

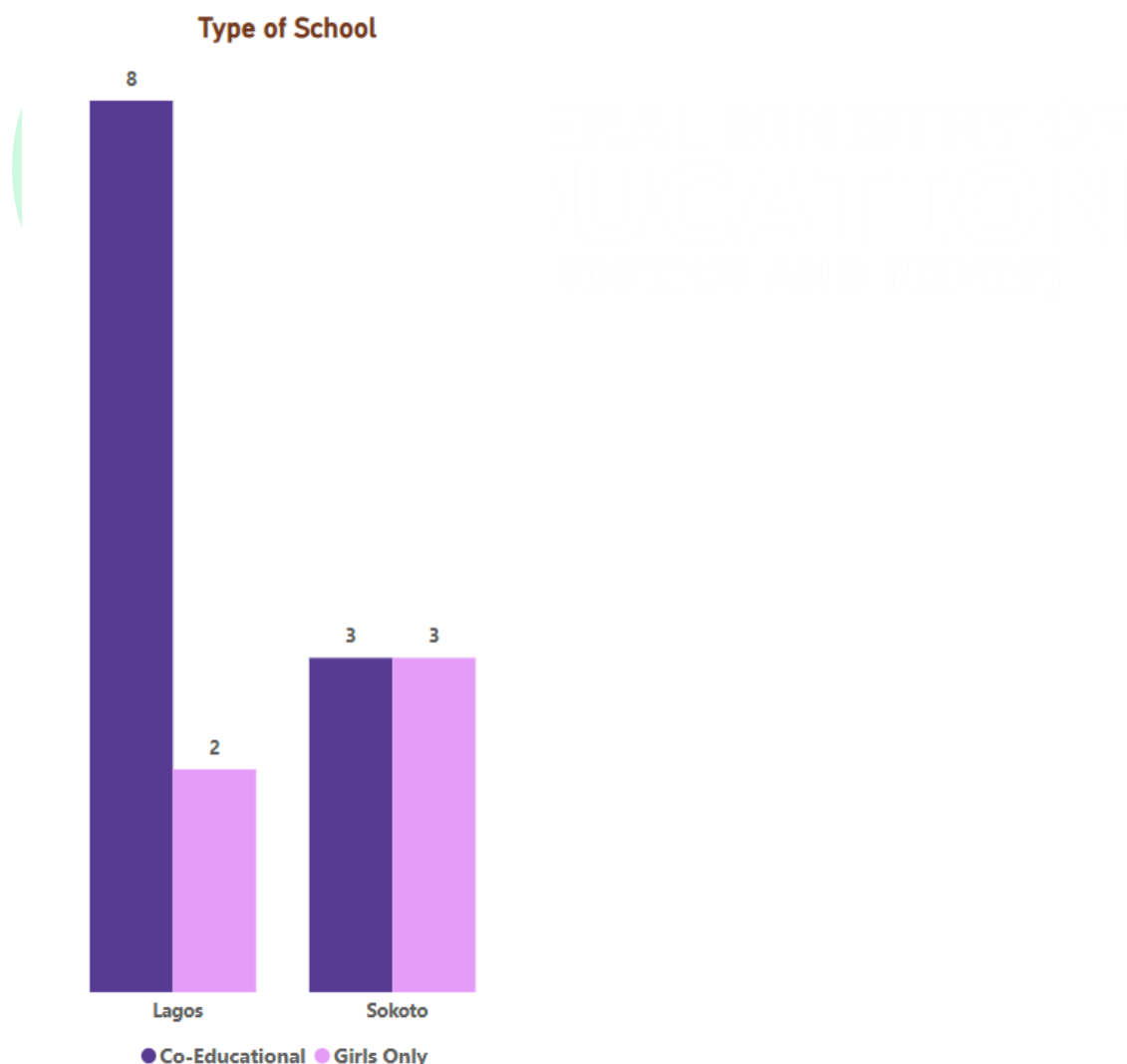
Insights into monitoring and evaluation of School safety in Lagos and Sokoto states

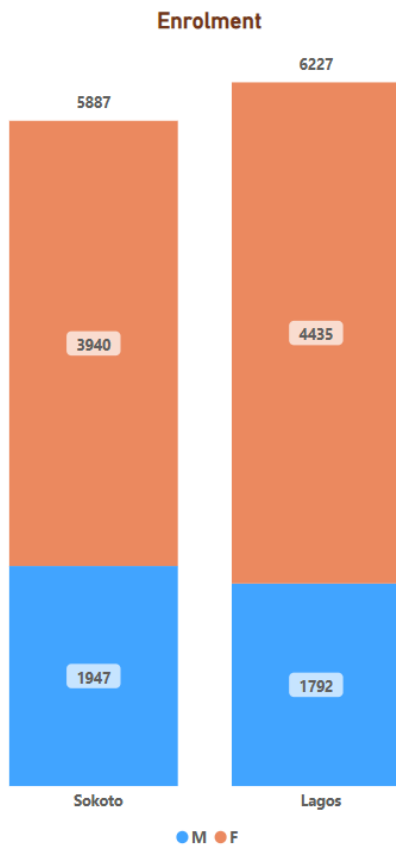
1. General School Information

The school levels vary, encompassing ECCDE, Primary, Junior Secondary, and Senior Secondary. Enrollment figures indicate a mixed gender ratio. Special needs enrollment appears to be very low, with most schools reporting zero special needs learners.

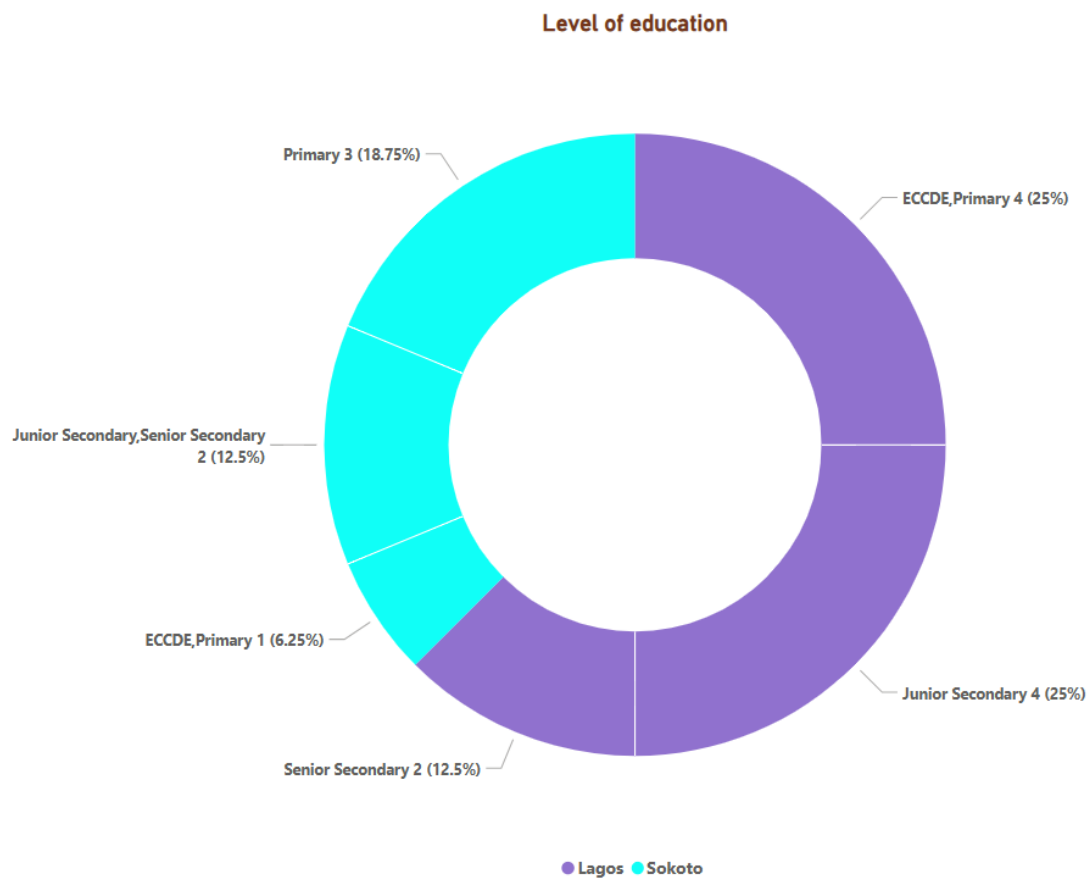
Key Insights:

- **Varying School Levels and Establishment Dates:** The schools represent a range of educational levels and have been established over a significant period, indicating both older, established institutions and newer ones.
- **Low Reported Special Needs Enrollment:** The consistently low or zero reported special needs enrollment across the schools might suggest underreporting, a lack of identification mechanisms, or insufficient inclusion programs for learners with functioning disabilities.





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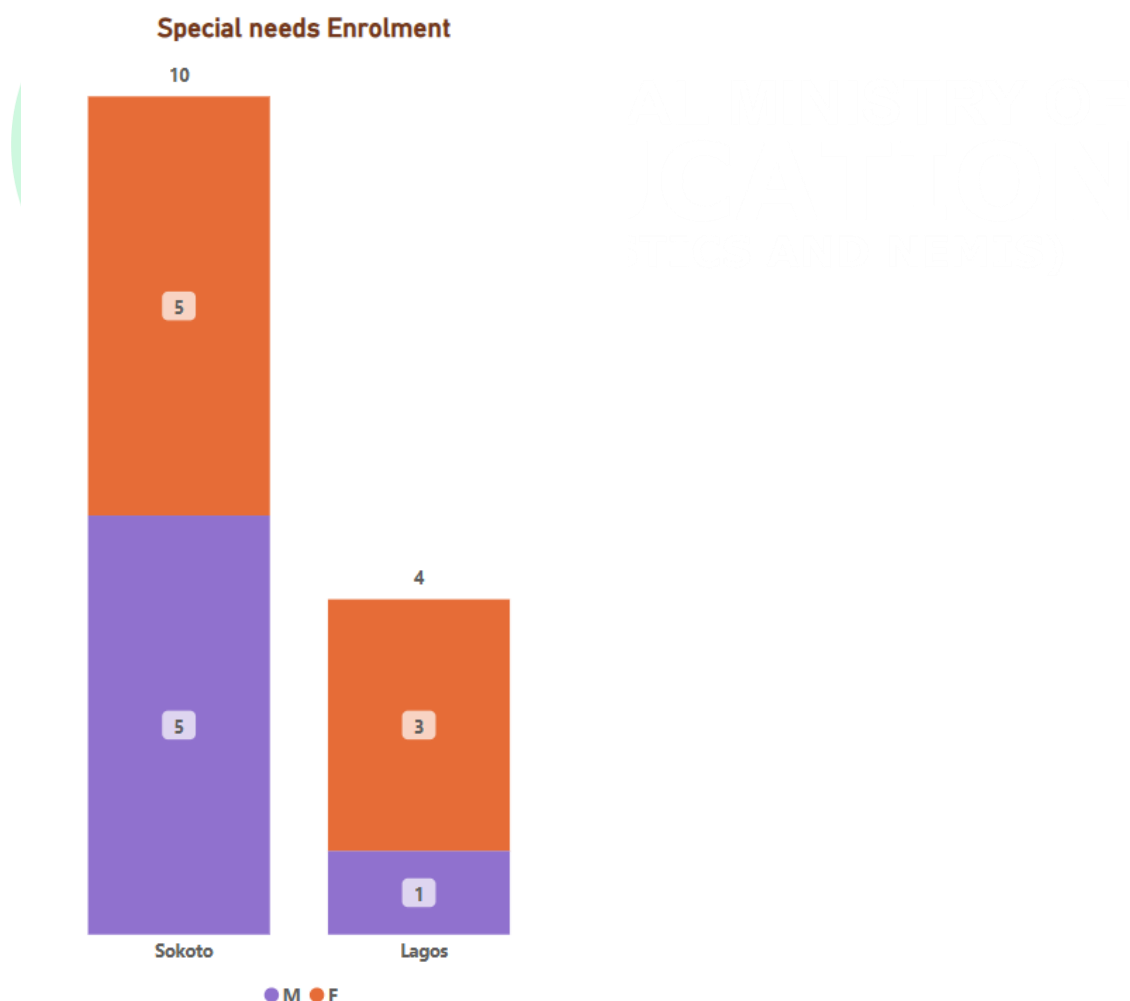


2. Special Needs

The data show very limited to no reported special needs learners across various categories (sight, hearing, mobility, memory, self-care, and communication) and age groups. The only instance of reported special needs is for "remembering" difficulties, with 2 male and 2 female learners in each of the "No Difficulties", "Some Difficulties", "Lots of Difficulties", and "Cannot Do at All" categories in one school.

Key Insights:

- **Significant Underrepresentation/Underidentification:** The near-absence of reported special needs learners strongly suggests either a severe lack of learners with functioning disabilities in these schools or, more likely, a significant issue with identifying and documenting learners with special needs.
- **Focus on 'Remembering' Difficulties:** The singular report of special needs in the "remembering" category could indicate a specific, localized issue or a particular focus of identification in that school, contrasting with the general trend.



3. School Safety

Schools generally report having some safety measures in place. Many have School-Based Management Committees (SBMCs), guidelines for staff and learners, crisis action plans, and awareness campaigns. There's a notable presence of basic facilities like WASH, toilets, and electricity. However, some schools lack full fencing or functional gates. Most schools reported not experiencing recent attacks .

Key Insights:

- **Commitment to Safety Frameworks:** The widespread presence of SBMCs, guidelines, and action plans indicates an institutional commitment to school safety frameworks.
- **Infrastructure Gaps:** While essential facilities are present, deficiencies in fencing and gates in some schools could pose security vulnerabilities.
- **Limited Exposure to Direct Threats (Reported):** The majority of schools not reporting recent attacks or natural hazards suggests a relatively stable environment or, again, potential underreporting of minor incidents. The mention of "natural hazards" for one school warrants further investigation into the specific types and impacts.

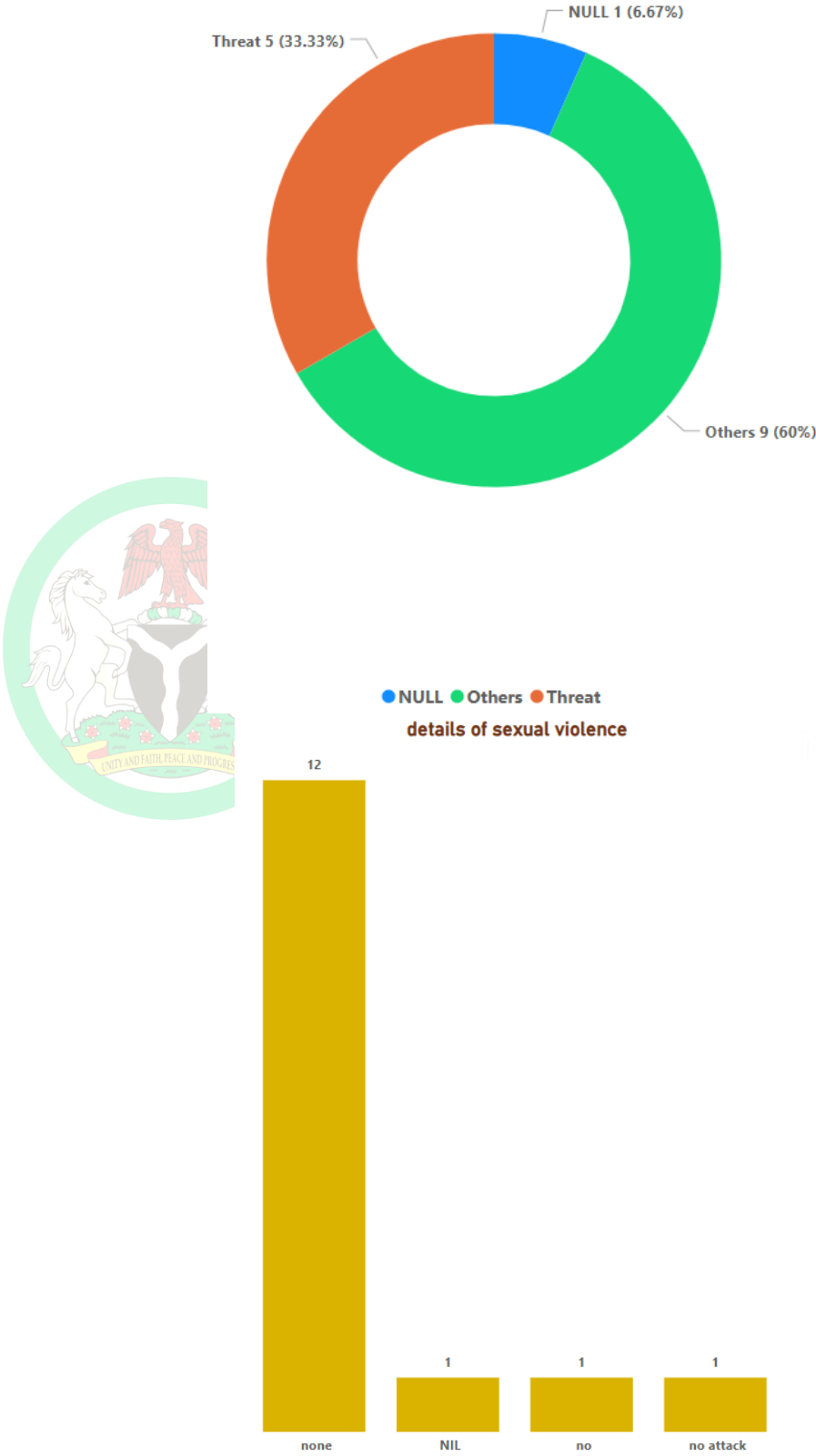
4. Learner Recruitment

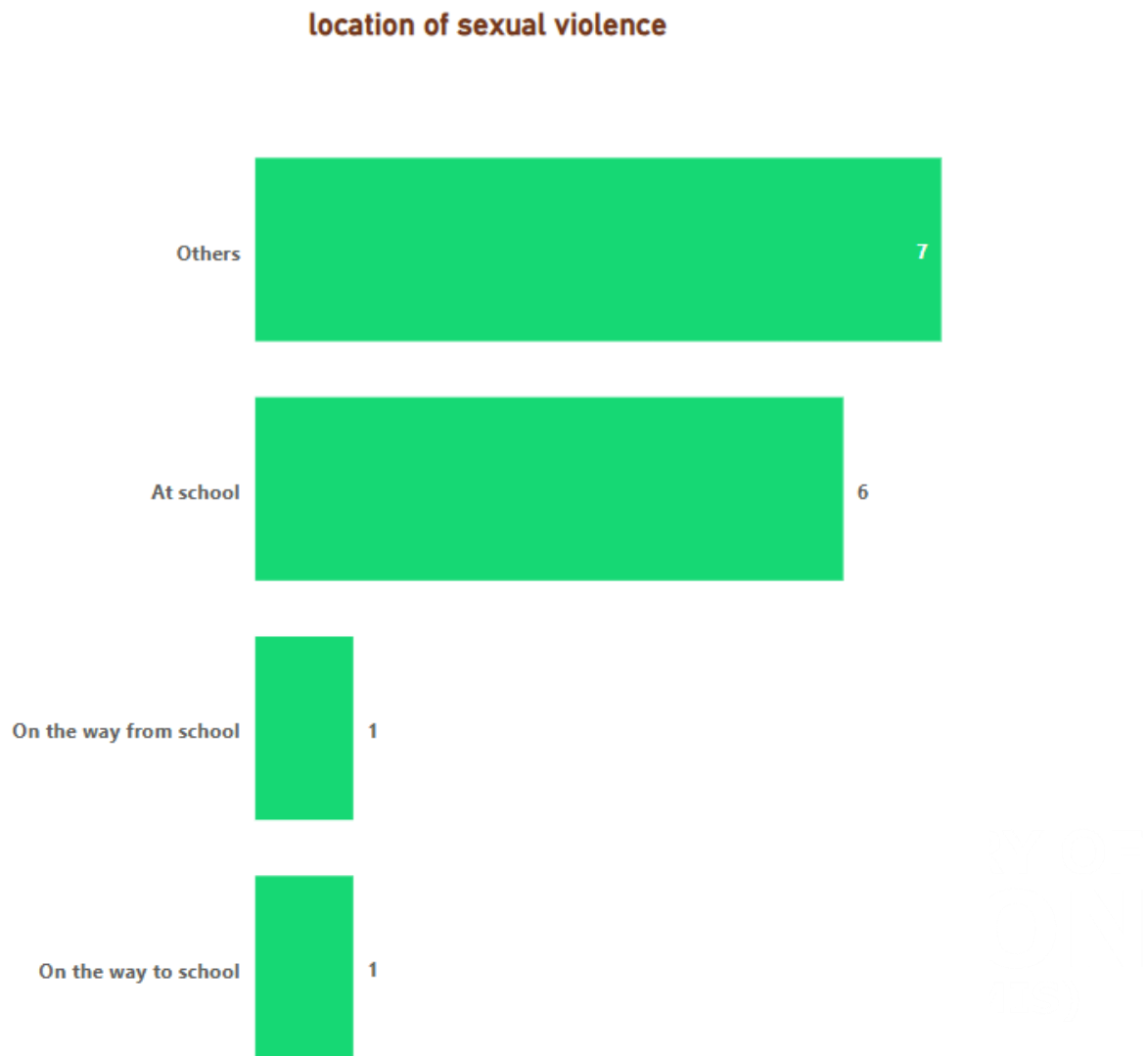
The data on learner recruitment indicates "Others" as the primary recruitment type, with "none" specified for details. Sexual violence is reported, with "Threat" being a listed type of sexual violence, occurring "On the way from school." Another school reported NULL for sexual violence types but "At school" as the location. The numerical fields for recruitment and sexual violence by age group are predominantly zero.

Key Insights:

- **Vague Recruitment Practices:** The "Others" classification for recruitment types with no further details provides little clarity on how learners are actually recruited.
- **Off-Campus Sexual Violence Concerns:** The explicit mention of "Threat" as sexual violence occurring "On the way from school" highlights significant safety concerns for learners outside school premises.
- **Potential Underreporting of Sexual Violence:** The overwhelming zeroes in the age-disaggregated sexual violence data, despite reports of "Threat," suggest that specific incidents or detailed victim demographics are either not being recorded or are absent from the dataset.

Sexual Violence

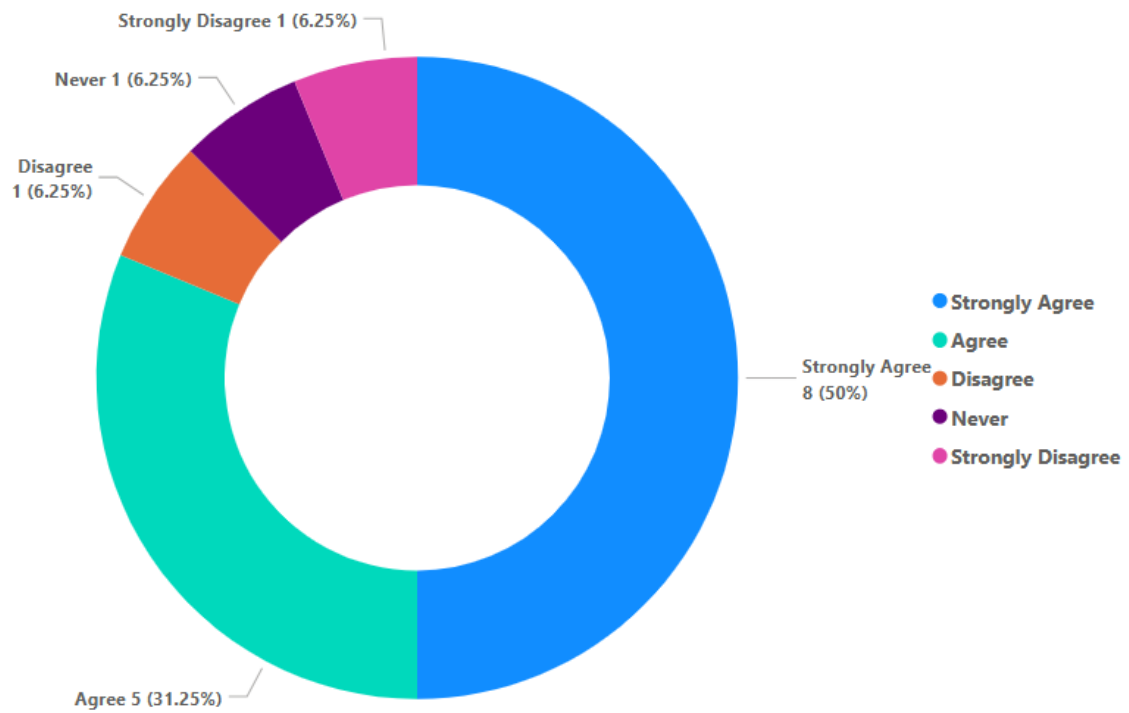




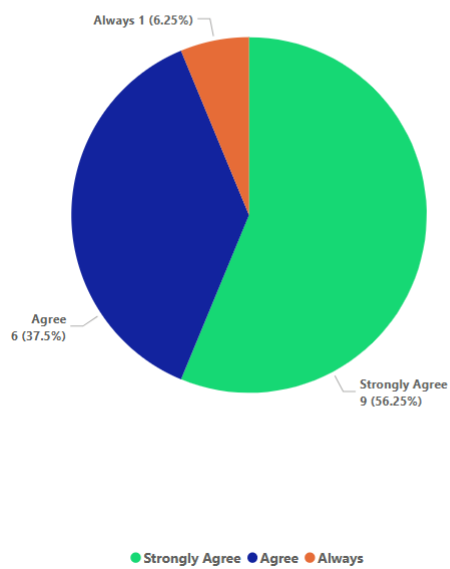
5. Violence

Responses regarding violence and safety perceptions are mixed. While many schools "Strongly Agree" or "Agree" that the school is safe and that bullying (teacher and learner), SGBV, and fighting are present, some schools also indicate that a professional code of conduct is not implemented and emergency preparedness is lacking. Cyberbullying is often reported as "Neither" or "Disagree," suggesting it's less prevalent or less recognized. Some schools report that bullying and SGBV are present, but also indicate that professional conduct is "Strongly Agree," which could be contradictory.

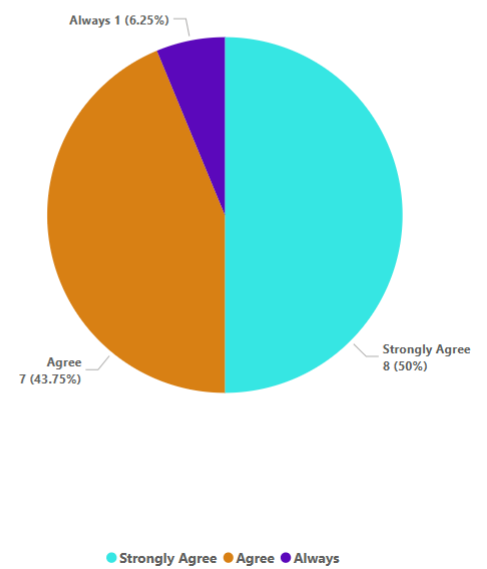
There is nowhere in your school where you feel unsafe.



Learners feel comfortable reporting bullying to a teacher



When bullying occurs, it is dealt with quickly and fairly



Key Insights:

- **Perceived Safety vs. Reality of Violence:** There's a curious dichotomy where schools perceive themselves as safe ("Strongly Agree" for unsafe conditions being present is confusingly worded in the raw data, implying they *agree* with unsafe conditions existing), yet various forms of violence, including bullying and SGBV, are also acknowledged as present. This might suggest a normalization of certain types of violence or a disconnect in perception.
- **Cyberbullying as a Lesser Concern:** Cyberbullying appears to be less recognized or prevalent compared to other forms of violence.
- **Inconsistencies in Policy Implementation:** The presence of violence alongside strong agreement on professional conduct and emergency preparedness points to potential gaps in the *effective implementation* of policies rather than their mere existence.

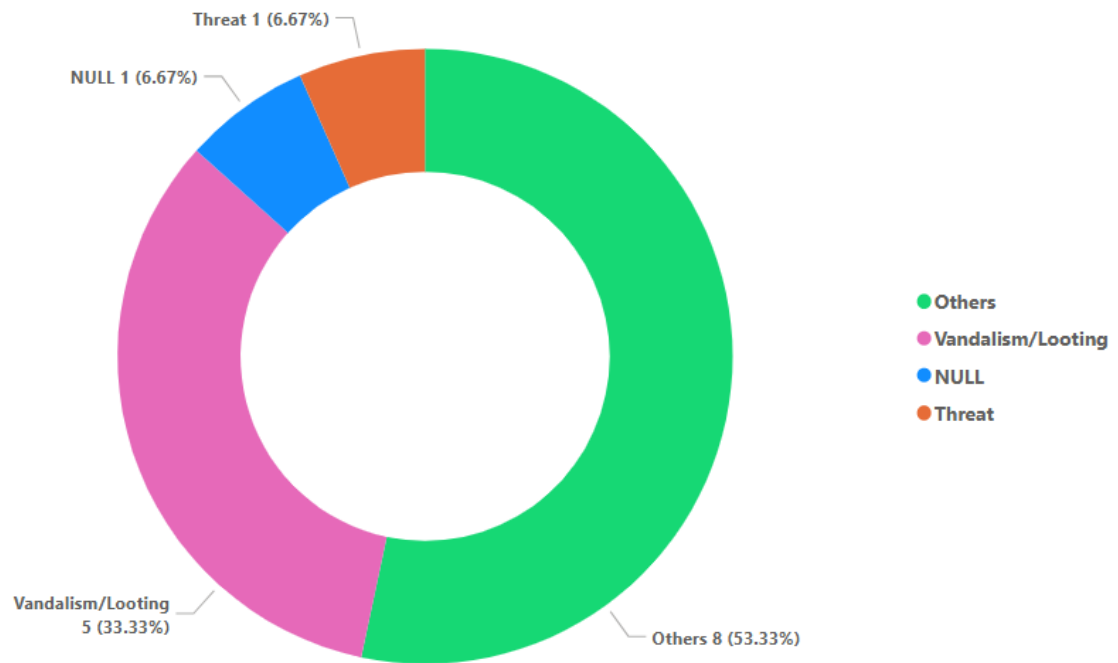
6. School Attacks

"Others" and "Vandalism/Looting" are the common types of attacks. Actors are often unspecified ("NULL"). Motives include "Learner to learner bullying" in one case. Attacks predominantly occur "Morning" or "Night" and "At school." Schools are typically located in "Town centre" or "Farmlands." Proximity to security forces (Police barracks/station, Vigilante, Army barracks) and health facilities varies from 0 to 5 kilometers, with some schools indicating no emergency training.

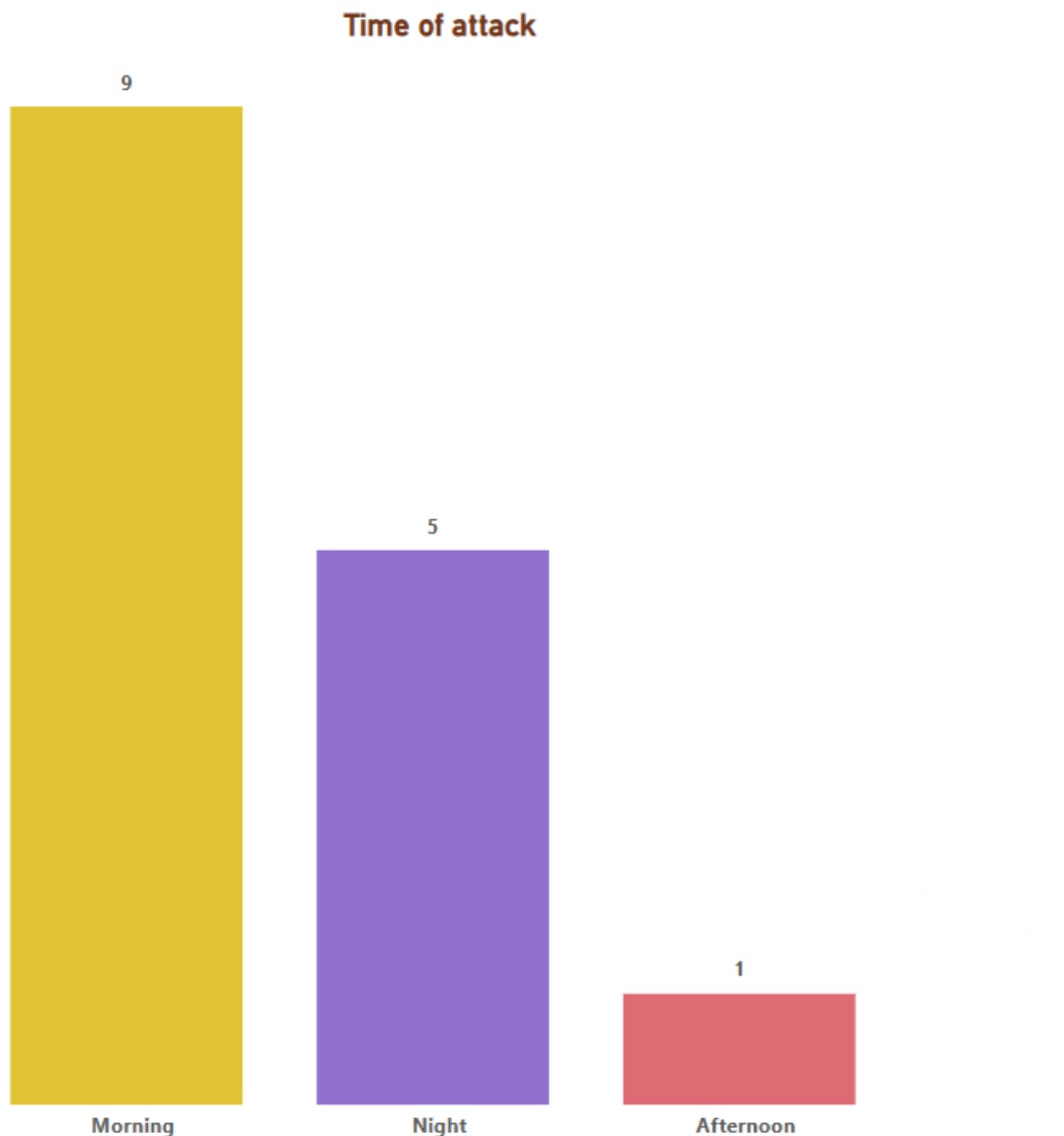
Key Insights:

- **Dominance of Vandalism/Looting and Bullying-Related Incidents:** The types of attacks suggest property crime and internal conflicts (bullying) are more common than larger-scale external assaults.
- **Vague Actor Information:** The frequent "NULL" for actors indicates a challenge in identifying perpetrators, which can hinder accountability and prevention efforts.
- **Variable Security Proximity and Emergency Preparedness:** While most schools are within a few kilometers of security or health facilities, the lack of emergency training in some instances is a critical gap, making them vulnerable even with nearby resources.

Form of attack on educational facility



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7. Teacher Availability

The data reveals a varying male-to-female teacher ratio across schools. While most schools report no teachers with special needs training for various disabilities, one school (LAGOS CITY SENIOR COLLEGE) reports 2 female teachers with self-care difficulties and 2 female teachers with communication difficulties. Psychosocial Support Services (PSS), Education Support Services (ESS), and Emergency Education Management (EEM) are generally reported as "No" for availability, with some schools having zero counts for male and female learners/teachers receiving such support. Unsafe transport for teachers is consistently reported as "No."

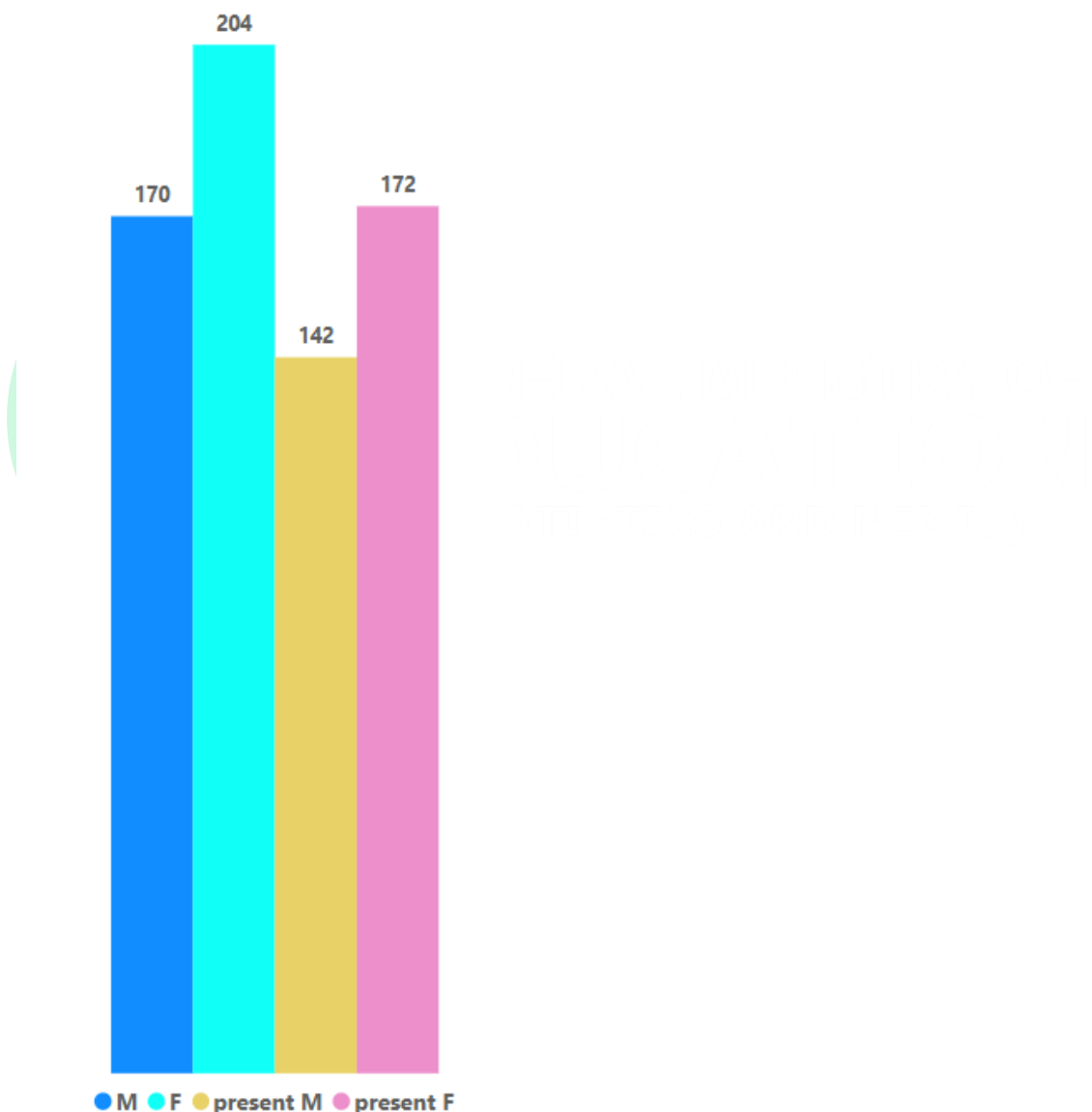
Key Insights:

- **Acute Shortage of Special Needs Teachers:** The near-complete absence of reported special needs teachers for various disabilities highlights a critical deficit in inclusive education support. The exception for LAGOS

CITY SENIOR COLLEGE might indicate a specific program or recognition of needs there.

- **Lack of Support Services:** The consistent "No" for PSS, ESS, and EEM across multiple schools indicates a significant gap in crucial support systems for both learners and teachers, especially important in potentially volatile environments.
- **Teacher Transport Perceived as Safe:** The consistent "No" for unsafe teacher transport is a positive observation, though it should be considered in context of other safety concerns.

Teacher Availability



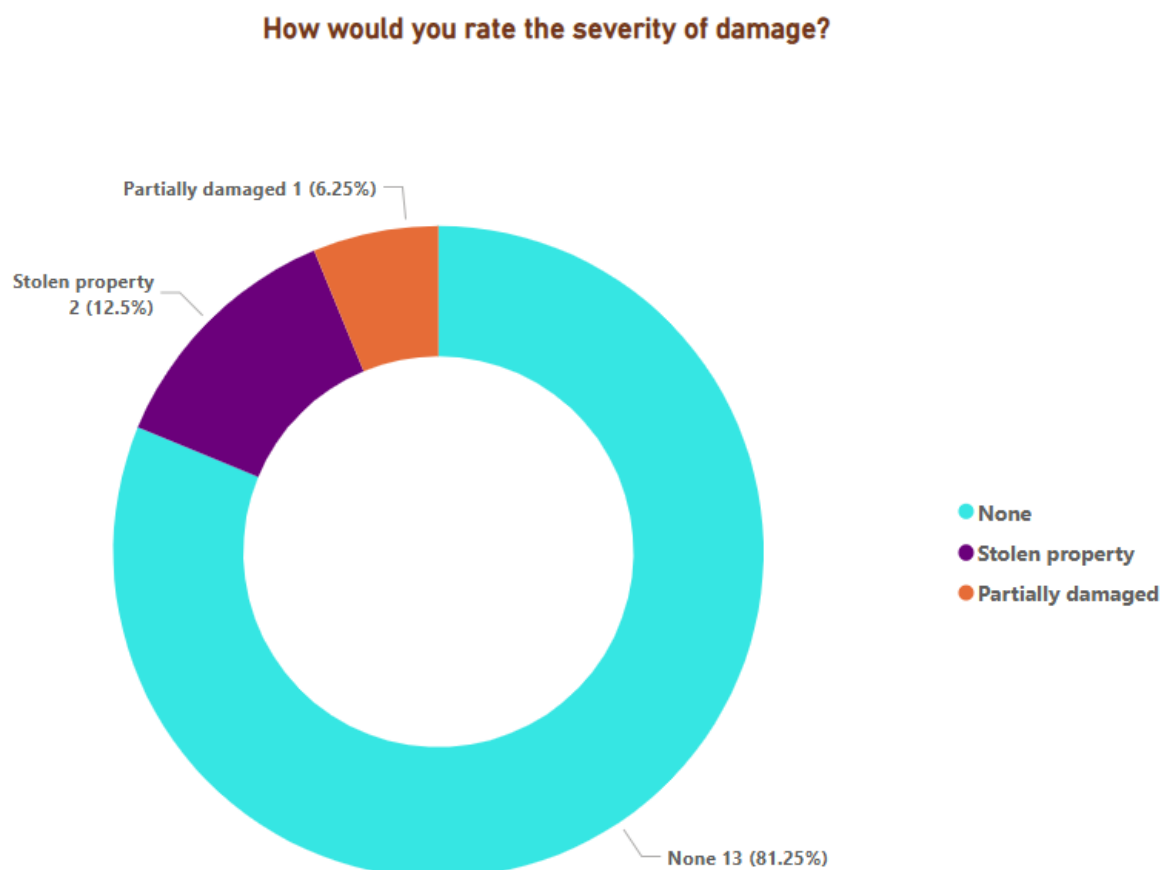
8. Damage to School

The data indicates varying degrees of damage to school infrastructure. Schools reported "Stolen property" as a type of incident. Most reported damages are to classrooms, windows, desks, and chairs, with varying severities and numbers of

items affected. Other inventories like libraries, dispensaries, stores, farms, hostels, toilets, quarters, vehicles, water sources, electricity, fences, labs, and buildings also show some damage. Incident reporting is inconsistent, with some incidents reported and others not.

Key Insights:

- **Widespread Infrastructure Deterioration:** The recurring reports of damage to fundamental components like classrooms, windows, desks, and chairs across different schools suggest a systemic issue of inadequate maintenance or vulnerability to incidents.
- **Theft as a Component of Damage:** The mention of "Stolen property" indicates that not all damage is accidental or environmental; theft is also a factor affecting school resources.
- **Inconsistent Reporting:** The variability in whether incidents are "reported" or not suggests a lack of standardized reporting mechanisms or an inconsistent approach to documenting damage.



9. Impact of Attack

The data primarily shows "Don't Know" or "No" for the impact of attacks on enrollment, dropouts, and overcrowding. There are no reported incidents of kidnapping, injury, arrest, or detention of learners or teachers due to attacks across the schools in this dataset. One school reported initial enrollment numbers but no specific impact on dropouts.

Key Insights:

- **Limited Quantifiable Impact on Enrollment/Dropouts:** The lack of concrete data on the impact of attacks on enrollment or dropout rates could mean that attacks are not severe enough to cause significant demographic shifts, more likely, that the methods for tracking these impacts are insufficient.
- **Absence of Major Attack Casualties (Reported):** The complete absence of reported kidnappings, injuries, or arrests of individuals due to attacks suggests that the nature of attacks, as recorded in this dataset, might be less directly harmful to personnel. This aligns with "vandalism/looting" being a common attack type.

10. Policies and Referral Processes

Most schools report having safeguarding guidelines, codes of conduct for both learners and staff, and anti-bullying policies. Knowledge of cyberbullying policies and policies on weapons/drugs/alcohol is also common. Referral pathways and mechanisms for anonymous reporting are generally in place, with links to local clinics, social workers, and security agencies. However, learner involvement in policy creation is not consistently reported ("No" in some instances).

Key Insights:

- **Strong Policy Foundations:** Schools demonstrate a good foundation of documented policies and codes of conduct aimed at ensuring safety and order.
- **Established Referral Networks:** The presence of referral pathways to external services (clinics, social workers, security agencies) is a positive indicator of support infrastructure.
- **Gap in Learner Participation:** The inconsistency in learner involvement in policy creation suggests a potential missed opportunity for fostering a sense of ownership and relevance among learners in safety initiatives.

11. Positive Attitude

Teacher attitudes generally appear positive, with frequent responses of "Often" or "Always" for being happy, respectful, friendly, caring, approachable, and proud. Teachers also often engage in community activities. However, eligibility for professional development and informative/engaging/creative teaching methods receive slightly more mixed responses ("Sometimes," "Never").

Key Insights:

- **Positive Teacher Morale and Environment:** The data suggests a generally positive and supportive environment within the schools, with teachers exhibiting positive attitudes and engagement.
- **Areas for Professional Development:** The slightly less consistent "Always" for professional development, informative, engaging, and creative teaching points to potential areas where further investment could enhance teaching quality.
- **Community Engagement:** Teachers' frequent involvement in community activities is a strong asset, suggesting schools are integrated within their communities.

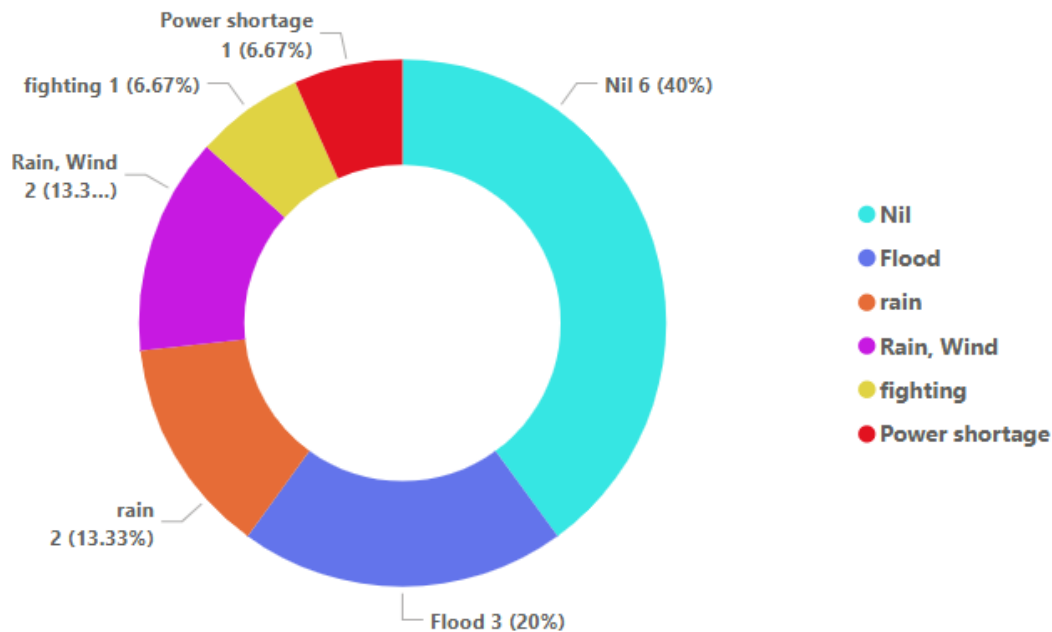
12. Hazards

Common hazards reported include "Rain," "Wind," "Power shortage," and "fighting." The entities harmed are primarily "Learners and Staff," with additional details like "roofs are blown away" and "drainages get blocked." Control measures vary from "Nil" to "merged classes" and "Report to the government." "Further action" often involves government intervention or creating/clearing drainages.

Key Insights:

- **Environmental and Infrastructure Vulnerabilities:** "Rain" and "Wind" indicate susceptibility to natural elements, leading to damage like blown roofs and blocked drainages, highlighting infrastructure vulnerabilities.
- **Operational Challenges:** "Power shortage" is a significant operational hazard, impacting the learning environment.
- **Internal Social Issues:** "Fighting" is identified as a hazard, reinforcing the presence of internal conflicts within schools.
- **Reliance on External Intervention:** The reliance on "State Government" for control measures and further actions, especially for significant issues like rainfall impacts, suggests a need for more localized or immediate response mechanisms.

What are the hazards?



In summary, while the surveyed schools appear to have a good foundation of safety policies and generally positive teacher attitudes, there are significant areas for improvement, particularly concerning the identification and support of special needs learners, detailed tracking of violence and its impact, and addressing infrastructure vulnerabilities to environmental hazards. The data also suggests a need for more detailed reporting mechanisms across various aspects of school operations and safety.