes

Life-skills training for people especially between the ages of 10 -19 has been considered a medium that could break deep-rooted cycles of poverty in any society globally (ILO,2013). Furthermore, UNICEF (2016) considered it as one of the four modes of learning which produce self-reliance as one of its outcomes. Thus, life skills have become increasingly important globally as it has the power to relieve an individual from dependencies by becoming self-reliant, increase economic growth and productivity and help reduce the poverty rate. It is against this backdrop that Skills Outside School Foundation came up with a baseline exercise on 15 selected public schools in Adamawa State to assess the need and the application of Life skills sessions by students, teachers, school administrators (Principals) and students’ parents. Also, to assess students’ career choices and how the role of guidance and counsellor affects their choice of career. Emphasis was made on career choice because the choices that young adults make in school have long-lasting impacts on their careers. A primary function of secondary education is to prepare students for the workplace. Hence, career education provides them with the skills, knowledge, and encouragement they need to get the most out of their desired career path. Students display higher levels of engagement and motivation when they have a clear understanding of what they want to do. Career education hones their focus so that they can make informed choices about their careers. Teachers and counsellors provide the essential guidance that creates a bridge between education and career[[1]](#footnote-1)( Aishath et al. (2018)). The baseline exercise was funded by Global Giving and partnered with WAYMA and Hope Rising

**Executive Summary**

The Skills Outside School Foundation’s Bridge program exposes youth in public secondary schools to four core areas; life skills, career awareness, academic skills, technical, vocational, and enterprise skills. We do this through workshops deployed by trained school teachers, trainers, and opportunities through partners and mentors to build them professionally and personally and inspire them for positive social change. The Bridge program has a well-defined framework that ensures sustainability and ownership of achievements from the program by the schools. Consequent to the successful implementation of the program in the FCT and Kebbi State it becomes pertinent to scale the program to other states in the country.

The Civil Resource Development and Documentation Centre (CIRDDOC) revealed that Adamawa state was the 9th state created on the 27th of August, 1991. It was carved out of the former Gongola State, with its capital in Yola. Historical records show that some of the disciples of Usman Dan Fodio like Modibbo Adama and Lamido Kabi founded some of the settlements that now make up the State as war camps and conquered many other settlements. Adamawa is situated geographically at 9.3333oN and 12.50000oE, covering 21 local government areas, with an average area of 36,917sqkm. (CIRDDOC, 2016).

The State has a total population of 3,168,101 based on the 2006 population census. In terms of climate, the state has two climatic conditions long dry dusty season and a short rainy season. With a diverse Vegetation of Sub-Sudan Vegetation in the North & Guinea Savannah Vegetation in the South, the major towns are Jimeta-Yola, Mubi, Numan & Michika. <https://cirddoc.org/wp-content/uploads/2016/06/ADAMAWA-STATE.pdf>

The baseline exercise has the breakdown of respondents that includes; principals (15), vice-principals (15), teachers (75), students (450), community leaders (15), and parents (60) and focus group discussion of a group of students comprising of 6-10 students in all the 15 selected schools. Parents are germane to the survey because they are key decision makers/influencers of children in secondary school. Community and religious leaders are revered in Nigeria, they are influencers for community beliefs and are trusted by the people. This makes them perform imperative roles in the education and economic growth of their people in every society. Thus, the need to factor concerns of these stakeholders in the program design for sustainability. Critical data points on public schools in Adamawa state were needed to adequately modify the Bridge program to suit the needs of the target beneficiaries and are not available in any secondary source. Hence, the methodology utilized is the survey research design to collect data mainly from primary sources. Data collection tools such as Questionnaires, Key Informant Interviews (KIIs), and Focus Group Discussions (FGDs) were adopted. Data collected was analyzed using the 2019 Excel analytical software. The demographic distribution of the students in the 15 schools is 7765 out of which 4405(56.7%) are Boys and 3360(43.3%) are Girls. The selection of parents for the survey was on a convenience basis. Consequently, (54(90%) of the parents were males while 6(10%) were females.

Findings and conclusions from this survey are limited in applicability to only the surveyed schools. This is because the 15 schools surveyed are in no way representative of the more than **290 public secondary schools** in the state. Our implementing partners on the program in the State were the Women and Youth for Moral Awareness group (WAYMA) and Hope Rising for the Less Privileged and Vulnerable Foundation. WAYMA is an NGO created in 2015 to mobilize, educate and enlighten people on the benefit of unity and cooperation as well as peaceful co-existence among people in the community. The organization also helps to contribute to socio-economic growth and development, install positive values in Women and Youth to become good citizens and provides guided information on religious tolerance. WAYMA is registered with the State Ministry of Youth and Sports, Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) as well as Co-operate Affairs Commission (CAC). Also, the organization has a visible presence in about twelve northern states including Adamawa, which informed our choice of WAYMA as a partner in the program. While Hope Rising for the Less Privileged and Vulnerable Foundation is an organization (29th July 2011). The organization has a vision of making society free for individuals, families, and groups to attain a good standard of living through capacity building and information sharing. The organization also has a mission statement of working towards ensuring that the marginalized and vulnerable groups in the rural community gain access to the fundamental right to life such as education, health care and an improved standard of living.

The baseline survey aims to provide a self-sufficiently assessed information base, relevant to the program; it is also a basis for monitoring the progress and effectiveness of the program during implementation and after completion. Also, the baseline will serve as a program design and advocacy tool for organizations in the education sector looking to make an impact. This report summarizes the baseline status of education in the surveyed schools in Adamawa state and sets the benchmark for measuring change concerning the bridge program with the view of enhancing the performance of both the teachers and the students. The study also provides background detail on the program beneficiaries to inform future program design and approaches. The survey has seven objectives which include:

**Objective 1: To Ascertain the Educational Level and Major Concerns in Participating Schools.**

* 15(100%) of the principals that were interviewed, confirmed that students are provided with past questions; and 14 (93.3%) out of the selected schools hold mock exams to prepare their students for JSSCE or WAEC exams. This implies that students’ readiness towards their examination is adequate and that can influence their performance positively.
* 31 (41%) of the teachers confirmed that more than 80% of the students attend their classes; 35(47%) of them stated that between 50%- 80% of students do attend their classes; while 9(12%) of the teachers responded that less than 50% of students do attend their class. This calls for further inquiry to determine why the majority of the students do not attend more than 80% of classes
* 56.9% of the students prefer to learn in the English language, while 36.9% prefer to learn with a mix of English and Hausa language. Only 5.8% prefer to learn in their local dialect (Hausa) only. Contrastingly, 60% of the responses of the teachers revealed that students understand better in a mix of English and Hausa languages.
* 69.1% of the students confirmed that their schools do not have functional libraries.
* 73.1% of the students affirmed that they do not have a computer room that is equipped with computers in their school. This corroborates with the response that some principals gave 8(53.3%) which did not deviate from what the students established.

**Recommendation:**

All schools should have a functional library with adequate chairs that students can use to study or carry out assignments with ease. This will help improve the ability of students to learn more, aside from what the teachers teach them. Also, apart from learning the theoretical aspect of computers, all schools should have a computer room, equip with computers. This will aid students to learn the practical steps on how to navigate and use the computer vis-à-vis the internet. Further, life skills and vocational sessions should be observed in all schools so that students can learn and know how to be self-reliant at an early age. This can be a source of income for them, and make them responsible even after they have graduated from school, all these responsibilities are saddled on the government through the ministry of education to strictly make this mandatory in all schools, this can be done by upscaling the budget to capture this capital project in every school. This will make learning easier and more convenient for the students and help improve their attendance rate. This can be achieved through the role of the principal who is the administrator in each school.

**Objective 2: To Ascertain the Extent of Extracurricular, Co-curricular, and Life Skill Activity Engagement in Schools**

* Literature has established that life skill programs in secondary schools will go a long way to close endemic skill gaps and improve the employability potentials of secondary school leavers. The following points were deduced from the analysis of the baseline:
* 63.8% of the students confirmed they have not had life skills sessions either as a subject or as topics in other subjects.
* Only 6(40%) Principals/VPs from the 15 selected schools maintained that their schools organize extra-curricular activities for students ranging from quizzes, debates, sporting activities and spelling bees to school clubs and are majorly coordinated by teachers. This validates the response that the teachers gave. 56(75%) of the teachers affirmed that their schools do not observe vocational or skills acquisition sessions either as a subject or as topics in another subject.
* 13 (87%) of the 15 principals and 46(61%) of the teachers considered in the survey affirmed that students do not have a computer room equipped with computers hence, that can cripple the ability of the students to have practical knowledge of computer in school. This validates the responses from the students which 48% of them confirmed that they are not taught ICT in school, also 73.1% of the teachers considered in this survey affirmed that the schools they teach, do not have computer rooms equipped with computers and internet.

**Recommendation:**

Since life skills have been incorporated into the education curriculum in Nigeria, school principals should ensure that their schools observe life-skills sessions, this will help improve the economic activities of the student in the short run and consequently make them self-reliant.

**Objective 3: To Ascertain Teacher Capacity in Relation to Lessons Delivery**

* 81% of the teachers have not attended any workshop previously.
* 96.2% of the students that were considered in the survey confirmed that they want their teachers to be improved in areas such as; teacher training, promotions, improved teaching skills, better welfare
* 46.7% of the teachers have a TRCN certificate, while 53.3% are in the process of getting it. The figures seem to give credence to a statement by the registrar of the TRCN, Prof. Josiah Ajiboye, that more than 50 per cent of those currently teaching in primary and secondary schools nationwide are still not qualified to be in the classroom.

**Recommendation:**

The ministry of education at the federal and state levels, and private school bodies like The National Association of Proprietors of Private Schools (NAPPS), should work with the TRCN body to ensure that teachers nationwide are certified. Further, the Ministry of education Inspectorate unit should make it mandatory for public schools through school administrators to ensure their teachers are certified with the required qualification for them to teach. Also, school administrators should ensure that teachers should teach the subject of their line of career.

**Objective 4: To Find Out Available Institutions that Can Influence Education and Career** Choices:

* 51% of the teachers confirmed that their schools do not have guidance and counselling officer. This is in line with the responses of 50% of the students who attested that their schools do not have guidance and counselling officer. Thus, this may have a negative impact on students’ choice of career as only12.4% of the students supported that the guidance and counselling officer assisted them in choosing their career.

**Recommendation**

Based on these findings, it is recommended that all schools should have guidance and counselling officer, and capacity development should be given to them for them to be equipped with the right knowledge on their roles, modern tools available, and how well to guide students in their career choices.

**Objective 5: To Ascertain Students’ Technical / Vocational Skills Development:**

48% of the 450 students have a vocational or technical activity in which they are engaged. 73 of them got the training from their parents; 61 got the training from their sisters or brothers, while about 84 of the students revealed that they paid money to learn the skills. This implies that if such training will be conducted in schools, it will reduce the money for them needed to pay for them to be trained. Besides, children learning under such conditions are exposed to some form of maltreatment and sexual harassment in some cases.

Again, the responses obtained from the 218 students, showed that 123(32.2%) of them earn income from the activity; 80(30%) do not earn income; 15(6.9%) are hoping to start earning income soon. This has economic and welfare implications on the lives of the students as they fend for themselves, they contribute to the economic growth of the county, thereby achieving the 8th goal of the Sustainable Development Goals (SDGs).

**Recommendation**

There is a need for a stakeholder engagement session to review and address challenges with the implementation plan of the skills section of the senior secondary education model, and parents should support their children when asked to provide some materials needed for them to learn some skills.

**Objective 6: To Establish the Extent of Infrastructure Availability in The Schools;**

* 87% of the principals interviewed revealed that they have no functional library in their schools. This statistic is confirmed by 311 (69.1%) of the students who revealed that their schools do not have a functional library.
* 13 (87%) of the principals affirmed that there are no restrooms in their schools. This has a way of affecting the students’ hygiene as some created a corner in the school where they urinate and defecate.

**Recommendation**

There is a need for facilities such as computer rooms equipped with computers, internet and a trained computer teacher in most of the schools. In addition, well-equipped libraries, toilet facilities, and classroom amenities are needed in surveyed schools to achieve quality and convenient education delivery. It is important to note that the provision and maintenance of these infrastructures is a joint effort; there is room for corporate organizations, Individuals, school alumni, NGOs, among others in this course.

**Objective 7: To Ascertain the Extent of Community-School Interaction**.

* Despite the willingness of community and religious leaders to support social change projects in the community, 51(68%) and 171 (38%) of the teachers and students respectively, clarified that they have not participated in any community development activity. Students, teachers, and principals should maximize the chance of their presence in the community to make a social impact through social change projects. This can be achieved through a yearly social change challenge in schools with rewards for the best project to scale to other school – communities.

**Recommendation**

Community and religious leaders should collaborate with schools that are located in their community to be involved in the activities that the schools organize, and schools’ teachers and students can also be part of the social change that traditional or religious leaders will plan. By so doing there will be an improvement in the participation of both stakeholders in helping bring about positive social change in the communities.

**Chapter 1: Introduction & Program Overview**

**Introduction to Skills Outside School Foundation Bridge Program**

The Skills Outside School Foundation is the leading African education, employability and entrepreneurship organization. Our vision is a productive human capital driving transformational socio-economic development globally, through our core pillars - data, interventions and advocacy. Over the last 8 years, the organisation has worked with 1,000 + volunteers (including business mentors, career mentors and trainers), 150+ international and local partners including UNICEF, International Institute for Tropical Agriculture, Access Bank, ACT Foundation; Bank of Agriculture, Nigeria’s Federal Capital Territory Secondary Education Board, Smyle Africa Trust; Opportunity Desk, Root2Fruit Foundation, Volunteer in Nigeria and the Nigerian National Youth Service. We have supported 2000+ youth and adults in Nigeria through various interventions and nearly 50,000 indirect beneficiaries.

**Why The Bridge Program**

The ILO – World Employment and Social Outlook Trends 2021 stated that; “The pandemic-induced shortfall in jobs is projected to amount to 75 million in 2021 and 23 million in 2022. This shortfall exacerbates the precarious labour market situation that existed before the COVID-19 crisis. While the process of economic recovery will induce more individuals to re-enter the labour force, the lack of available jobs will increase unemployment. Indeed, global unemployment is expected to reach 205 million and the unemployment rate is projected to stand at 5.7 per cent in 2022”. More so, the Mckinsey Global Institute estimates a shortfall of about 45 million medium-skilled workers in developing countries by 2030. Africa’s youth population will surpass that of India and China combined by 2075 and Africa’s future will depend on how well this resource is harnessed and developed. With rising primary school completion rates in the continent, a growing share of a growing youth population is progressing into secondary education. Enrolment in secondary schools is expected to double by 2030, representing an additional 4.6 million students over the next ten years. The majority of young people in the continent will enter the world of work from secondary school (MasterCard Foundation, 2020). Hence, the need to ensure in-depth and quality skills development to fit into the future; either the world of employment or enterprise.

Education is considered a basic right to life by UNICEF[[2]](#footnote-2), and this can be formal, Informal or non-formal, refers to the act of acquiring general knowledge, developing the powers of reasoning and judgments, and generally preparing intellectually for mature life. Investment in education is key because it plays a decisive role in economic performance. Studies like David and Wale-Odunaya (2021) and Musa and Moukhar, (2019) have proven that individuals in society with more education tend to earn higher wages and salaries over their lifetime as well as contribute more in taxes which results in economic growth. An educated population also leads to economic growth at the national level. Skills are more important to students now than ever before. They not only provide a framework for successful learning in the classroom but ensure students can thrive in a world where changes are constant and learning never stops. To attain a developed nation, society demands a workforce with these skills to ensure our competitiveness in a global economy. Students must enter the world of work with an understanding of what it takes to be a good citizen – one who can be civically engaged, critically thinking, digitally literate, globally informed, and should be an effective communicator.

The Bridge program aims to build the capacity of young adults in life skills, academic skills, enterprise skills, career awareness and skills development, technical and vocational skills. It adopts a sustainable model to deploy the bridge skills and career club in public secondary schools through school teachers. Apart from public secondary schools being underfunded, they have the highest level of marginalized pupils in the country. “In Nigeria, products of secondary schools today are of poor quality. They do not meet up the demand of society. The poor quality, however, has been linked with the numerous problems bedevilling the system such as inadequate funding, lack of physical facilities, low morale of staff, poor supervision of schools and frequent changes in government policies on education. This calls for urgent attention by the government and the private sector” (S.T. Mabuyav; The Challenges of Secondary Education in Nigeria: The Way Forward) The Bridge skills and career club focuses on building the capacity of school teachers who will deploy the program to their students. The students acquire the following skills through their trained teacher trainers:

1. Life Skills

2. Career Awareness and Skills Development

3. Academic Skills

4. Technical, Vocational and Enterprise Skills

Similarly, at the end of each project cycle participants put to use the skills learnt in the Bridge program. Participants are equipped with the necessary skill set to form part of social change influencers that proffer solutions to challenges. 1. Life Skills; these competencies (Interpersonal communication, problem-solving, critical thinking, leadership, self-management, confidence building, people management, and citizenship development) are developed through interactive workshops to enhance participants’ future university experience and long-term career/business prospects.

2. Career Awareness and Skills Development; This encompasses;

a) Career Awareness & Preparation

* My Career and My Education Workshop: A series of three workshops as detailed above to enable participants to map out their future educational, entrepreneurial and career paths.

b] Mentoring: This encompasses;

* One-on-One Mentoring: Career mentor(s) are assigned based on participants’ career interests to guide them and interact with the parents/guardians to clarify misconceptions about careers.
* Career Mentoring Open Day: Comprising of the following activities:
* Career Showcase: Students showcase sketches and write-ups of their career choices. This exercise helps them to undertake preliminary research to get them started.
* Mentor Sessions: Students meet with mentors for one-on-one discussions. Parents/guardians in attendance can also join.
* Creative Corner Showcase: Students showcase all the products they designed e.g., beads, clothes, hand-made handbags & liquid soaps, etc. Skills Outside School Foundation:
* Social Change Project Showcase: Students present their social change projects. Career Insight Opportunities: Students are taken on a day-long insight day to organizations across a range of industries e.g., media, law, music, fashion, healthcare, engineering, finance, accounting, catering, ICT etc.

3. Academic Skills; Through Interactive workshops, they are trained on revision techniques, literacy, Time management and Exam prep. They are also given access to study guides and learning resources.

4. Technical, Vocational and Enterprise Skills; through interactive workshops they are trained on skills needed to start an enterprise (business ideation, financial management, etc.) The technical and vocational skills training are deployed through partners. At the end of the program, participants would be allowed to pitch for startup capital for the technical/ vocational skills they have learnt.

**Baseline Survey Objectives.**

The bridge program has indeed been successful in the FCT as its pioneer state. In light of the need to expand the Bridge Program and its accompanying benefits to other states in Nigeria, Skills Outside School Foundation has deemed it necessary to do an educational baseline survey of all the states in the country. This will serve as a factual basis for the need for the program in the state. Consequently, the objectives of this education baseline survey exercise are listed below;

• To ascertain the educational level and major concerns in participating schools.

• To ascertain the extent of extracurricular, co-curricular and life skill activities engagement in participating schools.

• To ascertain teacher capacity in relation to lesson delivery.

• To find out factors and available institutions in the community that influence career choices.

• To ascertain students’ technical/vocational skills development.

• To establish the extent of Infrastructure availability in the schools.

• To understand the extent of community-school interaction

**A Brief on Adamawa State - Geography & Education Institutions:**

According to the Civil Resource Development and Documentation Centre (CIRDDOC), Adamawa state was the 9th state created on the 27th of August, 1991. It was carved out of the former Gongola State, with its capital in Yola. Historical records show that some of the disciples of Usman Dan Fodio like Modibbo Adama and Lamido Kabi founded some of the settlements that now make up the State as war camps and conquered many other settlements. Adamawa is situated geographically at 9.3333oN and 12.50000oE, covering 21 local government areas, with an average area of 36,917sqkm (CIRDDOC, 2016).

**Some development facts about the state**

Based on available facts, the state is ranked 34th based on 2020 GDP ($ 3, 751, 750,790). While in terms of population, it was recorded in 2018 that the state estimated population was about 4.502,132 people (aged 15 years below (1.5million) and 3 million for aged 16 years and older). In the same year, the state gender distribution was 2 million females and 2.5 million males (Kinmakers, 2018). Also in 2018, the state was ranked 28th (50.5%) for adult literacy, 25th in educational attainment, 26th on education quality (34.5% as at 2018 WASSCE); and 29th on school attendance (38.2% for secondary school and 45.3% for primary school attendance rate as at 2018) out of the 36 States in Nigeria. The state also has an unemployment rate of 7.5% as of 2018 (https://stateofstates.kingmakers.com.ng/Default.aspx)

According to the baseline survey carried out by African Centre for Leadership in 2019, Adamawa state has about 886,634 out-of-school children out of the 13 million out-of-school children in Nigeria then.



Map showing the 21 LGAs in Adamawa State.

**Chapter 2:**

**Baseline Methodology, Approach & Management Methodology/ Description of Data Collection Tools:**

The baseline was administered in 15 selected public secondary schools, with a selected number of parents and community leaders from the community in which the schools are located. It involves the administration of questionnaires/ interviews to the relevant stakeholders in each of the secondary schools and school communities visited. These stakeholders include:

• The principal and 1 Vice principal.

• 5 Specific subject teachers- Mathematics, English, Science, Computer, Guidance and counselling (if available) or any other teacher.

• 30 students per school – 5 each from JSS1, JSS2, JSS3, SS1, SS2, SS3.

• 4 Parents- either father or mother that are available or close by as recommended by teachers or the students. Per community where the school is located;

• 2 religious’ leaders in all the 15 selected communities.

* 1 Traditional /community ruler in all the communities where the selected schools are located.
* In addition, a focus group discussion is done in each of the 15 schools with 6-10 students in attendance. This is to help the students bare their minds on the salient questions asked during the discussion. Audio recordings and note-taking were adopted for the FGD.

**Sample Frame (Sample Size and Distribution):**

765 respondents were considered as the sample size for the baseline exercise. These respondents were spread across the 15 selected schools/ communities in the state. The table below gives a breakdown of the sample size and distribution.

**Sample Size Framework:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **RESPONDENTS** | **SAMPLE PER SCHOOL/COMMUNITY** | **TOTAL FOR THE 15 SCHOOLS/COMMUNITIES.** |
| **1** | Students | 30 students per school | 450 students |
| **2** | Teachers | 5 Teachers Per School | 75 Teachers |
| **3** | Parents | 4 parents per community | 60 Parents |
| **4** | Religious Leaders | 2 Religious Leaders per community | 30 Religious Leaders |
| **5** | Traditional Leaders | 1 Traditional ruler per community | 15 Traditional rulers |
| **6** | Principals | 1 for all the schools | 15 Principals |
| **7** | Vice Principal | 1 for all the selected schools | 15 Vice-principals |
| **8** | Focus Group Discussion | One group (consisting of 6-10 Students) for all the selected schools | 15 Focus Group Discussion |
|  | **Total Number of Respondents** | | **675 Respondents.** |

**Baseline Staff Training:**

5 field staff (comprising 1 field officer and 4 field enumerators) were recruited from Hope-Rising, our partner organization in the state to carry out the questionnaire administration and data entry. Also, the Bridge program officer, and, Data & Research Officer and Intern were all involved in the baseline survey. The staff went through a one-day virtual training on Zoom and an In-person refresher training. The aim was to clarify to them the objectives of the survey, data collection tools and methods, survey protocol, data management and reporting. The field team were also taken through a mock data collection exercise to verify their understanding of the training.

**Survey Implementation, Field Monitoring & Real-time Verification of Data Collection:**

The field team led by the field officer were involved in the survey administration and data entry under the close supervision of the Data and research officer and the data and research intern. The field officer monitored the process through daily supervision and spot checks. Daily data entry and the use of action pictures with stakeholders across the various survey locations were adequately done.

**Data Management and Analysis:**

The data collected during the Adamawa state survey consisted of the survey questionnaires and a flash drive containing pictures and videos of survey activities were managed by the field officer who ensured the survey was collected daily and kept safely. Data cleaning and analysis were conducted by the data and research team using Tableau and Microsoft Excel, 2019 software.

**Ethical Standards:**

For this baseline survey, various ethical policies were adhered to which included;

• A signed memorandum of understanding between SOSF and partners (WAYMA and Hope-Rising).

• We sought approvals from the Adamawa State Ministry of Education and the Post Primary Schools Education Board.

• Submitted entry letters to all schools involved in the survey.

• We sought the consent of respondents verbally before administering the survey tools.

* Pre-inform some of the stakeholders before conducting the exercise.

• Adopted appropriate safety methods for the field team.

**Quality Assurance Mechanisms:**

Quality assurance mechanisms were adopted in the conduct of the survey to ensure data quality.;

• Monitoring and supervision of the data collection team by the field officer and the SOSF data and research team.

• Daily update and reporting of activities by the field data collectors to the field officer, who verifies their entries before they made entries unto the platform.

• Daily data entry of data collected on the field.

• Taking pictures and videos during data collection.

• Data validation by the SOSF data and research team.

* Adapting the google entry sheet technique was easier to track the implementation of the exercise and safer to keep records of the administered survey in case of paper damage.

**Baseline Constraints:**

Conducting the survey did not go without some constraints experienced during the process. Despite the constraints, it did not in any way affect the quality of the process and survey results. Constraints experienced during the process include;

• The intention to capture the educational achievements of students in the schools from performance in WAEC exams over the past five was not achieved. School management in most schools could not make the summary WAEC results of the school available for reasons not clear. For subsequent baseline activities, we intend to request these results directly from the state ministry of education and the WAEC.

• Terrain navigation and network challenges in some areas due to the rainy season and non-availability of network mast respectively.

• Unavailability of key respondents for the survey at scheduled times which resulted in the use of WhatsApp pictures to retrieve some of the responses.

**Chapter 3: Baseline Findings & Analysis**

The survey adopted a purposive random technique in selecting the 30 students in each school. Also, qualitative and quantitative data collection techniques were exploited in the survey to deeply interrogate and understand the reasons behind every response given by the respondent. The Microsoft Excel 2019 software was utilized for data analysis, before arriving at quite pertinent findings. Thus, the report presents every category of respondents with their responses analysed. This is done for easier understanding of their views presented, and for nippy track of the support that will be needed by each category of the respondent in improving the practice of the education system in the state. Thus, the baseline was reported in this order:

1. Parents
2. Traditional rulers
3. Religious leaders
4. Principal
5. Vice-Principal
6. Teachers
7. Students
8. FGD

**PARENTS REPORT**

**The main analysis of the parents’ responses.**

**Question 1 and 2 take a record of the names and phone numbers of the teachers respectively.**

**3a, 3b and 3c. Do you have a female child (ren)? If yes, are they enrolled in school? If no, kindly specify the reason (s) (probe for either lack of funds to pay fees, distance to school, she is engaged in a trade etc.)**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses obtained from the analysis of the data collected, the result revealed that 59 (98%) of the parents had female children, out of these 59 parents, 57(95%) of them have their children enrolled in school; while only two parents (3.3%) have their female children not enrolled in school. Since most of the parents have their female children enrolled in schools, it will be easier for these female children to be taught vocational and other basic life-skills in these 15 selected schools in the State. This will consequently improve their livelihood and invariably reduce the financial burden on their parents. The 2 parents that do not have their female child enrolled in school was because of trade (Tailoring) and marriage

**4a-4c. Do you have a male child? If yes, is he enroll in school? If no, kindly specify reason (s) (probe for either lack of funds to pay fees, distance to school, he is engaged in a trade etc.**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Regarding this question, the responses generated from the data analyzed from the 60 parents revealed that 55 (91.7%) of them have male child(ren); while 5 (8.3%) of the parents do not have male children. Also, out of the 55 (91.7%) of the parents that have male children, all the children are enrolled in school. However, the remaining 5 of the parents do not have their male children enroll in school because they do not have male children, hence question 4c is not applicable to them.

**Q.5 Do you know about your child (ren)’s career choice?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

5) The responses obtained from the data (60 parents) analysed regarding this question proved that, 37 (61%) of the parents know about their children career choice; while 16 (26.6%) of them were not sure of what their children career is. From the 60 parents interviewed, only 7 (11.7%) of them did not know about their children career choices.

**6. Did you in any way influence his/her/their career choice (s)?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

6)The outcome of this question disclosed that only 3 (5%) of the parents chose a career for their children; 21(35%) of the parents used their experiences to guide their child(ren) in making career choices from the list of careers he/she has; 14(23.3%) of them made inquiries from a professional and used it to guide their child(ren); while 2 parents asked their teacher to help them chose a career for their children and 20 (33.4%) of the parents did not offer any guidance in their child(ren) choice of career.

**Q. 7a and 7b. Does the school have any program or event where they explain to parents the different career choices available to the students; do you think such a program as explained in 7a) is useful to you as a parent to guide your child (ren)’s career choices?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

7) From the analysis of the responses gotten from the 60 parents, 58(96.7%) of them affirmed that the schools their children attend have one or more programmes that they do organize for parents that relate to career choices. Only two parents stated that the schools their children attend used to have such programme, but not anymore now. Also 58 (96.7%) of the parents agreed to the fact that such programme is useful to them as parent to help guide their child(ren) on career choices. While only one think the programme is not useful to their child(ren) career choice.

**8. Does the school organize Parents Teachers Association (PTA) meetings?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses gathered and analysed showed that 6 (10%) Parents confirmed that this programme (PTA) is organised every term, 51 (85%) parents affirmed that the PTA meeting happens every session 2(3.3%) Yes, it is done, but occasionally while 1 parent only responded that it was done before and not now.

**9. If your answer to 8 above is yes, do you attend the PTA meetings?**

From the responses gathered, 10(16.7%) of the 60 parents interviewed confirmed that they use to attend all the PTA meetings that the school organized. 17(28.3%) affirmed yes, they attend most PTA meetings, 23(38.3%) attend some of the PTA meetings; 5(8.3%); 4(6.7%). None of the parents do know anything about what goes on in the PTA meeting while one parent did not respond.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**Q, 10a and 10b. Do you know of any cultural practice in the community that influences career choice, entrepreneurship drive or life skills development in the community?**

From the responses obtained and analysed from this question, 59(98.3%) of the parent affirmed that they do not know about any cultural practices that influence their child(ren) career choice. While only one parents stated that learning a traditional trade (knitting) is one the cultural practice that influence career choice in their child.

**Q. 11 Does your child support you in farming activity**?

**Source:** SOSF 2022 Adamawa Baseline Survey.

This is an act that can affect any child’s education. Especially when they miss school. From the responses gotten from the 60 parents, 54 (90%) of them engaged the services of their child(ren) in their farm activities. While only 6(10%) parents do not engage their children in their farming activities. Intuitively, this has a negative impact on students learning ability and education. Though, parents feel their children should support them since they use the proceeds from the farm produce to support them in school.

**Q. 12 Do you take your child to the farm while his/her peers are in school?**

60 (100%) of the parents do not take their children to the farm while their peers are in school. This is quite impressive because

it helps students to follow the school curriculum without any form of absenteeism.

**Q.13a and b Do you follow up on your child (ren) academic progress? If yes, kindly specified.**

51 (85%) of the parents do follow up on their child(ren) academic progress, while 9(15%) of the parent do not follow up on their child(ren) academic activities. For the parents that said they do follow up on their child(ren) progress in school (that is 51 of the parents), 31 of them do this by supporting their child(ren) through regular checking of their academic records/result; 6 said they do this by checking their book and helping them with their assignment; 4 parents admitted that they adopted guidance and counselling approach; the remaining 10 parents do this through visiting them in school and knowing what they are doing in school.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**14. Are you keen on seeing your child/ ward complete his/ her secondary school education?**

All parents (60(100%)) are passionate about their children completing school. This is evidenced from their responses, which shows they all want their child(ren) to complete his/her secondary school education.

**Recommendations**

Based on the findings from this section of the baseline, the study concludes that parents do support their children in school and do not allow them to miss school because of farm activities. Based on the conclusion, the following recommendations were made: School management through the guidance and counselling office are advised to organize career programs that will expose parents to know other careers that their children can fit in. By so doing, parents can easily guide their child(ren) in choosing the best career among other careers that their children have in mind.

**TRADITIONAL RULERS’ REPORT.**

This section of the report revealed the roles of community leaders as it relates to supporting education activities in their communities. This is by supporting to see that students in their communities attend, and graduate from school and become valuable people in the society.

**Question 1- 4. Some Demographic Characteristics of the community leaders**.

Table 1.0

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COMMUNITY** | **GENDER** | **TITLE** | **ASSUMPTION\_YEAR** | **NUM\_OF\_SCHOOLS** |
| **JABBI LAMBA** | Male | Ward Head Jabbi Lamba Central | 2016 | One |
| **Dwam** | Male | Jauro | 2019 | One |
| **VUNOKLANG TOWN** | Male | Jauro | 2007 | One |
| **VUNOKLANG FOMBINA** | Male | Waziri | 2002 | Two |
| **KODAMUN** | Male | King | 2018 | One |
| **KOH** | Male | Village Head | 2019 | One |
| **DEMSA** | Male | District Head | 2019 | One |
| **GIREI** | Male | Jauro | 2011 | Two |
| **GIREI** |
| **FOFURE** | Male | Ward Head | 2014 | One |
| **MALABU** | Male | Jauro | 2019 | One |
| **GAWI** | Male | Ardo Gawi | 2006 | One |
| **GURIN** | Male | District Head | 2019 | One |
| **MBULA** | Male | District Head | 2004 | One |
| **BOKKI** | Male | Chief District Head | 2012 | Two |

**Source:** SOSF 2022 Adamawa Baseline Survey.

Table 1.0, revealed that all the community leaders belong to the male gender, this may be because a large proportion of the state is Fulani who are patrilineal and patrilocal[[3]](#footnote-3). Based on titles, four of the fifteen leaders are Jauro[[4]](#footnote-4) (a Fulani leader who is charged with the mandate to judge and lead a group of community), four district heads, two ward heads, one King, one Waziri, one village head, one Ardo[[5]](#footnote-5)(leader of a territorial group in Fulani setting). In terms of longevity of leadership, the Waziri of Vunoklang Fombina is the oldest among them. He ascended to the leadership role in 2002. Meanwhile, in relation to number of schools, Vonuklang, Girei and Bokki all have two public schools each, while the remaining 11 communities have one public school each. Making a total of 19 public schools in these communities out of which 15 were selected for the baseline survey.

**FOCAL POINTS.**

**Question 5: Is there any form of interactive session between the school managements and the community leaders?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses gathered and analysed on this question, 4 of the 15 community leaders affirmed that interactive sessions are organized between the school management and the community leaders on regular basis; 10 confirmed that it is been done occasionally; while one affirmed that interactive session is only organized when there is crisis. This is good as it brings the traditional leaders closer to what the school is doing.

**Question 6: Has there been any activity or program done by the school management, teachers or the students that have left a positive impact on the community?**

From the responses gathered and analysed, 4(26.7) of the community leaders attested to the fact that programmes that the schools in their communities organized do have a positive impact on the entire community; while 2(13.3%) agree that such programmes have a positive impact but on few times. 1 leader response showed that such a programme was done but once; while 8 stated that such a programme by the school(s) in the community has not been done. This may be that the 8 leaders are not engaged in some of the thing that the schools do which they can contribute by mentioning what the school can do that would have a positive impact on the community.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**Question 7: Do you know of any cultural or religious practice in the community that influences career choice, entrepreneurship drive, or life skills development in the community?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

All the community leaders declared that there is no cultural practice that influences the career of students aside from one community (Gurin) that stated that there is a culture that helps in shaping the drama skills of the students in their community.

**Question 8, 9 and 10: Are you willing to support social change projects carried out by students schooling in your community? if yes, what role do you play?**

From the responses gathered and analysed, all the traditional leaders (15 (100%)) agreed to constantly support the public school(s) that are located in their communities. This is because they believe that social change which comes through education can lead to the development of their community; also, other leaders gave their support because school aid moral decadence in the community. They do these by encouraging students in their community to be punctual, supporting some of them financially and guiding them on the right path to achieve their ambitions (counsel them).

**Question 11: In your opinion, does the girl child in your community, enroll and complete their education?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Out of the 15 community that were selected, its only two communities that have challenge over supporting and allowing their girl child to complete her education. This calls for more sensitization and understanding of why they need to be supported to complete their education.

**Conclusion and Recommendations**

Based on the findings of this section of the baseline, the study concludes that community leaders do support the students in their communities by assisting them not to miss school, encouraging them to be punctual in attending school, assisting some of them financially and guiding them on the right path to achieve their ambitions (counsel them). Based on the conclusion, the following recommendations were made: School management are advised to inform the community leaders on some important programmes that the school would like to embark on so that they can feel involved and valued. By so doing, they will contribute more and give their utmost supports in what the school plan to do which can lead to more positive impacts in the community. Also, meeting between the school management and the community leaders can be organized once in a while not until there is any school programmes before the school will call on the community leaders. This will help in closing the gap between the school management and the community leaders. Regarding to cultural practices, community leaders should intermittently organize cultural activities in their community such as cultural dance, drama, sports, etc. These will help improve and foster the unity of the people in the community and help sharpen the students’ skills when they participate in these programmes.

**RELIGIOUS LEADERS’ REPORT**

**Question 1-3: Some Demographic Characteristics of the religious leaders**.

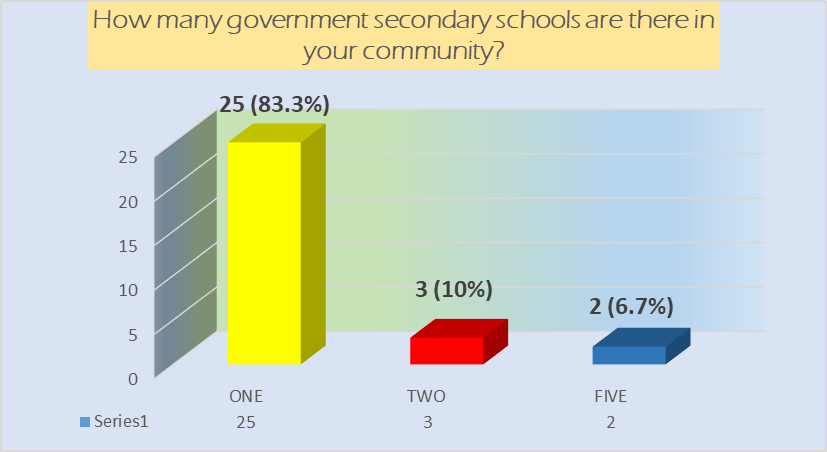
Table 3.0

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COMMUNITY** | **RELIGIOUS LEADER TITLE** | **GENDER** | **YEAR HE /SHE ASSUMES OFFICE** | **NUMBER OF PUBLIC SCHOOLS IN THE COMMUNITY.** |
| **GDSS Mbula** | Pastor | Male | 2017 | One |
|  | Pastor | Male | 2016 | One |
| **GDSS Wuro Bokki** | Pastor | Male | 2019 | Two |
|  | Asst. Chief Imam | Male | 2018 | Two |
| **GDSS GIREI** | Imam | Male | 2016 | One |
|  | Secretary | Male | 2010 | One |
| **Jabbi Lamba** | Chief Imam | Male | 2012 | One |
|  | Reverend | Male | 2013 | One |
| **GDSS Fofure** | Shekh | Male | 2020 | One |
|  | Pastor | Male | 2012 | One |
| **GDSS MALABU** | Pastor | Male | 2014 | One |
|  | Imam | Male | 2012 | One |
| **GDSS GAWI** | Imam | Male | 2002 | One |
|  | Pastor | Male | 2019 | One |
| **GDSS Viniklan Fombina** | Reverend | Male | 2018 | Five |
|  | Mallam | Male | 2019 | Five |
| **GDSS KOH** | Pastor | Male | 2012 | One |
|  | Pastor | Male | 2019 | One |
| **GDSS Kadomun** | Pastor | Male | 2017 | One |
|  | Pastor | Male | 2013 | One |
| **GDSS Viniklan Town** | Pastor | Male | 2014 | One |
|  | Imam | Male | 2019 | One |
| **GDSS DWAM** | Evangelist | Female | 2019 | One |
|  | Pastor | Male | 2011 | One |
| **GDSS GURIN** | Chief Imam | Male | 2011 | One |
|  | Imam | Male | 2017 | One |
| **GDSS DEMSA** | Chief Imam | Male | 2021 | One |
|  | Reverend | Male | 2020 | Two |
| **GSS GIREI** | Imam | Male | 2016 | One |
|  | Pastor | Male | 2009 | One |

**Source:** SOSF 2022 Adamawa Baseline Survey.

The result obtained from table 3.0 revealed that the common religious position was Pastor for Christians and Imam for Muslims. Also, from the 30 religious leaders that were interviewed, it was only the Dwam community that recorded a female religious leader. This shows that religiously, the female gender does not have the opportunity to lead relative to the male gender.

**Question 4**



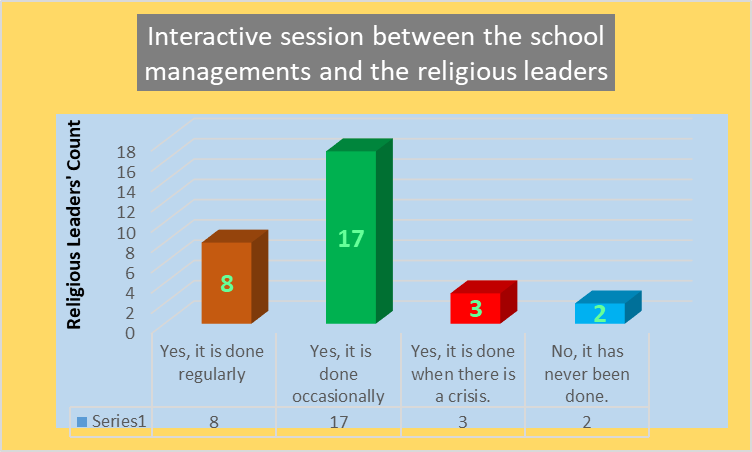
**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses of the 30 religious leaders, 25(83.3%) agreed that they had only one public secondary school; 3 and 2 religious leaders revealed that they had two and five public secondary schools respectively. The reason why they have more than one public secondary school is that the community is big with a large student population.

**Question 5**

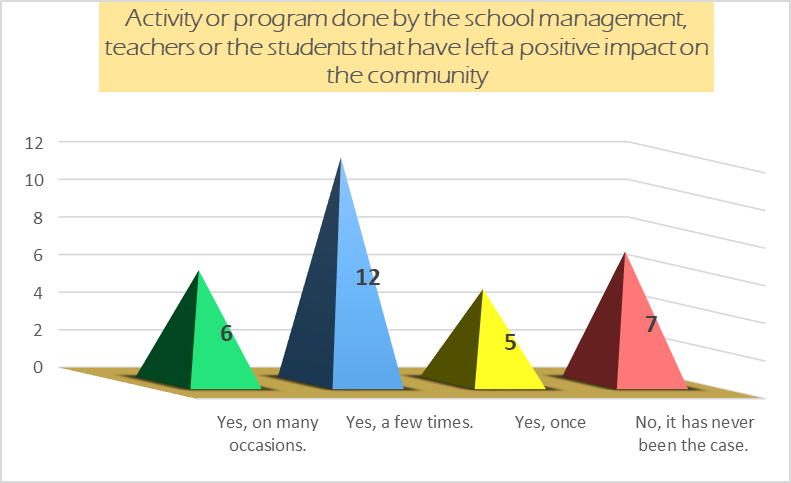
**Is there any form of an interactive session between the school management and the religious leaders?**

From the responses analyzed, eight (8) (26.6%) of the thirty (30) religious leaders affirmed that interactive sessions were organized by the school management and the religious leaders regularly; seventeen (17) (56.7%) claimed it was only done occasionally; while three (3) (10%) stated that the interactive sessions were only organized when there was a crisis. Lastly, two (2) (6.7%) religious leaders had never had this interactive session.



**Source:** SOSF 2022 Adamawa Baseline Survey.

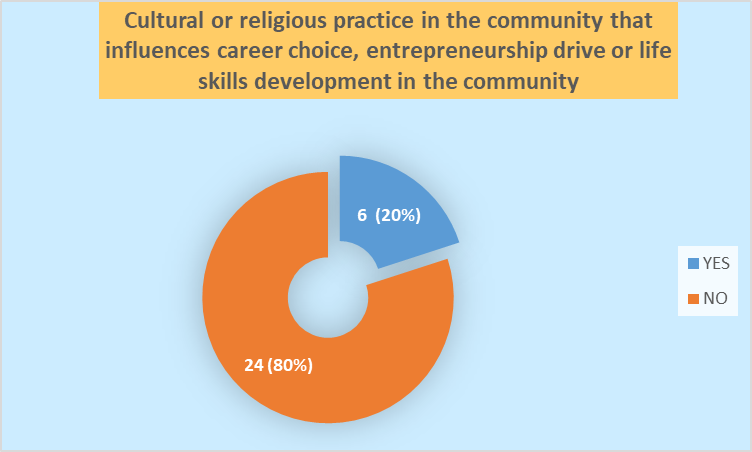
**Question 6: Has there been any activity or program done by the school management, teachers, or students that have left a positive impact on the community?**

****

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses gathered and analysed six (6) (20%) of the religious leaders attested that programs that the schools in their communities organized had a positive impact on the entire community on many occasions; while twelve (12) (40%) agreed that such programs had a positive impact on few occasions. Fice (5) (16.7%) religious leader response showed that such a program was only done once, hence the impact could not be adequately evaluated. Seven (7) (23.3%) of the religious leaders stated that such a program had not been done by the school(s) in their community. This may be because they were not engaged in some of the activities the schools carried out.

**Question 7: Do you know of any cultural or religious practice in the community that influences career choice, entrepreneurship drive or life skills development in the community?**



**Source:** SOSF 2022 Adamawa Baseline Survey.

Twenty-four (24) of the religious leaders believed that there were no cultural practices that influenced the career choice of students in their community. Six (6) of them affirmed there were cultural practices that helped to shape their career choices, entrepreneurship drive, or life skills development in the lives of students in their community. These include drama skills, storytelling, dancing, blacksmith and hut (tent-making)

**Questions 8, 9, and 10: Are you willing to support social change projects carried out by students schooling in your community? if yes, what role do you play?**

From the responses gathered and analyzed all thirty (100%) of the religious leaders agreed to support the 15 selected public schools sparsely located in their communities. This is because they believed supporting the schools would bring positive impacts on their subjects’ lives, especially the youths. A number of them believed they must support the people in the community to have a healthy community where their youths are responsible, employable, and can help their parents this will further help reduce the rate of social vices in their community. They do these by encouraging students in their community to attend school, be responsible and obedient in school; they also support some of them financially and guide and counsel them when the need arises.

**Question 11: In your opinion, does the girl child in your community, enroll and complete their education?**

All (30(100%)) the religious leaders affirmed that girl child(ren) in their communities usually completed their secondary education.

**Conclusion and Recommendations**

Based on the findings of this segment of the survey, the study concludes that religious leaders support their student’s education in their communities. On this premise, the following recommendations were made: School management is advised to intimate the community leaders of some key programs that the school will like to embark on or do so that they would feel involved and contribute. Inadvertently, more positive impacts in the community can be realized. Also, meetings between the school management and the religious leaders can be organized regularly, rather than waiting till there is a school event before the school will need the attention of the religious leaders. This would help bridge the gap between the school management and the community leaders. Regarding cultural practices that would help improve students’ career choices, community leaders should intermittently organize cultural practices in their community such as cultural dance, drama, sports, etc. This will help improve and foster the unity of the people in the community. Lastly, religious leaders should use their position to constantly encourage students to complete their secondary education.

**PRINCIPALS’ REPORT**

Question 1- 4 takes details of the principals’ names, name of their schools, phone number and email address. These are all captured on the google sheet.

**About external examinations:**

**5a.) Does the school hold mock exams to prepare the students for JSSCE / SSCE?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the Principals’ responses, 14(93.3%) of them affirmed that yes, the school they are heading holds mock exams. While only one school do not hold mock exams.

**5.b) Does the school make past question papers and answers available to the students to prepare for JSSCE/SSCE?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

All the principals 15(100%) acknowledged that they make past questions papers and answers available to students to prepare for JSSCE and SSSCE. This is commendable because the materials help students gain insight into what is expected of them when they are to write either SSCE or JSSCE. Thus, reduces the rate of failure in students after exams.

**About Students’ Career Choices:**

**6a) Is there a guidance and counselling officer in the school?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

8(53.3%) of the principals revealed they have a guidance and counselling office in the school; while 7(46.7%) do not have.

**6.b) If your answer to 6a above is yes, in your opinion does the guidance and counselling officer actively engage students in their choice of a career?**

**Source:** SOSF research department computation, using data obtained from the 2022 Adamawa Baseline Survey.

From the data gathered and analysed with regards to this question from the 15 principals interviewed, all those that affirmed that their schools have a guidance and counselling officer confirmed that the guidance and counselling officer actively engage the students in their choice of a career.

1. **In your opinion, in most cases, what factors determine students’ career choices?**

From the responses of the principals, 6(40%) of them affirmed that students chose their career choices based on their areas of academic strength; 7(46.7%) revealed that students make choices based on their level of exposure to various professions that exist; while 2(13.3%) posits that parents help their children in chosen career choices.

**Source:** SOSF 2022 Adamawa Baseline Survey.

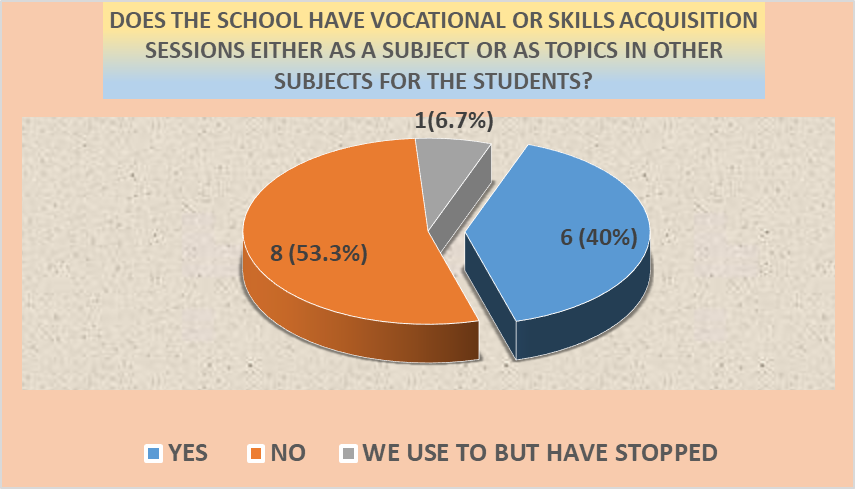
1. **Does the school organize field trips for students to companies, organizations or businesses in the community?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Majority of the schools 10(66.7%) do not organize field trips for their students to companies, organisations or business; while only a few 5(33.3%) do that for their students.

**About Life skills, Co-curricular and Extra- Curricular Activities:**

1. Does the school have vocational or skills acquisition sessions either as a subject or as topics in other subjects for the students?

The responses of the principals regarding this question revealed that 6(40%) of them, observed vocational or skills acquisition sessions either as a subject or as topics in other subjects for the students in their schools; while 8(53.3%) of the principals do not observe such activities or sessions in their schools. This intuitively means that majority of the selected schools do not observe vocational or life skills session in their school, hence, there is a need for the students in these schools to learn these.

**Source:** SOSF 2022 Adamawa Baseline Survey.

1. **Does the school have computer training /ICT sessions either as a subject or as topics in other subjects for the students?**

From the result obtained from the baseline data analysed, 7(46.7%) of the principals affirmed that they have computer training /ICT sessions either as a subject or as topics in other subjects for their students; while 8 (53.3%) of them do not have nor observe that. This suggests that, unless some of them are being taught outside the school, more than half of the 450 students who were chosen from the 15 schools do not have computer knowledge.

**Source:** SOSF 2022 Adamawa Baseline Survey.

1. **Does the school have life skill sessions either as a subject or as topics in other subjects for the students?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the result of the analysed data, life skills sessions are taken by 8(53.3%) schools; while 7(46.7%) do not observe it.

1. **a and b) Does the school hold any regular extracurricular activity like competitions, club activities, sporting activities, and spelling bees? If answer to 12a is Yes, please state the activities:**

All (100%) the principals of the 15 schools selected attested to the facts that they hold regular extracurricular activity like competitions, club activities, sporting activities, and spelling bees. Also, out of the 15 schools, 10 (66.6%) majorly do inter-house sport (football, athletics, games) while 5(33.4%) do observed this via quiz such as debate and Spelling bees.

1. **c and d ) How well are students engaged in such activities? How regular are the activities?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

9(60%) of the principals acknowledged that the students participate actively (Very engaged) in the course of the activity; while 6(40%) of the principals confirmed that the students do not actively participate (somewhat engaged). Considering the level of engagement, 1 schools does it monthly, 9 schools do it every term; 4 observed it once in every session and only 1 school observed it once in every two session.

1. **e) Who co-ordinates the activities?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

7(46.7%) schools acknowledged that the activity is coordinated by the teachers; 2(13.3%) schools confirmed that some external coordinators coordinate the activity; while 6(40%) school principals revealed that the activity is coordinated by the joint effort of the staff and the students.

1. **Does the school hold Parents Teachers’ Meetings or Open days or Career days involving parents as a way to enlighten them on their role in the educational success rate of their wards?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the result obtained from the baseline data analysed regarding this question, 14(93.3%) of the principals affirmed that they hold Parents Teachers’ Meetings or Open days or Career days involving parents as a way to enlighten them on their role in the educational success rate of their wards; while only 1(6.7%) school do not observe this.

**About Teacher Capacity Development and Training:**

1. Do all subject teachers have a certificate in the subject that they teach?
2. No, a national certificate is the basic requirement, no need for certification on subject basis (0).
3. Most of the teachers do have a certificate in the subject that they teach. (15(100%)
4. Few of the teachers have a certificate in the subject that they teach (0)

All the 15(100%) school principals confirmed that most of the teachers do have a certificate in the subject that they teach.

1. **a) Does the state education board or the school management have regular schedule of training/workshop for teachers?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The responses of the principals regarding this question revealed that 3(20%) of them confirmed that state education board has a regular schedule for teachers; 1(6.6%) school principal revealed that school management has regular schedule for the teachers; 5(33.3%) of the school principals affirmed that the state education board has a schedule for teachers but it is done occasionally; 1 school principal revealed that his school has a schedule for teachers but is done occasionally; while 5(33.3%) principals acknowledged that there is no schedule for teachers regarding training or workshop.

**15 b) If answer to 15 a) above is Yes; How often do the trainings/ workshops happen?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The responses of the principals on this question showed that 4(26.7%) of them confirmed the training only happens once in a year; 1 principal acknowledged that its happens once every term; 5 (33.3%) revealed that training or workshop does not follow any regular pattern.

1. **a) How many full- time teaching staff does the school have?**

The 15 selected schools have a total of 334 teaching staffs; average of 22, with the highest being 60 (Vuniklang Town School).

Table 5.0

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **Q.16 a) How many full-time teaching staff does the school have?** | **Q.16 b)How many individual part-time (volunteer) classroom teachers are there in your school?** | **Q.16 c)How many subjects are being taught in school?** | **Q.16 d)How many hours is Mathematics being taught in a class** | **Q.16 e) How many hours is English being taught in a class** | **Q.16 f)How many hours is Hausa being taught in a class** | **Q.16 g)What is the student population of the school?** |
| **GDSS Jabbi Lamba** | **20** | **7** | **12** | **1 hour** | **1 hour** | **40 minutes** | **585** |
| **GDSS Dwam** | **15** | **0** | **11** | **3hours** | **3 hours** | **2 hours** | **350** |
| **GDSS KOH** | **16** | **1** | **10** | **45 minutes** | **45 minutes** | **45 minutes** | **500** |
| **GDSS VUNOKLANG FOMBINA** | **55** | **0** | **15** | **1 hours** | **1 hours** | **35 minutes** | **700** |
| **GDSS GIREI** | **50** | **2** | **16** | **3 hours 20 minutes** | **3 hours 20 minutes** | **2 hours** | **750** |
| **GSS Demsa** | **20** | **2** | **14** | **1hour** | **1hour** | **40 minutes** | **500** |
| **GDSS VUNOKLANG TOWN** | **60** | **0** | **16** | **1 hour** | **1 hour** | **30 minutes** | **700** |
| **GDSS Fofure** | **32** | **6** | **17** | **40 minutes** | **40 minutes** | **40 minutes** | **1437** |
| **GSS GIREI** | **18** | **3** | **13** | **2 hours 30 minutes** | **2 hours 30 minutes** | **1 hour** | **720** |
| **GDSS MALABU** | **8** | **0** | **17** | **40 minutes** | **40 minutes** | **40 minutes** | **140** |
| **GDSS GAWI** | **13** | **2** | **11** | **40 minutes** | **40 minutes** | **40 minutes** | **243** |
| **GDSS GURIN** | **15** | **13** | **10** | **45 minutes** | **45 minutes** | **45 minutes** | **500** |
| **GDSS MBULA** | **7** | **4** | **10** | **45 minutes** | **40 minutes** | **40 minutes** | **370** |
| **GDSS BOKKI** | **7** | **4** | **12** | **2 hours** | **2 hours** | **2 hours** | **150** |
| **GDSS KODOMON** | **8** | **6** | **9** | **3hours 30mins** | **0** | **0** | **120** |

**Source:** SOSF 2022 Adamawa State baseline survey.

**16 b) How many individual part-time (volunteer) classroom teachers are there in your school?**

There were 50 volunteer teachers in the 15 selected schools as at the time of the survey;

**16 c) How many subjects are being taught in school?**

Total of 193 subjects (average of 13 subjects) were taught in the 15 selected schools.

**16 d) How many hours is Mathematics being taught in a class?**

Maximum of 3 hours 30 minutes and minimum of 40 minutes. **16 e) How many hours is English being taught in a class**

Maximum of 3 hours 20 minutes and minimum of 40 minutes.

**16 f) How many hours is Hausa being taught in a class?**

Maximum of 2 hours and minimum of 30 minutes.

**16 g) What is the student population of the school?**

The total number of students in these 15 schools is 7765; GDSS Fufore (1437) had the maximum; while GDSS Kadumon had the least with 120 students.

**16h) What is the total school enrolment by gender (number of students)?**

The total number of students in the 15 schools were Boys 4405 and Girls 3360.

Table 5.1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School** | **Q.12 h)What is the total school enrolment by gender (number of students)?** | **Q. 16 i)On a typical school day, what percentage of students are absent from school for any reason?** | **Q. 16 j)About what percentage of students who begin the year in your school also finish the year in your school?** | **Q. 16 k)About what percentage of students who begin the year in your school but do not finish the year in your school?** | **Q. 16 l)What percentage of students transferred into your school after the beginning of the school year** | **Q. 16 m) What percentage of the classroom teachers have been in your school for more than 5 years?** |
| GDSS Jabbi Lamba | Boys285 and girls 300 | 10% | 90% | 5% | 10% | 80 |
| GDSS Dwam | Boys 200 and Girls 150 | 20% | 80% | 20% | 15% | 60 |
| GDSS KOH | Boys 300 and Girls 200 | 20% | 80% | 20% | 25% | 65 |
| GDSS VUNOKLANG FOMBINA | Boys 405 and Girls 295 | 35% | 80% | 20% | 15% | 60 |
| GDSS GIREI | Boys 420 and Girls 300 | 40% | 96% | 10% | 10% | 75 |
| GSS Demsa | Boys 420 and Girls 330 | 10% | 80% | 20% | 5% | 90 |
| GDSS VUNOKLANG TOWN | Boys 300 and Girls 200 | 5% | 85% | 15% | 10% | 55 |
| GDSS Fofure | Boys 400 and Girls 300 | 17% | 89% | 5% | 4% | 2 |
| GSS GIREI | Boy765 and Girls 672 | 6% | 70% | 20% | 3% | 60 |
| GDSS MALABU | Boys 100 and Girls 40 | 10% | 60% | 5% | 5% | 2 |
| GDSS GAWI | Boys 115 and Girls 128 | 4% | 80% | 30% | 2% | 7 |
| GDSS GURIN | Boys 280 and Girls 220 | 10% | 80% | 9% | 10% | 85 |
| GDSS MBULA | Boys 250 and Girls 120 | 2% | 90% | 5% | 2% | 4 |
| GDSS BOKKI | Boys 90 and Girls 60 | 2% | 80% | 20% | 10% | 2 |
| GDSS KODOMON | Boys 75 and Girls 45 | 20% | 70% | 30% | 20% | 50% |

**16 i) On a typical school day, what percentage of students are absent from school for any reason?** 14% on average (The school with the highest absenteeism is GDSS Girei (40%); while GDSS Boki and GDSS Mbula both had the least (2%)

**16 j) About what percentage of students who begin the year in your school also finish the year in your school?**

Average of 81. %; with highest being GDSS Girei (96%) and the least being GDSS Malabu (60%)

**16k ) About what percentage of students who begin the year in your school but do not finish the year in your school?**

Average of 16%; with the highest being Gawi and Kadumon (30% each) and the least (Jabbi Lamba, Fufore, Malabu and Mbula 5% each)

**16l ) What percentage of students transferred into your school after the beginning of the school year?**

Average of 10% with the highest being GDSS KOH (25%) while the least is GDSS Gawi and GDSS Mbula(2%).

**16m ) What percentage of the classroom teachers have been in your school for more than 5 years?**

Average of 46.5% in the 15 schools; with the highest being GDSS Demsa(90%); while the least is Fufore, Gawi and Bokki(2%). This may be because of the inadequacycy of some social amenities in these schools which can prompt some of the teachers to seek for transfer to other schools where those facilities are available; or due to the low incentive that is associated with teaching job which makes some teachers to resign and take up another job.

**About School Infrastructural Development:**

1. **a) Does the schools have a computer room equipped with computers and internet?**

The responses of the principals regarding this question reveals that only 2(13.3%) of the 15 schools do not have.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**b) How many functional computers does the school has?**

The two schools that have computer room equipped with computers have 81 computers (that is 60 and 21 computers)

**c) If answer to 17a) above is yes, does the school have a computer teacher?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the 15 principals’ that were interviewed, 5(33.3%) have computer teachers in their respective schools; while 10(66.7%) have no computer teachers.

1. **a and b) How many classrooms are in the school? How many classrooms need some infrastructure like furniture, fans, board, etc.?**

Total of 118 classes. Average of 8 classes; and Total of 94 classes from the 15 schools need renovation.

**19** **a and b) Does the school have a functional restroom? If Yes (in Q. 19a), how many restrooms are in the school?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses obtained and analysed from the 15 principals, two schools have a functional rest room. The total number of the rest room is 3 (2 and 1)

1. **Does the school have access to a clean water supply?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Majority of the schools (11(73.3%)) interviewed do not have clean water supply; while only 4(26.7%) were having clean water as at the time of the survey.

1. **a and b) Is there a library in the school? Do students actively use the library facility?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses of the principals interviewed, only 2 schools have library; one has before, but not present as at the time of the interview. Contrastingly, 12(80%) schools do not have library and even the two schools that have library, students do not use based on the responses of the principals as they are not equipped.

1. **In your opinion, what kind of intervention/ help do you need in the school?**

All schools require assistance with their infrastructure, including fencing, computer room renovations, library purchases, textbook supplies, classroom renovations, staff room upgrades, toilet and water supply.

**About Security Challenges:**

23**. In your opinion, does the security situation in the region affect school attendance?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Most of the schools (10(66.7%) affirmed that security situation in the region affects the school attendance; while only 4(26.7%) schools acknowledged that security situation does not affect school attendance.

**About Students Engaging in Farming:**

**24. Is there a decline in school attendance during the farming season?**

11(73.3%) of the schools affirmed that during farming season, the attendance of the students decline. While only 4(26.7%) of the schools affirmed there is no decline in the attendance of students when it is farming season.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**b) If yes (in Q.24), what measure is in place to ensure that there isn’t drop in student’s attendance during the farming season?**

The measure taken by the principals include Regular roll call for students in class and proper punishment for those absent without reason, Student absent will be disciplined. Roll call will be taken, we counsel them to know the value of education and parents and students are sensitized.

**Recommendation**

Based the findings of this section of the baseline, the study concludes that most of the principals need training/workshop in one capacity or the other. On this note the study recommends that government should make it a priority to constantly increase the capacity of the principals, provide infrastructure to all schools. Also, Principals should organize programmes with students’ parents intermittently where parents will be sensitized on the need for their child(ren) not to miss school as a result of going to farm.

**VICE PRINCIPAL REPORT.**

**Question 1- 4 takes details of the Vice-Principals’ names, name of their schools, phone number and email address. These are all captured on the google sheet.**

Q5a. **Does the school hold mock exams?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Based on the outcome of the visualized data, 13(87%) out of the 15 vice principals affirmed that the school holds mock exams while (2)(13%) stated that the school doesn’t hold mock exams. From the above it is drawn that majority holds Mock exams for their student in preparation for any exams.

Q5b. **Does the school make past questions and answers available to the students to prepare for JSSCE/ SSCE?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses obtained from the vice principal, we can say that 100% provide past questions and answer for the JSSCE/SSCE student to enable them practice and prepare well ahead of any the upcoming exams.

**Q6a. Is there a guidance and counselling office in the school.**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Majority of the vice principal (53%) affirmed that there is no guidance and counselling office in the school, while 6 ( 40%) said they have a guidance and counselling office, 1 (7% ) said they used to have but don’t have currently have.

Q6b. **If your answer to 6a) is yes, in your opinion does the guidance and counselling officer actively engage students in their choice of a career**?

**Source:** SOSF 2022 Adamawa Baseline Survey.

It can be seen from the above graph that the guidance and counselling does not actively engage the student in making their choice for the career path while the 4(27% ) stated that the guidance and counselling office helps the students in their choice of a career.

Q7. **In your opinion, in most cases, what factors determine students’ career choice?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

40% of the student make career choices based on their areas of academic strength, the other students make choices based on their level of exposure to various professions that exist. While percent of the students say that their parents choose their career path. The (30%) student choose based on counselling from well informed parties like career counsellors, teachers, elders in the professional world.

Q8. **Does the school organize field trips for students to companies, organizations or business in the community?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

73% of the schools do not organize field trips or excursion for the student to visit companies, organization or business in the community. While 27% of the schools organize fieldtrips/excursions for the students which will help the students to be more exposed to other sectors.

Q9**. Does the school have vocational or skills acquisition sessions either as a subject or as topics in other subjects for the students?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The reports states that 60% of the schools do not take vocational acquisition sessions either as a subject or topics in other subjects. 40% take vocational or skills acquisition session either they take it as a subject or a topic in other subjects.

Q10. **Does the school have computer training /ict session either as a subject or as topics in other subject for the student?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The result obtained from the baseline revealed that 53.7% of the schools are computer illiterate as they do not have computer training/ICT either as a subject or as a topic in any subject. 40% affirmed that they do take computer training/ICT either it is taken as a topic in another topic or as a subject. 13.3% used to have computer trainings but do not engage in it anymore.

Q11. **Does the school have life skills sessions either as a subject or as topics in other subject for the student?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The data obtained and analysed regarding this question showed that life skills session are taken by 66.7% of the schools and they do this either as a subject, or as a topic in another subject. The other 33.3% do not take life skills session in their school.

Q12. **Does the school hold any regular extracurricular activity like competitions, club activities, and spelling bees?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Regular extracurricular activities like competitions, club activities and spelling bees is held in 86.7% schools which the majority of the school, while 13.3% do not engage in any regular activities

Q12c. **How well are students engaged in such activities**

**Source:** SOSF 2022 Adamawa Baseline Survey.

53% of people confirmed that students are very engaged in extracurricular activities another 13% verified that students are somewhat engaged and lastly from the survey it was deduced that 20% proved that some students are generally, not interested in extra curricular activities .

**12d. How regular are the activities?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

80% of the activities are carried out regularly every term, while 6.7% are carried out every session and the 13.3% is carried out once every two sessions.

**12e. Who co-ordinates the activities.**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The activities are co-ordinated by 40% of the teachers and 46.7% is coordinated by joint effort of staff and selected student in the school and the 13.3% didn’t give any response on who coordinates the activities.

**13. Does the school hold parent teachers' meeting, open days or career days involving parents as a way to enlighten them on their role in the educational success rate of their wards**

**Source:** SOSF 2022 Adamawa Baseline Survey.

We can deduce from the above result that 93.3% of the school holds parent teachers’ meeting, open day or career days which involves the parent as a way to enlighten them on their role in the educational success rate of their ward and the 6.7% affirmed that they used to but they don’t anymore.

14**. Do all the subject teachers have a certificate in the subject that they teach**

**Source:** SOSF 2022 Adamawa Baseline Survey.

All the subject teachers who teach in all the schools have certificate in the subject area they teach.

**15.a Does the state education board or the school management have regular schedule of training/workshop for teachers?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the survey 20% of the vice principal picked Yes, the state management has a regular schedule for teachers, 6.7% said yes, the school management has regular schedule for the teachers.26.6% stated Yes, the state education board has a schedule for teachers but it is done occasionally.13.3 % indicated that yes, the school management has a schedule for teachers but is done occasionally. Majority indicated No, there is no schedule for teachers.

**15b) If answer to 15 a) above is Yes; How often do the trainings/ workshops happen?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the analysis, 80% training/workshop does not follow any regular pattern, while 13.3% stated that it happens once a year. And the 6.7% gave no response.

1. **a) How many full- time teaching staff does the school have?**

In total 334 teaching staffs; average of 22 with the highest being 60 (Vuniklang Town School)

Table 6.0

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **Q.16 a) How many full-time teaching staff does the school have?** | **Q.16 b)How many individual part-time (volunteer) classroom teachers are there in your school?** | **Q.16 c)How many subjects are being taught in school?** | **Q.16 d)How many hours is Mathematics being taught in a class** | **Q.16 e) How many hours is English being taught in a class** | **Q.16 f)How many hours is Hausa being taught in a class** | **Q.16 g)What is the student population of the school?** |
| **GDSS Jabbi Lamba** | **20** | **7** | **12** | **1 hour** | **1 hour** | **40 minutes** | **585** |
| **GDSS Dwam** | **15** | **0** | **11** | **3hours** | **3 hours** | **2 hours** | **350** |
| **GDSS KOH** | **16** | **1** | **10** | **45 minutes** | **45 minutes** | **45 minutes** | **500** |
| **GDSS VUNOKLANG FOMBINA** | **55** | **0** | **15** | **1 hours** | **1 hours** | **35 minutes** | **700** |
| **GDSS GIREI** | **50** | **2** | **16** | **3 hours 20 minutes** | **3 hours 20 minutes** | **2 hours** | **750** |
| **GSS Demsa** | **20** | **2** | **14** | **1hour** | **1hour** | **40 minutes** | **500** |
| **GDSS VUNOKLANG TOWN** | **60** | **0** | **16** | **1 hour** | **1 hour** | **30 minutes** | **700** |
| **GDSS Fofure** | **32** | **6** | **17** | **40 minutes** | **40 minutes** | **40 minutes** | **1437** |
| **GSS GIREI** | **18** | **3** | **13** | **2 hours 30 minutes** | **2 hours 30 minutes** | **1 hour** | **720** |
| **GDSS MALABU** | **8** | **0** | **17** | **40 minutes** | **40 minutes** | **40 minutes** | **140** |
| **GDSS GAWI** | **13** | **2** | **11** | **40 minutes** | **40 minutes** | **40 minutes** | **243** |
| **GDSS GURIN** | **15** | **13** | **10** | **45 minutes** | **45 minutes** | **45 minutes** | **500** |
| **GDSS MBULA** | **7** | **4** | **10** | **45 minutes** | **40 minutes** | **40 minutes** | **370** |
| **GDSS BOKKI** | **7** | **4** | **12** | **2 hours** | **2 hours** | **2 hours** | **150** |
| **GDSS KODOMON** | **8** | **6** | **9** | **3hours 30mins** | **0** | **0** | **120** |

**Source:** SOSF 2022 Adamawa Baseline Survey.

**16 b) How many individual part-time (volunteer) classroom teachers are there in your school?**

There were 50 volunteer teachers in the 15 selected schools as at the time of the survey;

**16 c) How many subjects are being taught in school?**

Total of 193 subjects (average of 13 subjects) were taught in the 15 selected schools.

**16 d) How many hours is Mathematics being taught in a class?**

Maximum of 3 hours 30 minutes and minimum of 40 minutes.

**16 e) How many hours is English being taught in a class**

Maximum of 3 hours 20 minutes and minimum of 40 minutes.

**16 f) How many hours is Hausa being taught in a class?**

Maximum of 2 hours and minimum of 30 minutes.

**16 g) What is the student population of the school?**

The total number of students in these 15 schools is 7765; GDSS Fufore (1437) had the maximum; while GDSS Kadumon had the least with 120 students.

**16h) What is the total school enrolment by gender (number of students)?**

The total number of students in the 15 schools is Boys 4405 and Girls 3360.

Table 6.1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School** | **Q.16 h)What is the total school enrolment by gender (number of students)?** | **Q. 16 i)On a typical school day, what percentage of students are absent from school for any reason?** | **Q. 16 j) About what percentage of students who begin the year in your school also finish the year in your school?** | **Q. 16 k) About what percentage of students who begin the year in your school but do not finish the year in your school?** | **Q. 16 l) What percentage of students transferred into your school after the beginning of the school year** | **Q. 16 m) What percentage of the classroom teachers have been in your school for more than 5 years?** |
| GDSS Jabbi Lamba | Boys285 and girls 300 | 10% | 90% | 5% | 10% | 80 |
| GDSS Dwam | Boys 200 and Girls 150 | 20% | 80% | 20% | 15% | 60 |
| GDSS KOH | Boys 300 and Girls 200 | 20% | 80% | 20% | 25% | 65 |
| GDSS VUNOKLANG FOMBINA | Boys 405 and Girls 295 | 35% | 80% | 20% | 15% | 60 |
| GDSS GIREI | Boys 420 and Girls 300 | 40% | 96% | 10% | 10% | 75 |
| GSS Demsa | Boys 420 and Girls 330 | 10% | 80% | 20% | 5% | 90 |
| GDSS VUNOKLANG TOWN | Boys 300 and Girls 200 | 5% | 85% | 15% | 10% | 55 |
| GDSS Fofure | Boys 400 and Girls 300 | 17% | 89% | 5% | 4% | 2 |
| GSS GIREI | Boy765 and Girls 672 | 6% | 70% | 20% | 3% | 60 |
| GDSS MALABU | Boys 100 and Girls 40 | 10% | 60% | 5% | 5% | 2 |
| GDSS GAWI | Boys 115 and Girls 128 | 4% | 80% | 30% | 2% | 7 |
| GDSS GURIN | Boys 280 and Girls 220 | 10% | 80% | 9% | 10% | 85 |
| GDSS MBULA | Boys 250 and Girls 120 | 2% | 90% | 5% | 2% | 4 |
| GDSS BOKKI | Boys 90 and Girls 60 | 2% | 80% | 20% | 10% | 2 |
| GDSS KODOMON | Boys 75 and Girls 45 | 20% | 70% | 30% | 20% | 50% |

**Source:** SOSF 2022 Adamawa Baseline Survey.

**16 i) On a typical school day, what percentage of students are absent from school for any reason?**

14% on average (The school with the highest absenteeism is GDSS Girei (40%); while GDSS Boki and GDSS Mbula both had the least (2%)

**16 j) About what percentage of students who begin the year in your school also finish the year in your school?**

Average of 81%; with highest being GDSS Girei (96%) and the least being GDSS Malabu (60%)

**17 k) About what percentage of students who begin the year in your school but do not finish the year in your school?**

Average of 16%; with the highest being Gawi and Kadumon (30% each) and the least (Jabbi Lamba, Fufore, Malabu and Mbula 5% each)

**18 l) What percentage of students transferred into your school after the beginning of the school year?**

Average of 10% with the highest being GDSS KOH (25%) while the least is GDSS Gawi and GDSS Mbula(2%).

**19 m) What percentage of the classroom teachers have been in your school for more than 5 years?**

Average of 46.5% in the 15 schools; with the highest being GDSS Demsa(90%); while the least is Fufore, Gawi and Bokki(2%). This may be because of their distance from the state capital and some societal factors such as inadequate of some social amenities.

**17. Does the school have a computer room equipped with computers and internet?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the graph, 53.3% do not have access to a computer room that is properly equipped with computers and internet. This is one of the major reason why the school do not have computer training for students.20% indicated that they do have computer rooms while 6.7% used to have and do not have anymore.

**17c. c) If answer to 17a) above is yes, does the school have a computer teacher?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

60% of the vice principals affirmed that they do not have a computer teacher, while 40% said that they have a computer teacher.

**19. Does the school have a functional rest room**

**Source:** SOSF 2022 Adamawa Baseline Survey.

86.7% of the school has a functional restroom where the student can use for there convenience while the 13.3% left do not have a functional restroom and the students have to look for an alternative.

**20. Does the school have access to clean water supply**

**Source:** SOSF 2022 Adamawa Baseline Survey.

60% of the schools do not have access to clean water, while 33.3% have access to clean water supply in the community. The remaining 6.7% used to have access to clean water supply.

1. **a) Is there a library in the school?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the above graph, we can deduce that about 86.7% of the schools have a functional library in them, leaving the remaining 13.3% not to have a functional library.

**21b. Do students actively use the library facility?**

Yes, all the students actively use the library in the schools.

**23. In your opinion, does the security situation in the region affect school attendance**.

**Source:** SOSF 2022 Adamawa Baseline Survey.

53% stated that the security situations in the region affects the attendance of the students coming to school. While 40% affirmed that the security situation doesn’t affect the attendance of students in school. The 7% said that it used to but it doesn’t anymore.

**24. Is there a decline in school attendance during the farming season?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the survey 67%, said there is a decline in the school attendance during the farming season, the students tend to go to farm rather than attend school while the 33% affirmed that there is no decline in attendance during the farming season.

**TEACHERS’ REPORT.**

1. **Questions 1- 4 were summarized in table 7.0. The table contains the list of subjects and the number of teachers teaching each subject.**

1b) On average, how many students do you have in each class?

**Some information about the interviewed teachers**

|  |  |  |
| --- | --- | --- |
| **S/N** | **SUBJECT** | **NUMBER OF TEACHERS** |
| **1** | **Accounting** | **2** |
| **2** | **Agriculture** | **5** |
| **3** | **Biology** | **6** |
| **4** | **Business Studies** | **2** |
| **5** | **Chemistry** | **4** |
| **6** | **Civic** | **4** |
| **7** | **Computer Science** | **4** |
| **8** | **Creative Art** | **1** |
| **9** | **CRK** | **4** |
| **10** | **Economics** | **3** |
| **11** | **English** | **6** |
| **12** | **Geography** | **3** |
| **13** | **Government** | **3** |
| **14** | **Home Economics** | **4** |
| **15** | **Inter Science** | **6** |
| **16** | **Introductory Technology** | **1** |
| **17** | **IRK** | **2** |
| **18** | **Marketing** | **3** |
| **19** | **Mathematics** | **7** |
| **20** | **Physical Health** | **6** |
| **21** | **Physics** | **1** |
| **22** | **Social Studies** | **4** |

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the table above table, a total of 22 subjects were taught by 75 teachers. Out of these 75 teachers, 6 taught two subjects (English and computer; 2 teachers (Biology and Inter Science); Agricultural Science and Civic; Accounting and Economics; and Physical Health Education and CRK)

**5a What is your academic qualification?**

According to the analysis of the responses, the majority of the teachers (29.7%) have a National Certificate on Education (NCE) in a course related to the subject they teach, while 9(12%) have a National Diploma (ND) in a course unrelated to the subject they teach. 9(12%) have a Bachelor’s degree/HND in a course unrelated to the subject that I teach; 24(32%) have a Bachelor’s degree in a course related to the subject that they teach and, only 4(5.3%) have a master's degree.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**6. Do you have the Teachers Registration Council of Nigeria (TRCN) certificate?**

According to the 75 teachers' responses, 35 (46.7%) have TRCN, 32 (42.7%) are in the process, and only 8 (10.6%) have obtained the TRCN certificate. This meant that up to half of all the teachers were not certified or registered at the time of the survey

**Source:** SOSF 2022 Adamawa Baseline Survey.

**Q. 7 In your view, what language do you think the students understand better for lesson delivery?**

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**Source:** SOSF 2022 Adamawa Baseline Survey.

26 (34.7%) of the 75 teachers stated that their students understand better with English; 4(5.3%) stated that students understand better in their local dialect; 45(60%) of the teachers stated that students understand better during lessons in a mix of  English and local dialect, and none of the teachers stated that students understand better in pidgin.

This demonstrates that both national and local languages are appropriate for communicating with students because they understand lessons better in them.

**Q. 8. What is your assessment of students’ attendance rate/pattern for your classes?**

According to the responses collected for this question, 31 (41%) of the teachers confirmed that more than 80% of their students attend class; 35 (47%) of them stated that 50%-80% of their students attend class, and 9 (12%) of the teachers responded that less than 50% of their students attend class. This necessitates further investigation to determine why the majority of students do not attend more than 80% of their classes**.**

**Q. 9. Have you ever attended any training or workshop for teachers?**

The analysis of the data obtained for this question revealed that 13 (17%) of the teachers had ever attended a workshop; 61 (81%) had not attended the workshop, and only 1 teacher declined to respond. This suggests that there is a gap in teacher development. As a result, the need to train teachers in life skills will be critical. This will not only be a means of self-development, but also a means of earning a living if the teachers continue to learn and apply what they have learnt.

**Source:** SOSF 2022 Adamawa Baseline Survey.

Q.10 and Q.11 Those teachers who respond

Yes, I have attended one or more workshops/training, totalling 13 pieces of training.

UNICEF (2); MDGs (3); ADSG (1); TRCN training (1); UBE (1); Africa Learn (1); Post Primary Education Management Board (PPEMB); Adamawa Skills G Programme and Teaching at the Right Time Training

1. **12. Have you ever participated in any community engagement and /or community development activities?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The question elicited some responses, revealing that the majority of teachers (51%) had done nothing in this regard.

While only 5(7%) of these teachers have done some community engagement activities on their own, 7(9%) have done so in collaboration with other teachers, and 6(8%) have done so with a group of other people who are not teachers.

Thus, the responses revealed the need for teachers to be taught more about community engagement so that they can guide or teach students how to participate in such activities in their community.

**13a and 13b. Can you use the internet? Or Can you use the tablet?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

According to the responses gathered, 51(68%) of the teachers understand how to use the internet in relation to the computer. Though many of them can use tablet devices, does this mean they can access the internet? As a result, such training is required for the state's teachers.

**About Students’ Career Choices:**

**14a. Is there a guidance and counselling officer/ teacher that actively engages students in their choice of career?**

Teachers' responses to this question revealed that only 37 (49%) of them affirmed that in their schools, a guidance and counselling officer/teacher actively helps students in their career choice; 30 (40%) do not have a guidance and counselling officer/teacher actively helping students in their career choice, and 8 (11%) acknowledge that they used to have, but they have stopped.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**14b. In your opinion, in most cases, what factors determine students’ career choices?**

The reactions from the 75 teachers interviewed on this question revealed that 23(30%) of them stated that the students just make career choices based on their areas of academic strength; 14(19%) affirmed that students make choices based on their level of exposure to various professions that exist; 11(15%) stated that the parents choose for the students’ what career they should pursue; 11(15%) again revealed that the students make choices based on counselling from well-informed parties like career counsellors, teachers, elders in the professional world and lastly, 16(21%) acknowledged that the students choose based on what tickles their fancy.

**14c. Does the school organize field trips for students to companies, organizations or businesses in the community?**

The data collected and analyzed for this question reveals that the majority of schools (62%) do not organize field trips for students to local companies, organizations, or businesses. While only 12 (16%) of teachers observe this activity for their students, 1 (1%) used to but no longer do.

**About Life Skills, Co-curricular and Extra-curricular Activities:**

**Q.15 Does the school have vocational or skills acquisition sessions either as a subject or as topics in other subjects for the students?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses given by the teachers, 19(25%) of them affirmed that they do observe vocational or skills acquisition sessions in school. While 56(75%) of the teachers confirmed that they do not observe vocational or skills acquisition sessions in their schools.

**Q. 16 Does the school have computer training /ICT sessions either as a subject or as topics in other subjects for the students?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The responses of the teachers to this question revealed that 46(61%) of the schools do not have computer training/ICT sessions for their students, either as a subject or as topics in other subjects; while only 27(36%) of the teachers have such facilities in their school and 2(3%) revealed they used to but have stopped. This necessitates assistance from the government, private organizations, and non-governmental organizations (NGOs) to assist schools that lack ICT devices to make ICT sessions meaningful for their students.

**Q. 17 Does the school have life skills sessions either as a subject or as topics in other subjects for the students?**

This is a critical question that was one of the survey's defining features. According to all indications, 57 (76%) of teachers agreed that schools do not have life skills sessions for their students, either as a subject or as topics in other subjects. While only 16 (21%) of the 75 teachers confirmed that life skills sessions are observed and taught to their students, either as a subject or as topics in other subjects. Only two people admitted that they used to observe it but had stopped.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**Q. 18 A and 18 B. Does the school hold any regular extracurricular activities like competitions, club activities, sporting activities, and spelling bees? If the answer to 18a is yes, please state the activities**

Only 9 (12%) of the 75 teachers interviewed on this question do not observe this activity in their schools, while the remaining 65 (87%) do hold regular extracurricular activities such as competitions, club activities, sporting activities, and spelling bees. Although one teacher (1%), declined to respond to this question. Interhouse sports, spelling bees, debate, JET club, and other athletics games are among the activities. Furthermore, students have been very engaged (40(53%) in these activities, 25(34%) of teachers stated that the students are somewhat engaged, 1(1%) stated that students are generally not interested, and 9(12%) did not respond to this question.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**18d. How regular are the activities?**

7(9%) of the teachers acknowledge that the activities are done every month; 34(46) affirmed that the activities are done every term; 16(21%) stated it been done once every session; 10(13%) acknowledged that schools do observe the activities once every two sessions; while 8(11%) did not respond to the question.

**Q. 19 Does the school hold Parents Teachers’ Meetings or Open days or Career days involving parents as a way to enlighten them on their role in the educational success rate of their wards?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

According to the responses, 64(85%) of teachers confirmed that schools hold parent-teacher meetings, open days, or career days for students' parents, while 10(14%) of teachers stated that schools do not hold parent-teacher meetings, open days, or career days for students' parents.

Only one teacher stated that they used to do it, but the school no longer does.

**Q. 20A Are there any cultural practices in the community that can influence students’ career choices, entrepreneurship drive or life skills development in the community?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

60 (80%) of teachers agreed that there is no cultural practice in the community that influences students' career choices. While 15

(or 20%) said yes. According to the statement, these cultural practices include the Farai Cultural Festival, livestock production, mat weaving, and cultural dance and drama.

**21. In your opinion, what kind of intervention/ help do you need in the school?**

According to the responses of the teachers, the majority of them require intervention in the Examination Hall and staff room, teaching classes and materials, safe drinking water, an ICT room, a library, a classroom desk, a laboratory, etc.

**Recommendations**

The study concludes that most schools do not observe life skills sessions as a subject or as topics based on the analyses done in this section of the baseline.

As a result, these recommendations are made: teachers' development should be prioritized because there is a ripple effect whenever a teacher's ability or knowledge improves.

Furthermore, given that the majority of teachers do not know how to navigate and use the internet, training in this area can be organized for these teachers so that they are equipped with the knowledge of how to navigate and use the internet. In the area of community engagement, teachers must also be guided on how and when to carry out community engagement in their community so that they can help guide students on how to do so in their community.

Furthermore, most schools do not include life skills sessions as a subject or activity.

This necessitates a concerted effort on the part of the state government, private organizations, or non-governmental organizations (NGOs) to assist by training and providing the skills required for teachers and students to learn.

**STUDENTS REPORT**

**Question 1- 4. About the student:**

450 Students were drawn from the 15 selected public schools in the state. With each school having 30 students. 16 years is the average age of the students (table 4.0), while 10 and 23 years formed the min and max ages for the 450 students. While SSS2 (215) and Jss1 (22) students formed the largest and smallest number of students interviewed based on class. Based on choices of career, the majority of the students (166 (37%)) of the student’s desired is to become a medical doctor, while only 13(3%) aspired to be a teacher. Others desire to become lawyers, Nurse, engineers, and soldiers among others

Table 4.0

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***AGE*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** | ***21*** | ***22*** | ***23*** |
| ***FREQUENCY*** | **1** | **8** | **6** | **26** | **41** | **76** | **86** | **79** | **75** | **30** | **16** | **2** | **2** | **2** |

**About the learning environment:**

**Question. 5 and 6. What language do you better learn, and what language do you best use to communicate with your peers in school?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The analysis of the data obtained regarding this question revealed 256(56.9%) of the students desire to be taught in English language as they learn better with it; 166(36.9%) wish to be taught in English and Hausa; 26(5.8%) learn better with Hausa Language, while only 2(0.4%) of the students learn better with Pidgin. This intuitively shows that English language should greatly be adopted and used in teaching students. Contrastingly, 225(50%) of the students best communicate with their peers using a mix of English and Hausa; 160(36%) strictly use English; 60(13%) used Hausa, and 5(1%) used pidgin.

**Question 7a and b. Do you look forward to your teachers’ improvements in any way? If your answer to 7a) above is Yes, please specify in what area?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The question stirred positive responses from the students which showed that the majority of them 433(96.2%) want their teachers to be improved in any way. While only 17 (3.8%) do not want their teachers to be improved. The students want their teachers to be improved in teaching ethics (271), speaking (60), spelling (13); teaching materials (82), and computer training (7).

**About Infrastructural Development:**

1. **What facilities or infrastructure would you like to have in your class?**

From the students’ responses, the majority (376(83%) of them want their school infrastructure such as toilet, water, computer room, computer set, chairs, board, etc. to be fixed.

1. **Do you have a library in school?**

From the responses of the students that were gathered and analysed, only 139(30.9%) have a library, while the remaining 311(69.1%) do not have a library at the time of the survey.

**Source:** SOSF 2022 Adamawa Baseline Survey.

1. **If your answer to 9 above is yes, how often do you use it?**

From the responses obtained and analysed from the students that make use of the library (i.e. 139 students out of the 450), 41(29.5%) used the library daily; 13(9.4%) used the library weekly; 10 (7.2%) used the library monthly; 32(23.02%) used the library occasionally, while 43(30.9%) never used the library. This revealed that the majority of the students that affirmed they have a library in their school, do not use it, and if they do may be occasionally.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**11a) Can you use the computer?** **12a.** **If yes does the school have a computer room equipped with computers and internet? 12b. If yes, how many functional computers does the school have?**

From the responses gathered and analyzed, 152 (33.8%) of the students can use the computer, while 298 (66.2%) of the students cannot use the computer. Furthermore, only 121(26.9%) schools have computer rooms equipped with computers, while 329 (73.1%) do not have comprooms room equipped with computers. In total, 1,660 computers (4 on average) are functional in the schools the 121 students said their schools have a computer room equipped with computers.

**Source:** SOSF 2022 Adamawa Baseline Survey.

12c) If answer to 12 a) above is yes, does the school have a computer teacher?

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the data obtained and analyzed from the students’ responses, 283(62.8%) of them affirmed that they have a computer teacher. While 212(47.1%) do not have as at the time of the interview. It is pertinent to know that most schools have computer teachers, however, most schools do not have computer rooms equipped with computers.

**About Students’ Career Choices:**

**Question 13a and b) Is there a guidance and counsellor in your school? If your answer to 13a) above is yes, did he/she have any influence in your choice of career?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

224(49.8%) of the students confirmed that they have guidance and counsellor in their schools; 220 do not have while 6 affirmed they use to have but do not have anymore. Out of the 224 students that acknowledged they have a guidance and counsellor in their school, 197 (87.9%) of them stated that he/she has an influence on them. while only 27 revealed that the guidance and counsellor does not have influence on their career choices.

**Question 14. Which factor(s) strongly influenced your career choice?**

From the responses of the 450 students, 166(36.9%) of them asserted that the areas of his / her academic strength influences his/her career in school; 60 (13.3%) confirmed that the level of exposure to the different career choices available influences them; 56(12.4%) revealed that guidance from well informed parties like career counsellors, teachers, professionals or experienced youth around them help influence their career choices; 60(13.3%) of the students affirmed that their parents’ chose for them, while 108(24%) of the students stated that they chose the career that tickles their fancy .

**Question 15) Have you ever had any field trip (excursion) to companies, professional outfits or businesses in the community?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Only 64 (14.2%) of the students have ever gone for field trip; while 380(84.4%) have never gone for field trip and 5(1.1%) revealed that they use to go, but not anymore.

**15b.) Do you have a mentor (someone that inspires you) in your chosen career?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

305(67.8%) of the students stated from their responses that they have mentors; while 144(32%) acknowledged that they do not have mentors.

**Question 15c. Which company or organization would you like to work with?**

Most of the students (166) revealed they want to work in the hospital as either doctor or nurse. While others stated they want to work in the bank, others want to work as engineers and few want to work as school teachers.

**About Life Skills, Co-curricular and Extra- Curricular Activities:**

**Question 16. Have you had any vocational or skills acquisition lessons either as a subject or as topics in other subjects?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses collected and analysed with regards to this question, 268(59.5%) of the students have had vocational or skills acquisition lessons either as a subject or as topic while 175(38.9%) have not had any vocational or skills acquisition lessons as a subject or as a topic. This implies there is need for the 175 students to have knowledge of what vocational education is, and be taught one or two so as to help them use that to support themselves.

**Question 17 Have you had computer training /ICT lessons either as a subject or as topics in other subjects?**

The responses of the students regarding this question also shows that 213(47.3%) of them have no idea of computer either in training or lessons. While 236(52.4%) have had computer knowledge.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**Question 18. Have you had life skill sessions either as a subject or as topics in other subjects?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

282(62.7%) of the students declared that they have no life-skills session observed in their schools; while only 163(36.2%) of the students observed it as a subject in their schools. Thus, there is need for these students who have no idea of what life-skills is to be taught.

**Question 19a and b) Have you ever participated in any extracurricular activity like competitions, club activities, sporting activities, and spelling bees? If answer to 19a is yes, please state the activity (ies):**

The responses of the students from this question revealed that 322(71.6%) of the students affirmed that their school do organize extracurricular activity; 113(25.1%) confirmed that their school has never participated in any extracurricular activity while 13(2.9%) of the students confirmed their school used to organized it, but have stopped. 2(0.4%) did not respond to this question. From the answer given regarding to this question most of the students do participate in sport (116), spelling bees (113) and debate (41) among other activities.

**Question 19c. To what extent are you engaged in the activity (ies)?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From 337 students that answer this, 201(59.6%) affirmed that they were very engaged; 101(30%) stated they were somewhat engaged and 35(10.4%) revealed they were generally not interested when any extracurricular activity was organized.

**Question 19 d) How regular are the activities?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses of the 337 students that earlier stated they engaged in extracurricular activities, most of them (213(63.2%)), stated that the activity is done termly; 42(12.8%) revealed the activities is done every month; 51(18.1%); 20(5.9%) of the students acknowledged they use to do it once every session.

**Question 19e) Who co-ordinates the activity (ies)?**

From the students’ response, 272(80%) of them affirmed that the activities are organized by the teachers; 26(7.7%) revealed that the activities were organized by the Prefects; 16(4.7%) of the students acknowledged that the activities were organized by some external coordinators; 23(6.8%) of the students confirmed that it was a joint effort of staff and selected students; while 113 did not respond to this question since their schools do not observe such activities.

**Question 20 a and b) Have you ever engaged in any activity or project that influenced your community positively? If Yes, please give details.**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the students’ responses, 167(37.1%) of them affirmed that yes, they have once done a community project on their own; 68(15.1%) acknowledged that they did it in collaboration with other students; 40(8.9%) revealed that they did a community project but with some group of people outside their school; while 171(38%) confirmed they have never done it. Further, majority of the students that have once participated in social change project stated that it is community sanitation (sweeping, cutting grass, clearing drainage etc.)

**Question 21a and b) Do you know of any cultural practice in the community that influences career choice, entrepreneurship drive or life skills development in the community? If Yes (in Q.21a), please specify**

147 (32.7%) of the students revealed they have at least once participated in cultural practice in the community that influences career choice, entrepreneurship drive or life skills development in the community; while 299(66.4%) of them affirmed that they do not know of any cultural practice in the community that influences career choice, entrepreneurship or life skills development in the community. 4(0.9%) of the students did not respond to this question.

**About Technical, Vocational and Enterprise skills:**

**Question 22a and b) Do you engage in any technical or vocational activity activity/ training? If yes, please specify**

**Source:** SOSF 2022 Adamawa Baseline Survey.

218 students affirmed to this question that they engaged in technical or vocational activity / training; while 229(50.9%) did not engage in any vocational activity or training. From the 218 students that affirmed they engaged in vocational activity or training, majority (61) of them are into tailoring; while some are into plaiting, mechanic, shoe making, barbing and computer training.

**Question 23) Where did you get the training from?**

Most of the students that are into vocational training, got the training from their parents (82), sisters or brother (63), while about 85 of the students revealed that they paid money to learn.

**Question 24) Do you earn income from using the vocational/ enterprise skills?**

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**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses obtained from the 218 students that confirmed they engaged in vocational skills, 123(32.2%) of them earn income from the activity; 80(30%) do not earn income; 15(6.9%) are hoping to start earning income soon; while 232 did not respond.

**Question 25. Do you support your family in farming activity?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

394(87.6%) of the students do help their parents in farming activities; 32(7.1%) do not help their parents in farming activities; 23(5.1%) do not help their parents in farming activities but hope to do that soon. While one student declined to give response to this question.

**Question 26. Do you have to miss school to go to farm?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the 450 students’ response; 110(24.4%) of the students do miss school so as to help parents in farming; 334(74.2%) of the students do not miss because they assist their parents in farm; while only 6 affirmed they have not yet missed school because of farm, but hope to very soon.

**Recommendations:**

All schools should have a functional library with adequate chairs that students can go in, and study or carry out assignments with ease. This will help improve the ability of students to learn more aside what the teachers teach them. Also, apart from learning the theoretical aspect of computer, all schools should have computer room, equip with computers. This will help students to learn practical steps on how to navigate and use the computer. Further, we can introduce the bridge club sessions to help them in understanding life-skills and vocational session and these should be observed by all schools so that students can learn and know how to be self-reliance at early age. Also measures need to be taken by ensuring that no students miss school because of farm. All these responsibilities are saddled on the government through the ministry of education to strictly make this mandatory in all schools, and budget should capture every school to make sure that the required facilities are available in school. This will make learning easier and convenient to the students and help improve their attendance rate. This can be achieved through the role of the principal who are the administrators in each school.

**FGD for Students:**

**About the learning environment:**

**2. What language do you better learn with?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses of the selected students from the 15 schools, 1 focus group revealed that they learn better with English; another 1 focus group acknowledged they learn better using pidgin English; 3 different groups affirmed the use of local dialect; while 10 different groups revealed they make us of a mix of English and local dialect. This implies that most of the students in the 15 selected schools prefer a mix of English and local dialect.

B). What language do you best use to communicate with your peers in school?

The majority (8(53.3%) of the 15 groups acknowledged that they mostly communicate in English and their local dialect (Hausa); 6(40%) make use of Hausa and only 1 focus group affirmed that they use English to communicate among their peers.

**Source:** SOSF 2022 Adamawa Baseline Survey.

**3) A. Are you comfortable with your teachers’ style and mode of teaching?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

14(93.3%) of the 15 schools that were interviewed through a focus group discussion revealed that they are comfortable with their teachers’ style of teaching; while only one focus group affirmed that they are not satisfied with their teachers’ style of teaching.

**3 b and c) Do you look forward to your teachers’ improvements in any way? If your answer is Yes, please specify in what area?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the analysis of the responses gathered from the 15 focus groups, 9(60%) groups look forward to their teachers’ improvement; while 6(40%) did not look forward to their teachers’ improvement. The 9 groups that desire improvement in their teachers stated that they want their teachers to improve in teaching method; while one group revealed that they desire their teachers to improve in the speaking method.

**About Students’ Career Choices:**

**4a) Do you consult a guidance and counselling teacher in your school?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the 15 focus groups that were interviewed, only 2 (13.3%) affirmed that at the school they are, there is a guidance and counsellor and that they consult the staff when choosing a career; while 13(86.7%) of the groups acknowledged that they do not consult the guidance and counsellor in their schools when choosing a career.

**b) If yes, did it have any influence in your choice of career? If no why not?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

The two groups that have guidance and counsellor in their schools confirmed that the staff has an influence in the career choice they have made.

**5) What is your career choice?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

In most of the groups (5(33.3%) interviewed, the students chose a medical doctor; 2 groups desire a Nurse (2); others pilot (1), soldier (2), engineer (2), police (1), journalist (1) and teacher (1)

**6) Which factor(s) strongly influenced your career choice? E.g.**

* My areas of academic strength.
* My level of exposure to the different career choices available.
* Guidance from well-informed parties like career counselors, teachers, professionals, or experienced youth around me.
* My parents’ choice for me.
* I just chose a career that tickles my fancy.

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses gathered and analyzed from this question, 12(80%) groups acknowledged that most of the students in their school considered areas of academic strength as factors that influenced their career choice; 1 group affirmed that the level of exposure to different career choices influences students in their school to choose their career; while 2(13.3%) of the groups revealed that most students in their school, chose a career that tickles their fancy.

7a) Do you have a mentor (someone that inspires you) in your chosen career?

7(46.7%) of the groups affirmed that most students in the schools have mentors they look up to; While 8(53.3%) of the 15 groups revealed that most students in their schools do not have mentors.

**7b. If yes, who?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the 7 groups that affirmed that most students in their schools have mentors, they revealed that the mentor includes uncle, aunty, teacher, brother, doctor, and father.

**8) Which company or organization would you like to work with?**

Most of the groups (7) acknowledged that students in their schools desire to work in the hospital, television station (1), construction site (1), Nigerian airways (1) and Nigerian police force (1), Army barrack (2), school (1) and oil company (1).

**About Life Skills, Co-curricular and Extracurricular Activities:**

**9) Do you participate in any vocational or skills acquisition lessons either as a subject or as topics in other subjects? If the answer is no, why don’t you participate?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses obtained and analyzed from the 15 focus groups interviewed, only two schools revealed that most of the students are involved in one vocational activity or the other; while 13(86.7%) of the groups affirmed that most of their colleagues do not participate on any vocational skills and their schools do not teach them as a subject.

10) **Do you participate in life skill sessions either as a subject or as topics in other subjects? If not, why don’t you?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Most of the schools (13(86.7%) affirmed that they do not participate in life skills sessions. Only 2 schools observed it.

**11) Do you participate in any extracurricular activities like competitions, club activities, sporting activities, and spelling bees?**

All the schools (15(100%) participate in one extra-curricular activity or the other. This cut across football (9); quiz (3); quiz and spelling (1); debate (1) and sporting activities (1).

**11b. If yes, please specify activities.**

**Source:** SOSF 2022 Adamawa Baseline Survey.

**12) a. To what extent are you engaged in the activity (ies)?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Most of the schools are very engaged when it comes to extra-curricular activity; while 4(26.7%) and 2(13.3%) are somewhat engaged and not engaged respectively.

1. **How regular are the activities?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Most of the schools (11(73.3%)) extra-curricular activities are done every term while only 3(20%) schools observe it once in a session.

1. **Who co-ordinates the activity (ies)?**

* The Teachers
* The Prefects
* Some external coordinators.
* A joint effort of staff and select students.

**Source:** SOSF 2022 Adamawa Baseline Survey.

11 schools observe extra-curricular activities through the coordination of the teachers; while 4(26.7%) observe this activity through the joint effort of the staff and selected students.

**About security and environment.**

**Source:** SOSF 2022 Adamawa Baseline Survey.

13) Have you ever engaged in any activity or project that influenced your community positively?

From the focus group discussion of the 15 schools, only 3 schools have ever engaged in community project; while 12(80%) of the schools have not engaged on community project. The 3 schools that engaged in community project did that through sweeping (1) and sanitation (2) (gutter cleaning and cutting grasses)

**13b.If yes, please give details**

**Source:** SOSF 2022 Adamawa Baseline Survey.

**14) What are the cultural practices in the community that influences career choice, entrepreneurship drive or life skills development in the community?**

14 out of the 15-focus group do not know any cultural practices that influences students career choices; while only 1 school outlines community vigilante(parade) which influences some student’s choice of becoming soldiers or police.

1. **Do you think the security situation around you affect your school attendance or makes parents scared of sending their children to school?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Most of the groups (14(93.3%) do not think the security situation around them does affect students’ attendance; while only one school acknowledged that security situation can affect students’ attendance in their schools.

1. **How many of you have an interest in vocational training?**

All 15 (100%) focus groups affirmed that they are interested in vocational training.

1. **How many have gone ahead to learn at any center or with an expert**?

From the 15 schools that the focus group discussion was drawn, only 3 schools have students that have gone ahead to learn a vocational skill (2 from GDSS Girei, 1 from Vunoklang town, and 2 from GDSS Fufore); while the remaining 12 schools, most of the students have not gone ahead to learn any vocational skills. This implies the need for the students to be trained in any life skills which will help them to be self-reliant.

1. **How many have started a business in that line and how many are looking forward to an opportunity to learn a skill?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

All those that have learned the vocational skills (most students in 3 schools) have been using it to do business.

1. **What is your areas of skill interest.**

**Source:** SOSF 2022 Adamawa Baseline Survey.

Most (9(60%) of the 15 schools that the focus group interview was conducted revealed that they are interested in tailoring; 3(20%) are interested in computer science; while 3(20%) schools are interested in catering/baking.

**20)Is your learning environment safe and conducive for learning?**

**Source:** SOSF 2022 Adamawa Baseline Survey

12(80%) of the schools affirmed that their schools are conducive for learning; while only 3(20%) of the schools acknowledged that their school is not conducive for learning.

**21)Can you use a computer?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses that were obtained and analyzed from the 15 groups, only 1 school confirmed that most of the students can use computer; while the remaining 14(93.3%) of the groups revealed that most of their colleagues cannot use a computer.

**About enrolment and drop-out rate**

**22) What in your opinion is responsible for the rate of enrolment in your school? For example, socio-cultural and economic factors (Do not read out examples to participants unless probing for further responses).**

**Source:** SOSF 2022 Adamawa Baseline Survey.

4(26.7%) confirmed that the economic factor is responsible for the rate of enrolment in their schools; while 11(73.3%) revealed that the sociocultural factor is responsible for the rate of enrolment in their schools.

**23) What could be responsible for the dropout rate in your school? For example, sociocultural and economic factors. (Do not read out examples to participants unless probing for further responses)**.

**Source:** SOSF 2022 Adamawa Baseline Survey.

From the responses of the 15 schools, the most common factor responsible for the dropout of students in the 15 school is economic factor (6(40%); followed by lack of interest (5(33.3%); then early marriage 3(20%) and lastly, drug abuse.

**24a). Do you have the intention of completing your secondary education?**

All (15(100%) of the focus groups revealed that they and most of their colleagues have the intention to complete their secondary school education.

**24b). What in your opinion are the advantages of completing your education?**

They stated that when one completes his or her education, the person can secure a good job, gain more knowledge, the person is respected and the person can become a better citizen.

**25) Would you prefer furthering your education in the university or going into entrepreneurship after your secondary education?**

**Source:** SOSF 2022 Adamawa Baseline Survey.

12(80%) of the groups confirmed that they want to further their education; while 3 of the focus groups agreed that they want to go into entrepreneurship.

**Conclusion and recommendation**

From the findings of the analyzed responses of the 15 focus groups; most of the school students are comfortable with their teachers’ style and mode of teaching; also, most of the students do not consult guidance and counseling staff before they chose a career; furthermore, a good number of students do not participate in a community project and most of them do not know how to use a computer. Thus, the study recommends that teachers should continue their teaching style, and if there is a chance for improvement, they should improve their teaching style this could be done by studying what other schools are doing that is good, and attending training and workshops. Also, students need to be guided in school by the guidance and staff to help them choose a good career that suits their passion and academic strength. Lastly, students should be taught how to become better citizens through participation in a community project, they should be taught how to use computers. Hence, computer rooms and computers should be provided for all the schools so as to help students know how to use computer.

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