



Minimum Standards for Safe Schools in Nigeria



Monitoring Report
July - December 2023



Foreword

On 14 April 2014, the world was shaken by the abduction of learners from Chibok in North-east Nigeria. This harrowing event brought global attention to the vulnerabilities children face in conflict zones, particularly regarding their right to education. As Nigeria marks the tenth anniversary of this tragic event, the country is recovering from another abduction of schoolchildren in Kaduna state in March of this year. *Minimum Standards for Safe Schools in Nigeria: Monitoring report July - December 2023* summarizes the results of an assessment conducted in 2023 to systematically evaluate the operational status of the Minimum Standards in Nigeria. The release of this report is timely, as it provides critical evidence to support our reflection on the progress made, as well as the challenges that persist in ensuring the safety of children and schools in Nigeria.

Nigeria's achievements in advancing education, including increasing primary school attendance and gender parity, remain threatened by tangible risks to children's safety. Protracted conflict in the North-east and growing hostilities in the North-west have led to continued attacks on educational institutions, resulting in the abduction and killing of children and teachers. Tensions are further heightened by extreme weather events and natural disasters, which are accelerated by climate change and disproportionately impede children's rights to health, safety and education. As this report shows, the necessary infrastructure, resources and capacity to prevent and respond to these calamities are severely lacking. Schools are thus forced to close, disrupting children's learning and increasing their likelihood of dropout, early marriage, gender-based violence and recruitment into armed groups.

Education is one of the most effective investments that a country can make to interrupt these intergenerational cycles of conflict, trauma and poverty. Inclusive, safe, quality learning is pivotal to achieving all 17 of the Sustainable Development Goals, from eliminating gender inequality to enabling decent work and economic growth. However, to unlock these protective benefits, children, parents and communities must be able to trust that schools will keep children safe from all forms of violence while fulfilling their right to education and helping to build a culture of peace. The social contract between educational institutions and the communities they serve must be restored.

Nigeria has taken commendable steps to institutionalize a commitment to school safety by endorsing the Safe Schools Declaration and developing policies and frameworks, such as the Minimum Standards for Safe Schools, to guide its domestication. UNICEF's global education strategy and our Country Programme in Nigeria both recognize the interdependency of outcomes, including that safe spaces, prevention of violence and fulfilment of children's basic needs contribute to delivering quality education. I therefore call on the government to urgently prioritize further interventions and funding to scale up safe school efforts in every school across the country. On behalf of UNICEF Nigeria, I also reiterate our commitment to continuing to support the Federal Ministry of Education, state and local education authorities, communities and schools to realize safe, inclusive, quality education for every child.



A handwritten signature in blue ink, appearing to read 'Cristian Munduate'.

Cristian Munduate
UNICEF Representative
Nigeria

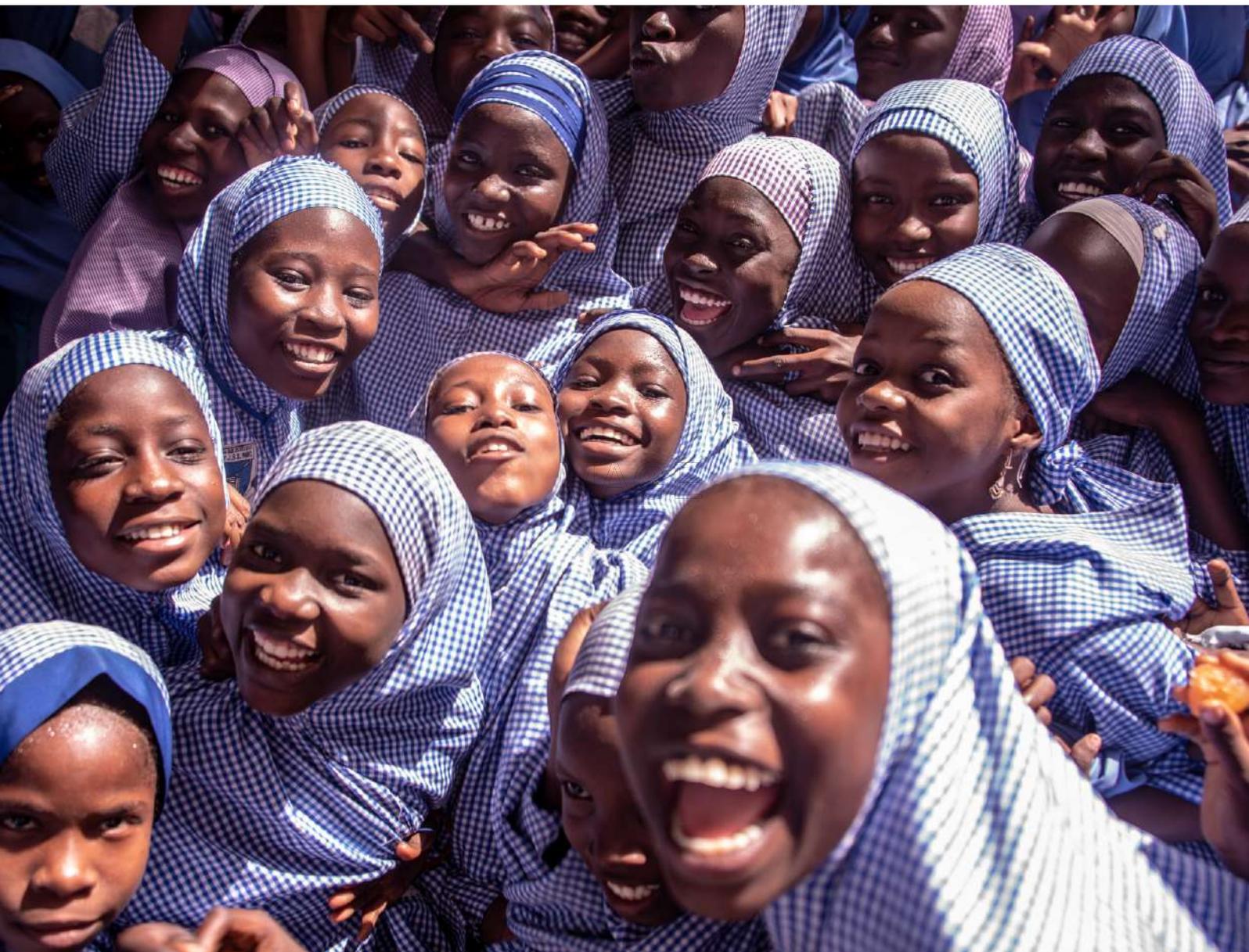
Acknowledgements

UNICEF expresses its gratitude to the Federal Ministry of Education (FME) and the Universal Basic Education Commission (UBEC) for their continued partnership in implementing the Minimum Standards for Safe Schools. We would also like to thank the Ministries of Education in the participating states and the EMIS officers who supported the field-level data collection, as well as the schools that participated in this pilot phase of monitoring the implementation of the Minimum Standards for Safe Schools.

We acknowledge and appreciate iTech Mission Private Limited (iTM) for their support in developing the data collection tools and corresponding

dashboard, as well as the UNICEF Field Office colleagues and members of the Education in Emergencies Working Group (EiEWG) who reviewed and provided valuable feedback on the tools.

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Executive summary

Despite advancements in education access and strides towards gender parity, children's right to education in Nigeria faces significant challenges. Persisting conflict in the North-east, escalating tensions in the North-west, and the widespread impact of climate change jeopardize children's safety and ability to learn. Nigeria has committed to safeguarding educational environments through various policies, notably the Minimum Standards for Safe Schools (MSSS). These standards define the essential conditions for ensuring children's safety in educational settings.

In alignment with its mission to bolster government efforts in enhancing school safety, UNICEF has devised a monitoring tool to evaluate the application of these standards in schools. This tool, consistent with the MSSS's six result areas—strong school systems, violence against children, natural hazards, conflict, everyday hazards, and safe school infrastructure—was piloted across ten states. This initiative encompassed two phases of monitoring in 2023, reviewing 5,993 and 6,638 schools, respectively. An analysis of the collected data provided insights into the adoption of each standard and the overall implementation at both the state and school levels.

The monitoring reveals a significant gap between policy formulation and its execution. Despite widespread recognition of the MSSS goals and a commitment at the school level, more profound efforts are essential for states to translate this commitment into action. The end of 2023 saw only nine out of 21 standards substantially met, with an overall achievement rate of 42 per cent across the designated result areas. The degree of standard implementation varied significantly by state, with some, such as Kaduna, meeting as few as five standards and others, like Borno, achieving up to 15. However, only 17 per cent of monitored schools reached a compliance level of at least 70 per cent, indicating comprehensive fulfillment of the standards.

Urgent action is required to address deficiencies in several areas, notably in safe school infrastructure, everyday hazards, natural hazards, and conflict. Priorities include enhancing the physical safety and

accessibility of educational facilities, adherence to security and building guidelines, and improving the availability of essential services such as nutrition and WASH. Additionally, the development of early warning systems and the fortification of violence prevention measures en route to and from school demand attention.

To bridge these gaps, it is imperative to conduct detailed and regular monitoring of the MSSS, allowing national and state entities to tailor interventions to the nuanced needs of different regions and individual schools. Furthermore, it is crucial to secure additional funding, especially for those states and schools demonstrating the most significant need. Transparency, accountability, and inclusive decision-making necessitate that all stakeholders in the education sector have access to comprehensive information regarding the status of school safety.







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Acronyms

CCRI

Children's Climate Risk Index

EMIS

Education Management Information System

FME

Federal Ministry of Education

GBV

Gender-based violence

GCPEA

Global Coalition to Protect Education from Attack

JSS

Junior Secondary School

LGA

Local Government Area

MICS

Multiple Indicator Cluster Survey

MSSS

Minimum Standards for Safe Schools

NBS

National Bureau of Statistics

NPSSVFS

National Policy on Safety, Security and Violence-Free Schools

PS

Primary School

RA

Result Area

SBMC

School-based Management Committee

SRGBV

School-related Gender-based Violence

SSD

Safe Schools Declaration

SSS

Senior Secondary School

UBEC

Universal Basic Education Commission

VAC

Violence Against Children

WASH

Water, Sanitation and Health

Background

Nigeria, with its population of approximately 110 million children, is among the countries with the fastest-growing populations globally.¹ However, the educational landscape is marred by significant challenges: 10.2 million children of primary school age and another 8.1 million of junior secondary school age² are out of school, predominantly in the northern regions.³ Factors contributing to this situation include inadequate investment in education, insufficient infrastructure, and suboptimal learning outcomes, further compounded by safety risks to children. The North-east is plagued by protracted conflicts, and the North-west faces escalating hostilities, affecting around 6 million children⁴ living in conditions of extreme poverty, conflict, insecurity, and displacement. The spotlight on attacks against education intensified post-2014 following the abduction of 276 girls from their school in Chibok, Borno state⁵, with subsequent attacks underscoring a disturbing trend of targeted abductions of learners and teachers, spreading fear across numerous zones and leaving families wary of sending their children to school.

Furthermore, the vulnerability of schools to the adverse effects of climate change is growing. Nigeria's high score of 8.5 on the Children's Climate Risk Index (CCRI)⁶ signifies extreme exposure and susceptibility of its youth to climate and

environmental shocks, including wildfires, extreme heat, wind erosion, deforestation, drought, and flooding.

The Federal Government of Nigeria has endeavored to create safer educational environments, evident in its commitment to the Safe Schools Declaration (SSD)⁷ and the formulation of the National Policy on Safety, Security, and Violence-Free Schools with its Implementing Guidelines in 2021.⁸ This was further augmented by the Federal Ministry of Education (FME) developing the Minimum Standards for Safe Schools (MSSS)⁹ in the same year, delineating the essential conditions schools must satisfy to safeguard children from various threats. Nonetheless, a comprehensive mechanism for monitoring the MSSS implementation, identifying progress and pinpointing areas needing improvement, has been lacking.

UNICEF collaborates with federal, state, and local governments, as well as schools and communities, to bolster the safety and security of learning environments through initiatives focused on crisis-responsive education planning, coordinated response strategies, budgetary support, systemic capacity building, and sensitization. In 2023, UNICEF introduced a monitoring tool designed to assess the application of the MSSS at the school level in Nigeria, aligning with the MSSS's six result areas:





Strong School System:

This result area has five standards which address the following:

- Institutional commitment to a safe, secure, violence-free learning environment (presence of school-based management committee trained on safe schools, safety committee and/or school safety focal point).
- Staff training on roles in conflict and natural hazards.
- Implementation of a safe school monitoring system.



Violence Against Children:

This result area has four standards which address:

- School activities to prevent violence against children at home, on the way to school, and within the school.
- Schools' ability to respond to concerns about children's well-being.



Natural Hazards:

This result area has three standards which assess:

- Implementation of an early warning system to communicate threats.
- Engagement in disaster management activities (e.g., response plans, community engagement and training).
- Mitigation of the effects of natural hazards (i.e., through communication with learners and emergency services, documentation of incidents and regular inspections).



Conflict:

This result area has three standards which cover:

- Protection of schools from military use.
- Continuation of education delivery during conflict.
- Procedures for securing school premises.



Everyday Hazards:

This result area has three standards which address whether the school implements:

- Fulfilment of children's minimum nutrition needs.
- Meeting water, sanitation, and health (WASH) needs.
- Addressing health considerations through clubs, clinics, and outbreak plans.

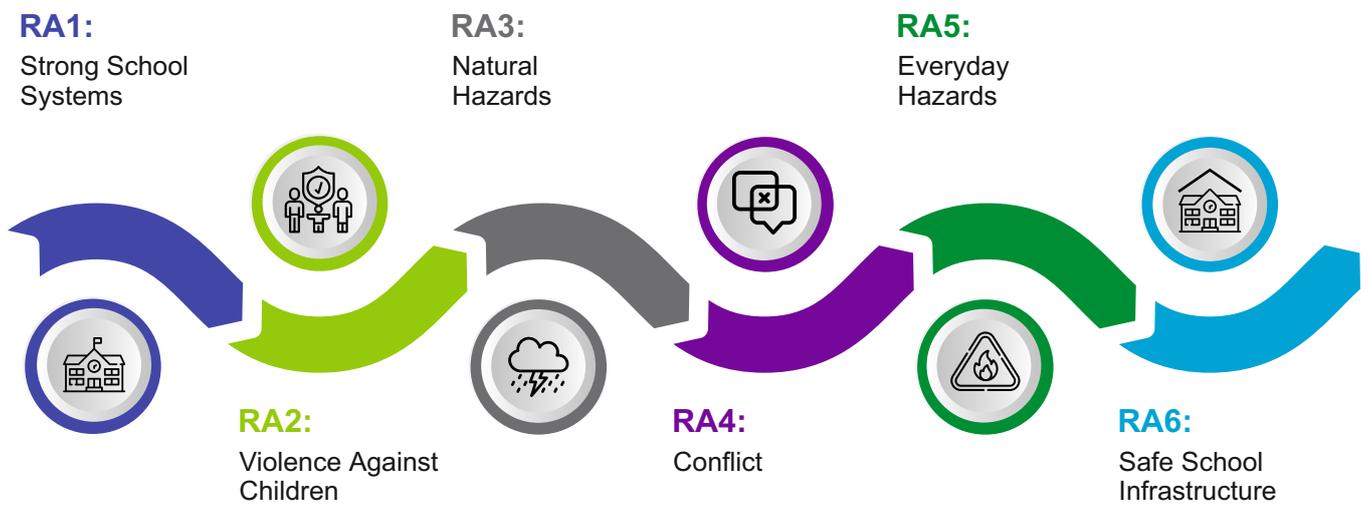


Safe School Infrastructure:

This result area has three standards which address:

- Ensuring child-friendly infrastructure (i.e., accessible furniture and equipment suitable for children's ages and developmental stages).
- Maintenance of safe infrastructure (no vandalism or damage, clear pathways, functioning and accessible toilets, and availability of safety equipment).
- Observance of building guidelines for entry and security (i.e., gate is locked, identification is checked).

Figure 1. Minimum Standards for Safe Schools Result Areas (RA)

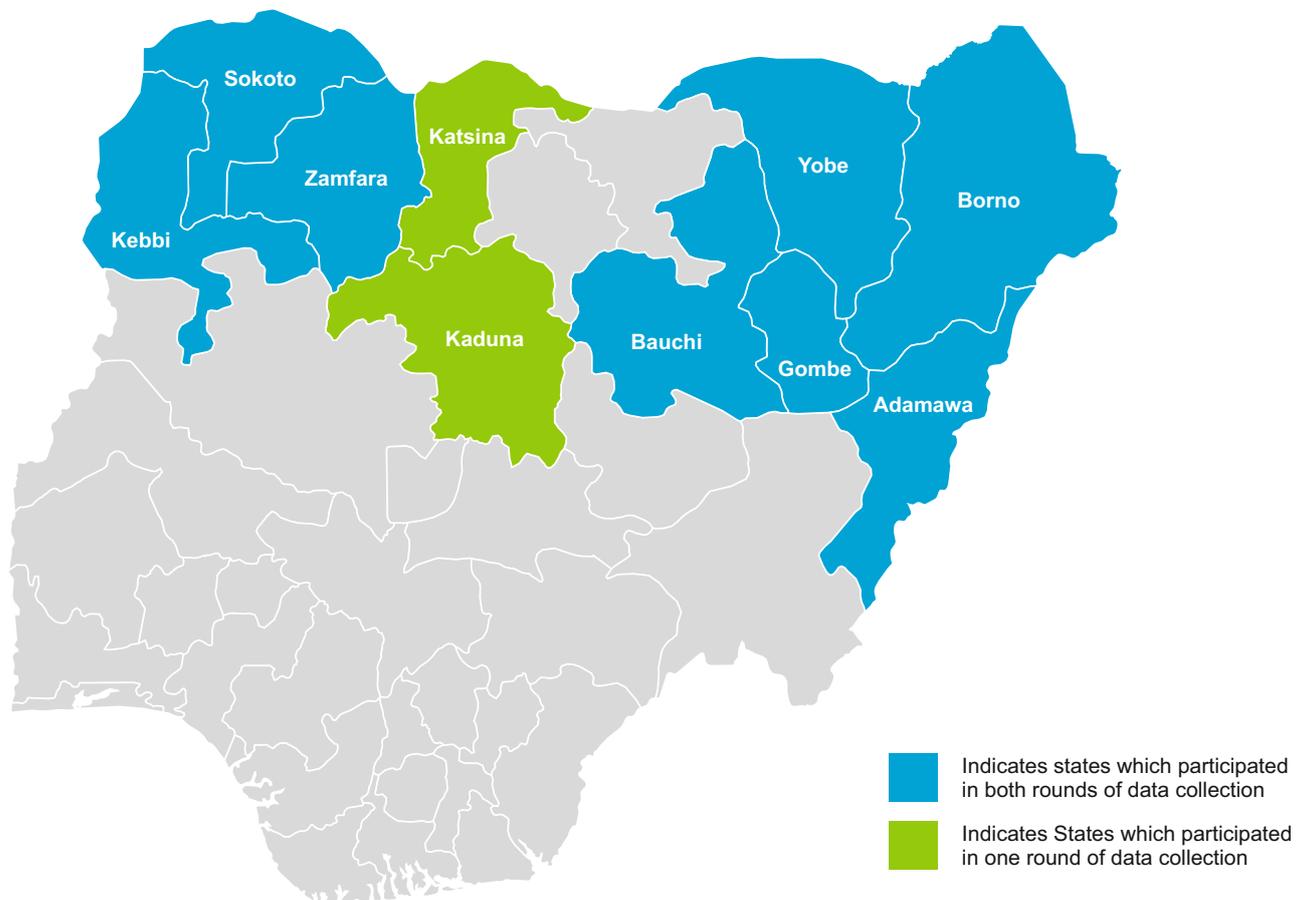


Methodology

The methodology employed involves a monitoring tool crafted as an Excel spreadsheet. In this spreadsheet, each row represents a specific school, capturing essential information such as the state, Local Government Area (LGA), school name, level, and type. Additionally, it gathers data regarding the number of learners, teachers, and School-Based Management Committee (SBMC) members within each school. The core safe school standards across different result areas are then evaluated through a series of yes/no questions, allowing for the collection of binary data to ascertain compliance with each standard (refer to Annex A for details).

The selection of participating states (Figure 2) was based on several factors: high rates of out-of-school children at both primary and junior secondary levels, threats to children's educational access due to insecurity and school attacks, ongoing UNICEF-supported safe school programmes, and the expressed interest by state governments in utilizing this tool during its pilot phase to shape their state-specific costed implementation plans for school safety. Initially, ten states were chosen for the pilot phase (Adamawa, Bauchi, Borno, Gombe, Kaduna for only the end-year, Katsina for only the mid-year, Kebbi, Sokoto, Yobe and Zamfara), with an aim to include an additional eight states by the end of 2024, contingent on the successful completion of the 2023 pilot.

Figure 2. Participating states in the mid- and end-2023 pilot of the monitoring of the MSSS



In 2023, UNICEF trained its staff in the corresponding Field Offices on how to administer the tool. These staff members worked with State Ministries of Education to identify EMIS officers to support the data collection and cascaded the training to these local enumerators. UNICEF Field Office safe school focal points oversaw the data collection at the school level.

In total, 5,993 schools were surveyed in mid-2023 (round 1), and 6,638 schools were surveyed at the end of 2023 (round 2). These surveyed schools were those where UNICEF has ongoing education programme interventions (related or not to school safety). In some states, however, such as Kebbi and

Sokoto, a much wider sample was included due to interest from state education officials and their self-nomination of the included schools. It is important to note that round 2 did not necessarily assess all of the same schools as those assessed in round 1, though the majority of the schools do overlap. Therefore, while state scores can be compared across rounds to understand broadly progress and remaining needs over time, comparison from mid- to end-2023 may not be possible at the school level in all schools. Similarly, while the results suggest patterns, progress, gaps and trends, the data was not collected from a representative sample of schools, which will be necessary in the future for more accurate interpretation and decision-making.

Table 1. Number of schools included in data collection by level and type, mid-2023

STATE	PRIMARY SCHOOL (PS)	JUNIOR SECONDARY SCHOOL (JSS)	SENIOR SECONDARY SCHOOL (SS)	PUBLIC	PRIVATE	TOTAL
Adamawa	714	4	0	717	1	718
Bauchi	339	46	2	386	1	387
Borno	138	26	2	161	5	166
Gombe	159	36	6	200	1	201
Katsina	584	0	0	584	0	584
Kebbi	1,592	213	110	1,786	129	1,915
Sokoto	937	151	3	1,090	1	1,091
Yobe	111	13	0	124	0	124
Zamfara	739	37	31	797	10	807
Total	5,313	526	154	5,845	148	5,993



Table 2. Number of schools included in data collection by level and type, end-2023

STATE	PRIMARY SCHOOL (PS)	JUNIOR SECONDARY SCHOOL (JSS)	SENIOR SECONDARY SCHOOL (SS)	PUBLIC	PRIVATE	TOTAL
Adamawa	816	1	0	816	1	817
Bauchi	353	41	1	390	5	395
Borno	132	16	0	148	0	148
Gombe	154	35	5	194	0	194
Kaduna	291	0	0	291	0	291
Kebbi	1,832	240	153	2,032	193	2,225
Sokoto	975	163	0	1,138	0	1,138
Yobe	116	12	0	128	0	128
Zamfara	1,160	73	69	1,252	50	1,302
Total	5,829	581	228	6,389	249	6,638

After completing the data collection, UNICEF Field Office safe school focal points verified the received data files from the EMIS enumerators. This verification process included confirming that in-person visits to the programme schools had taken place, addressing any data discrepancies, and conducting spot checks for consistency with their knowledge of the intervention sites. The Field Office and the Education teams in Abuja then cleaned the data, eliminating any invalid entries, such as schools for which only background data was provided without corresponding information on the minimum standards. The numbers of schools listed in Tables 1 and 2 reflect the dataset post-elimination of these invalid cases. The initial dataset from round 1 was uploaded to a data visualization dashboard, facilitating the review of results by school, LGA, and state for each collection phase, with the inclusion of data from round 2 currently in progress.

Subsequently, descriptive analysis was performed by UNICEF at the Abuja level using the Excel datasets. Each school received a comprehensive score (both the number and percentage of standards met) by result area and an overall score (the average score



across all result areas). These individual school scores contributed to calculating state-specific and aggregate scores, including:

- **Total (unweighted) average:** This began with calculating a score for each result area for every school. The arithmetic mean of these six result area scores produced a total score per school. The average of these total scores across all schools yielded an overall average score, both by state and collectively. For instance, a 30 per cent score in Adamawa suggests that, on average, schools in Adamawa are meeting 30 per cent of the standards across all result areas.
- **Average by result area:** The mean of all schools' score for each result area was calculated, both by state and overall.
- **Percentage of schools fulfilling each standard:** This percentage represents the schools, both by state and overall, that responded affirmatively to each minimum standard.

- **Average number and proportion of standards met:** This was derived by calculating the average number of standards met across all schools for each result area, taking the sum of these result-area averages, then dividing this by the total number of standards (21), for each state and overall. A school scoring 70 per cent or above is considered by UNICEF to have met the minimum standards, as achieving 70 per cent indicates a school does not score 0 per cent in more than one result area.

Data was compared across states, as well as across collection rounds (mid- to end-2023). Caution is needed in interpreting the changes in results over time because of lack of one-to-one correspondence in the monitored schools between reporting rounds (i.e., some schools were only monitored in one round). However, state-level averages and overall average scores can be interpreted broadly to indicate progress over time and remaining gaps.





Results

OVERALL AND STATE-SPECIFIC TOTAL AVERAGE SCORES

Table 3 illustrates the overall and state-specific average scores, calculated as the simple arithmetic mean across the six result areas. As an overarching trend, **schools demonstrated a minimal implementation rate of the minimum standards, with an average score of 41 per cent in mid-2023, slightly increasing to 42 per cent by the end of**

2023. This indicates that, on average, **schools are implementing fewer than half of the stipulated standards.** Detailed breakdowns of average scores by state, as depicted in Figures 3 and 4, highlight that Borno and Yobe states lead in standard implementation, whereas Sokoto falls at the lower end of the spectrum.

Table 3. Simple average score across result areas by state and data collection round

STATE	AVERAGE SCORE	
	MID-2023	END-2023
Adamawa	26%	30%
Bauchi	40%	44%
Borno	61%	70%
Gombe	60%	61%
Kaduna	N/A	25%
Katsina	54%	N/A
Kebbi	54%	60%
Sokoto	27%	26%
Yobe	62%	65%
Zamfara	21%	27%
Total	41%	42%



Figure 3. Total average score, mid- to end-2023

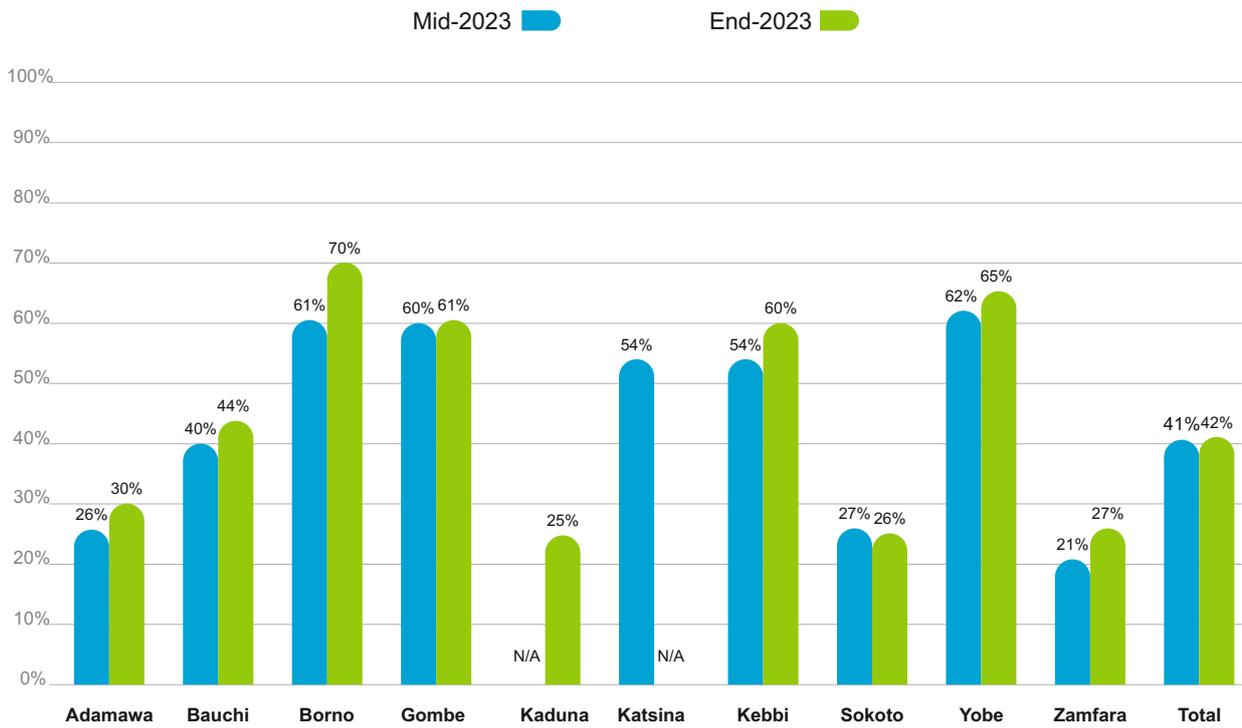
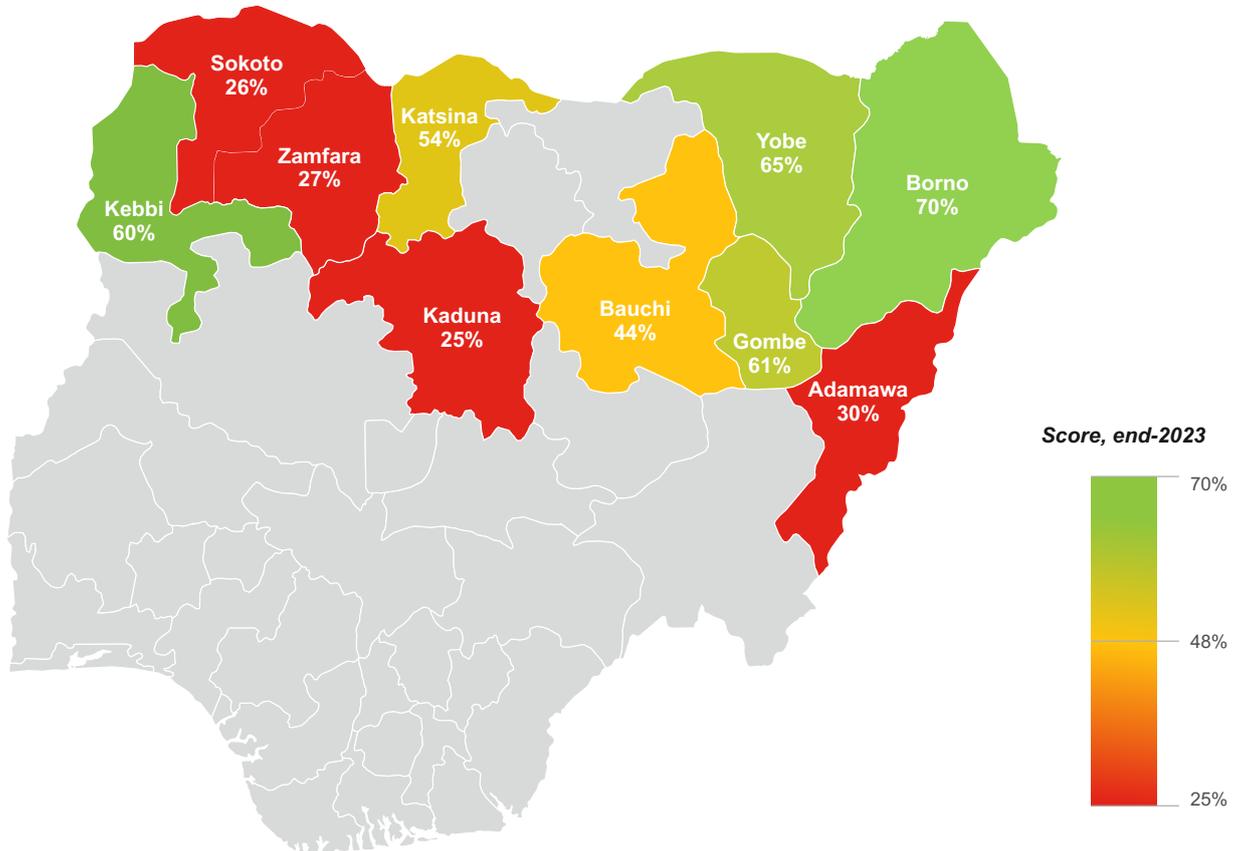


Figure 4. Average score across result area by state

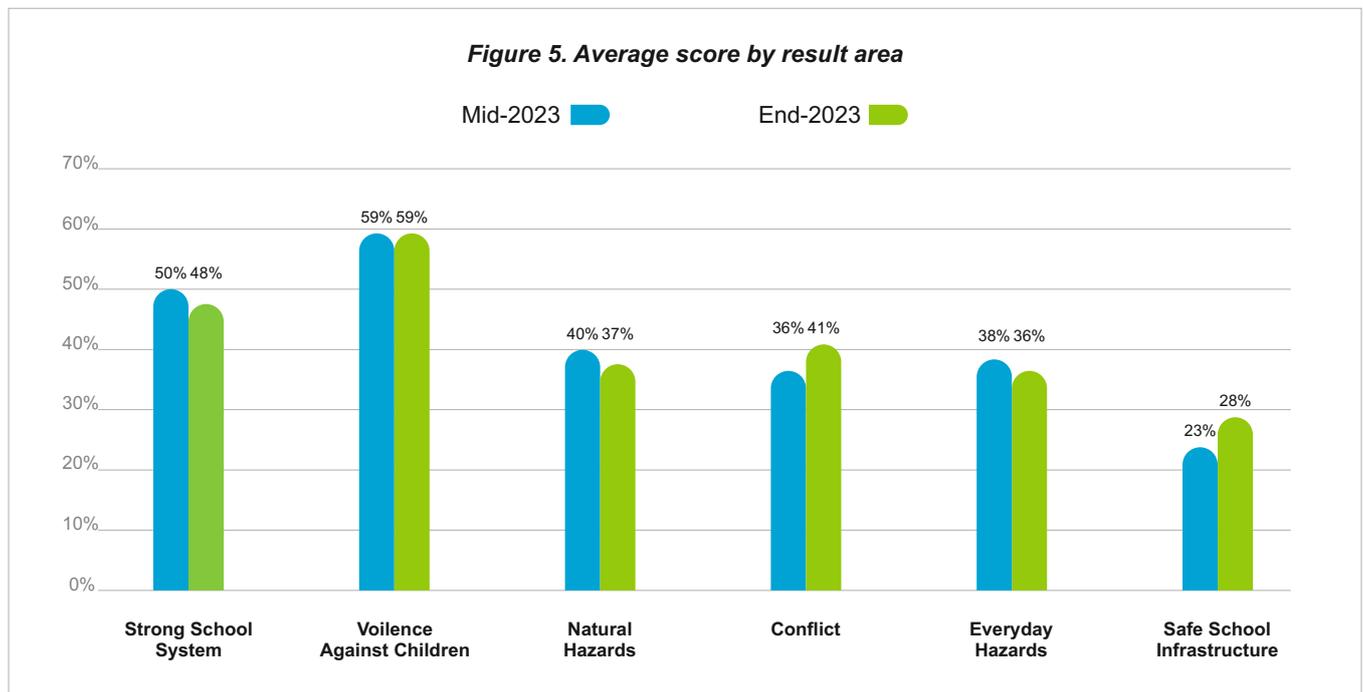


SCORES BY RESULT AREA

While the state-by-state average scores offer a snapshot of how well states are operationalizing safe school standards, they do not pinpoint specific areas where schools might require additional support. Consequently, analyzing scores by result area sheds light on average school performance across different standards.

Figure 5 reveals that, at the end of 2023, **schools scored highest on average in Result Area 2:**

Violence Against Children (59 per cent) and Result Area 1: Strong School Systems (48 per cent). However, there is a **notable deficiency in Result Area 6: Safe School Infrastructure (28 per cent), indicating significant room for improvement.** Schools also show a lack of preparedness in Result Area 3: Natural Hazards and Result Area 5: Everyday Hazards, underscoring that **no result area is fully met across Nigerian schools.**



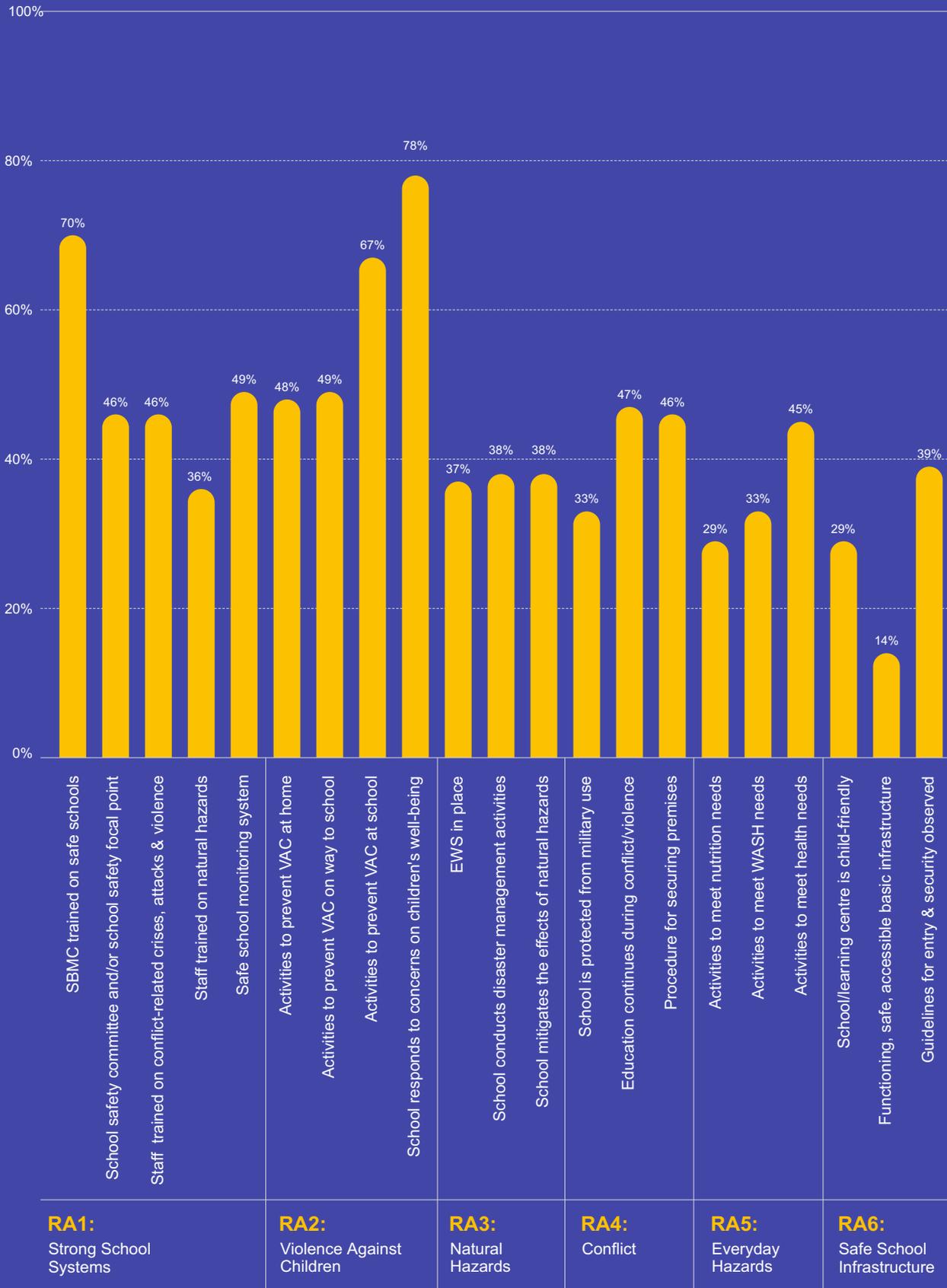
Delving deeper into each result area, the percentage of schools meeting each minimum standard (Figure 6) provides a clearer view of strengths and areas requiring urgent attention. For instance, under Result Area 1: Strong School System, **70 per cent of schools have safety-trained SBMCs, yet only 36 per cent of schools have staff trained to deal with natural hazards.** In the sphere of preventing Violence Against Children (Result Area 2), while 78 per cent of schools can address child well-being concerns and **67 per cent prevent violence at school, less than half are active in preventing violence at home (48 per cent) or during children's commute (49 per cent).**

Regarding Result Area 3: Natural Hazards, **less than 40 per cent of schools meet any individual standard, with only 37 per cent having early**

warning systems. In the context of Conflict (Result Area 4), **a mere 33 per cent of schools report measures to prevent military use, and less than half (47 per cent) manage to sustain learning during conflicts.** The performance in Result Area 5: Everyday Hazards is lowest concerning nutrition, with only **29 per cent of schools capable of meeting children's nutrition needs, and a slightly higher percentage meeting health needs (45 per cent).**

The most significant shortcomings are observed in Result Area 6, where **only 14 per cent of schools have functioning, safe, and accessible infrastructure, marking this as the least fulfilled standard of all. Only 29 per cent of schools are considered child-friendly** (e.g., with suitable furniture and materials), and only **39 per cent adhere to entry and security guidelines for visitors.**

Figure 6. Total score by standard within each result area



Differences by state were also analyzed and were found to be notably wide. Table 4 and the figures which follow therefore show how each state is faring by result area, as well as patterns across states.

For instance, in eight of the ten evaluated states (Adamawa, Bauchi, Borno, Gombe, Katsina, Kebbi, Yobe, and Zamfara), the area of Violence Against

Children (Result Area 2) received the highest score. Conversely, all states except Sokoto scored the lowest in Safe School Infrastructure. **The need for considerable enhancement in areas of Conflict, Everyday Hazards, and Safe School Infrastructure was a consistent theme across all states**, aligning with the initial result area findings.

Table 4. Average score by result area by state, end-2023

STATE	RESULT AREA						AVERAGE SCORE
	STRONG SCHOOL SYSTEM	VIOLENCE AGAINST CHILDREN	NATURAL HAZARDS	CONFLICT	EVERYDAY HAZARDS	SAFE SCHOOL INFRASTRUCTURE	
Adamawa	43%	55%	36%	21%	13%	13%	30%
Bauchi	56%	71%	50%	35%	33%	17%	44%
Borno	84%	91%	79%	70%	52%	45%	70%
Gombe	61%	91%	72%	45%	61%	37%	61%
Kaduna	0%	50%	33%	0%	67%	0%	25%
Katsina (mid-2023)	63%	89%	58%	45%	51%	17%	54%
Kebbi	70%	79%	52%	51%	64%	43%	60%
Sokoto	22%	25%	3%	67%	3%	34%	26%
Yobe	83%	86%	74%	61%	53%	33%	65%
Zamfara	36%	45%	23%	22%	20%	13%	27%
Total	48%	59%	37%	41%	36%	28%	42%

■ Score 70% and above
 ■ Score 50 – 69%
 ■ Score below 50%

Nonetheless, each state exhibits distinct strengths and challenges. While states generally score well in Violence Against Children, Sokoto notably lagged with a 25 per cent implementation rate in standards relevant to this area. Although all states showed relatively low scores in Natural Hazards (Result Area

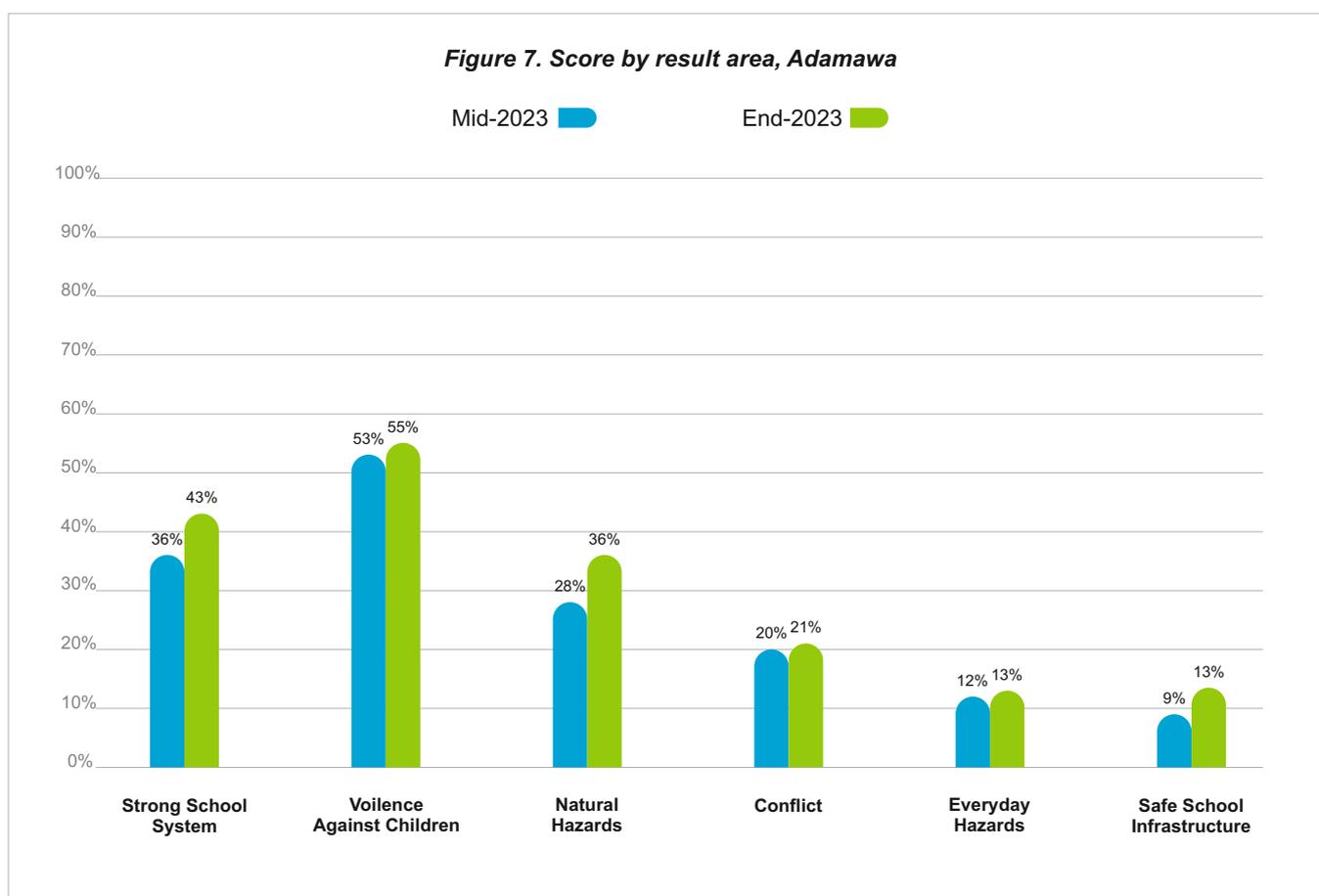
3), certain states like Adamawa, Kaduna, Sokoto, and Zamfara might need to prioritize improvements in this area to bolster children's safety. Table 4 and Figures 7 through 26 provide essential insights for state-level committees and teams to prioritize efforts based on each state's specific needs.

ADAMAWA

Adamawa's performance remained below 50 per cent across all result areas, with the exception of Violence Against Children. The most pronounced deficiencies were in Safe School Infrastructure, Everyday Hazards, and Conflict. While enhancing the school system remains important, the state's adherence to standards in Violence Against Children and the school system significantly contributes to meeting the

minimum standards. From mid- to end-2023, Adamawa showed noticeable progress in Strong School System and Natural Hazards, whereas advancements in Violence Against Children, Conflict, Everyday Hazards, and Safe School Infrastructure were less evident, with the latter two areas most notably impeding state-wide progress.

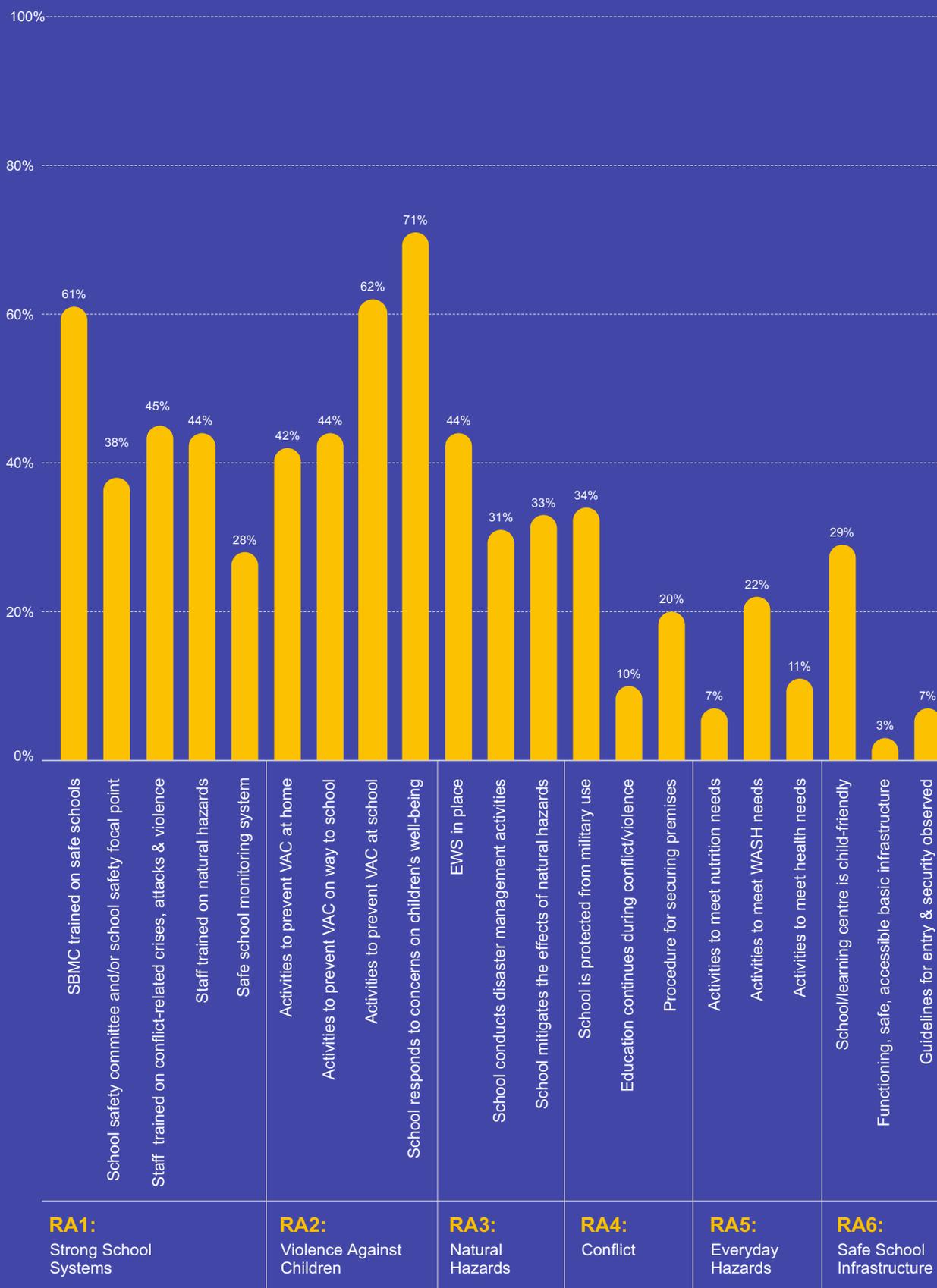
Figure 7. Score by result area, Adamawa



At the individual standard level, Adamawa struggled primarily with ensuring functional, safe, and accessible infrastructure (with only 3 per cent of schools meeting this standard), adhering to entry and security guidelines (7 per cent), implementing activities to meet children's nutritional needs (7 per cent), and addressing children's health needs (11 per

cent). The state demonstrated better performance in standards like responding to concerns about children's well-being (71 per cent of schools), preventing violence against children (VAC) at school (62 per cent), and training SBMCs on safe school protocols (61 per cent).

Figure 8. Percentage of schools meeting each standard, Adamawa

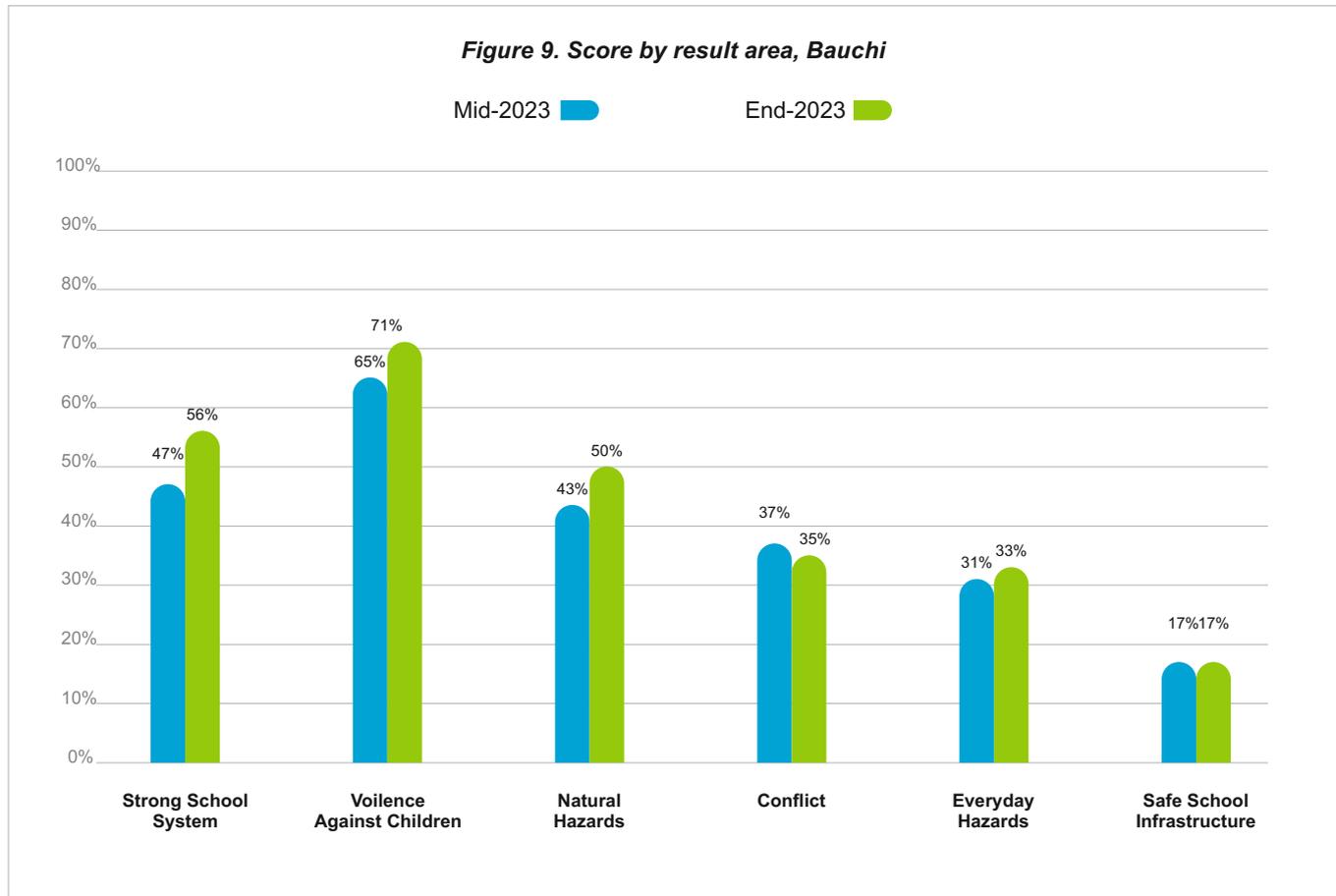


BAUCHI

Bauchi surpasses the 50 per cent mark in two result areas: Strong School System and Violence Against Children. However, there are substantial gaps in Safe School Infrastructure, Everyday Hazards, and Conflict. From mid- to end-2023, the most significant improvements were noted in the Strong School

System, Violence Against Children, and Natural Hazards. Nevertheless, the state experienced a decline in Result Area 4: Conflict and saw little to no progress in Safe School Infrastructure and Everyday Hazards.

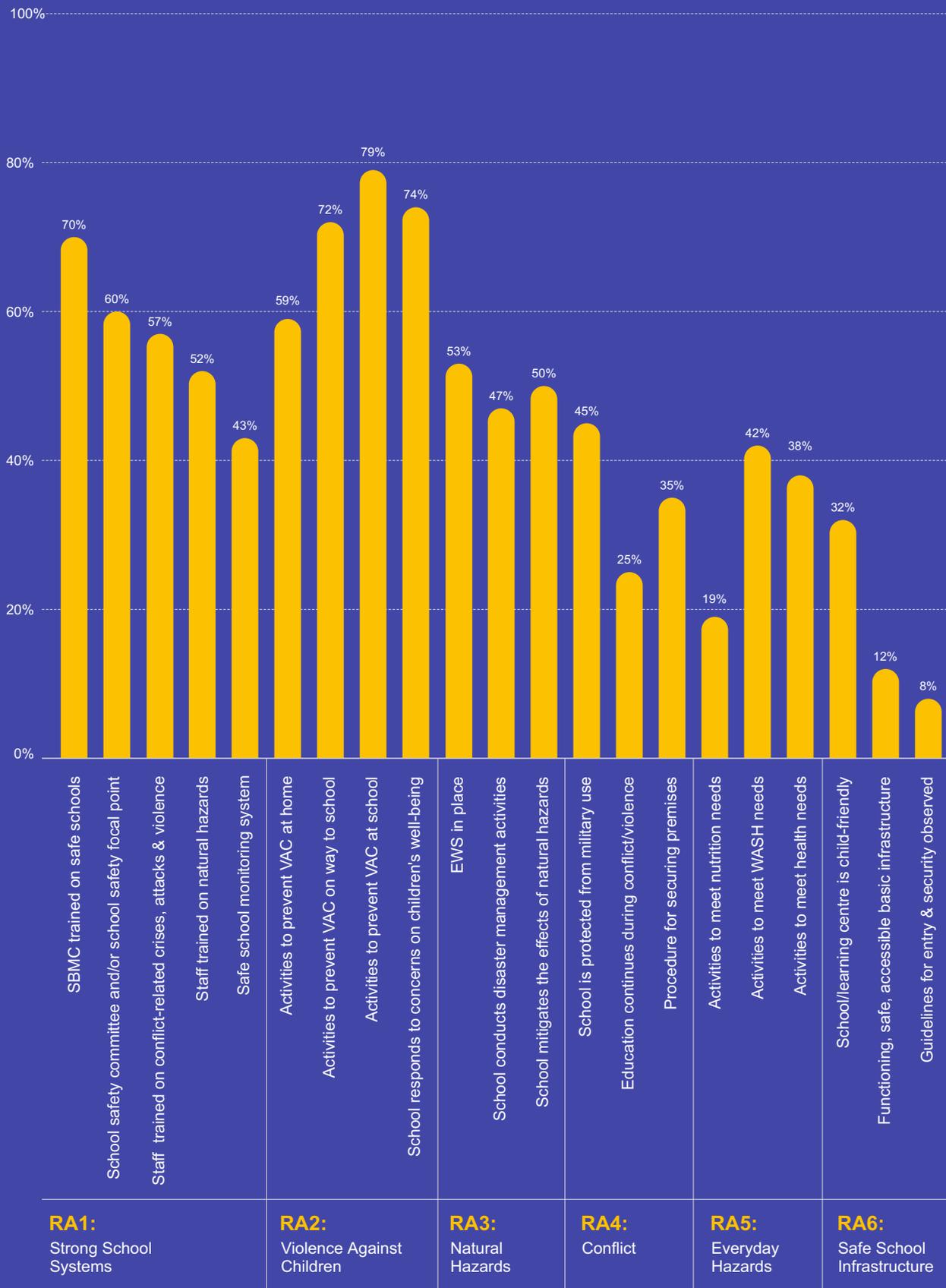
Figure 9. Score by result area, Bauchi



In terms of individual standards, Bauchi's weakest performances are in entry and security guidelines, with only 8 per cent of schools meeting this standard. Additionally, 12 per cent of schools have functioning, safe, and accessible infrastructure, and 19 per cent carry out activities to meet nutritional needs. Conversely, 79 per cent of schools undertake activities to prevent VAC at school, 74 per cent can address children's well-being concerns, 72 per cent prevent VAC en route to/from school, and 70 per cent have SBMCs trained on safe school practices.



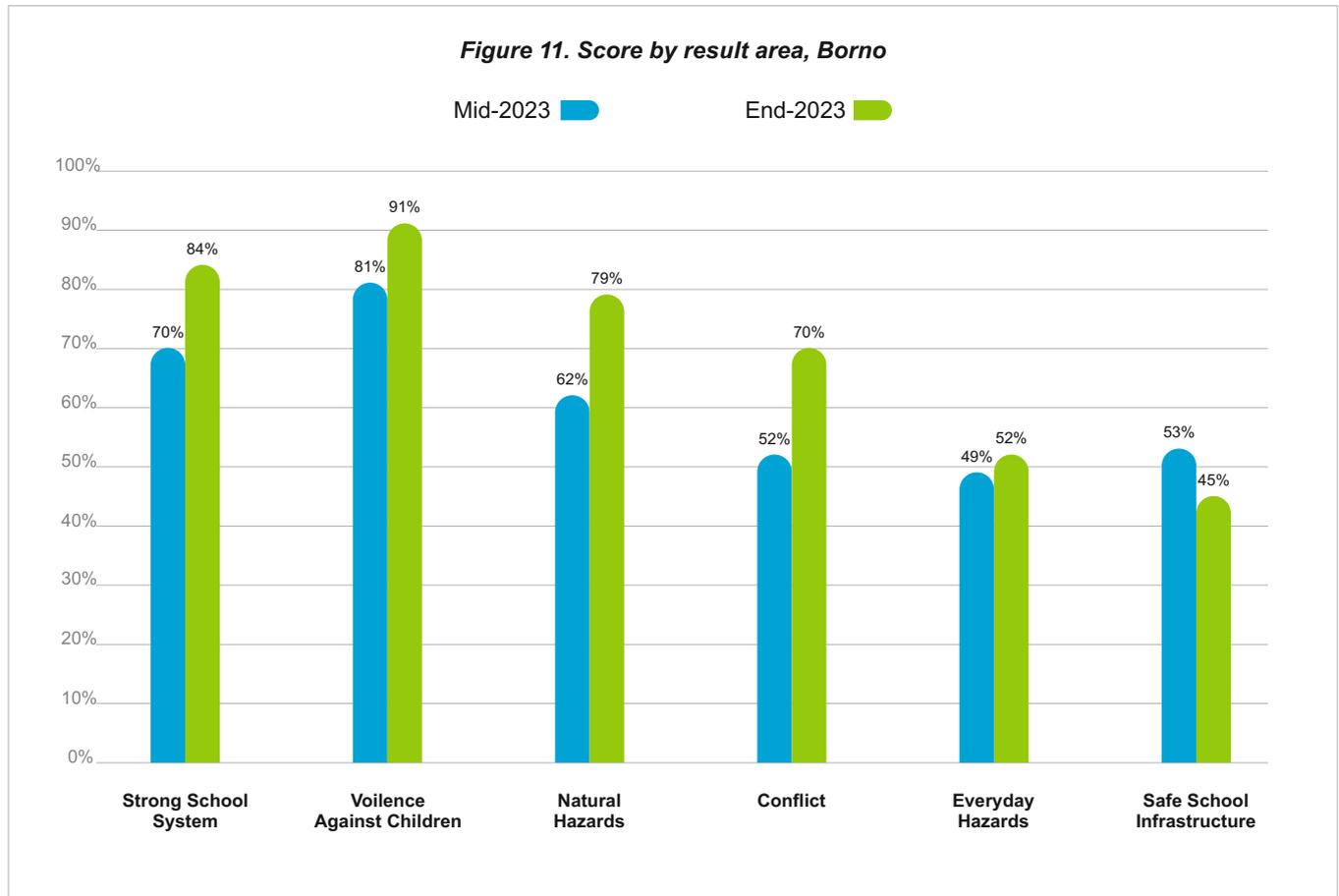
Figure 10. Percentage of schools meeting each standard, Bauchi



BORNO

Borno state scores near or above 50 per cent across all result areas. As seen in other states, the areas of Violence Against Children and Strong School System notably contribute to the state's overall performance. Between mid- and end-2023, Borno saw considerable improvements in these areas, as well as in Natural

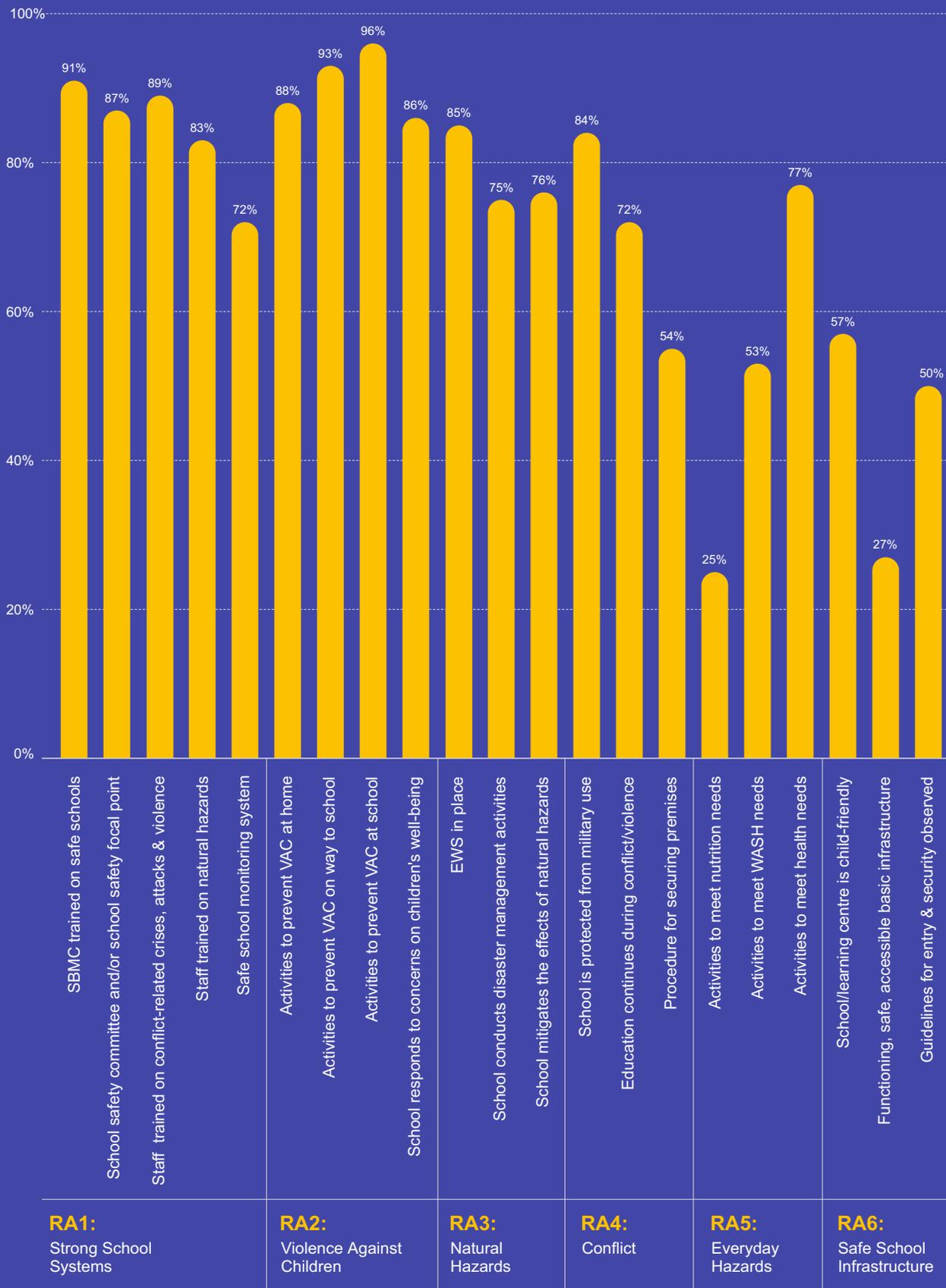
Hazards and Conflict. The principal challenges remain in Everyday Hazards and Safe School Infrastructure, with a notable decline in performance on the latter from mid- to end-2023, potentially due to the exclusion of certain schools in the second data collection phase that had been included mid-year.



In Borno, nearly all indicators are met by at least half of the monitored schools. The highest performances are observed in activities to prevent VAC at school (96 per cent of schools), prevent VAC on the way to/from school (93 per cent), SBMC training on safe schools (91 per cent), staff training on conflict-related crises (89 per cent), prevention of VAC at home (88 per cent), the establishment of school safety committees or focal points (87 per cent), response to

children's well-being concerns (86 per cent), and the implementation of early warning systems (85 per cent). The areas needing most improvement are nutritional needs fulfillment (25 per cent of schools) and maintaining functioning, safe, and accessible infrastructure (27 per cent).

Figure 12. Percentage of schools meeting each standard, Borno

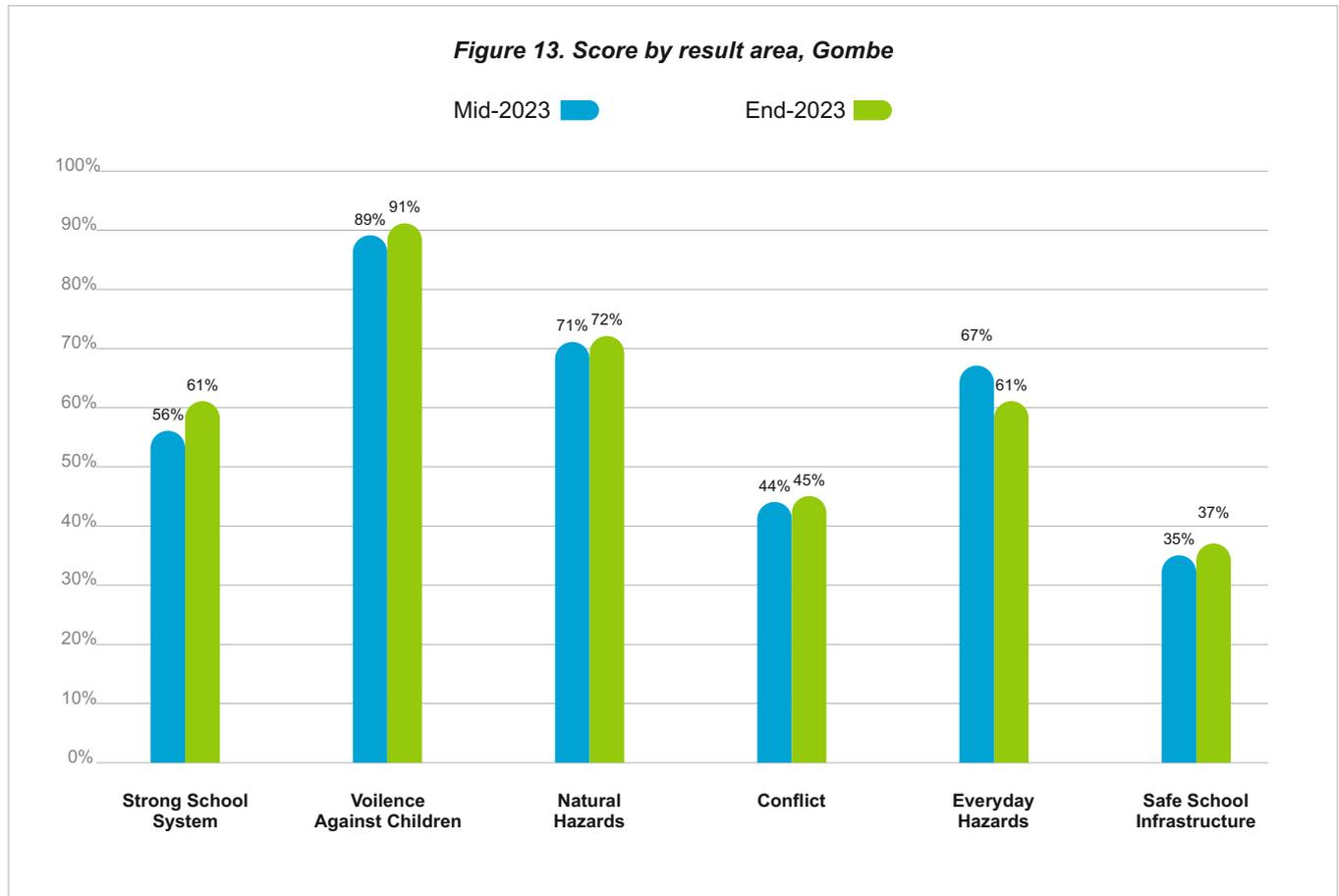


GOMBE

In Gombe state, four out of the six result areas received scores higher than 50 per cent, with significant contributions from the areas of Violence Against Children and Natural Hazards to the state's overall score. Challenges in infrastructure and managing conflict hinder the full adherence to

minimum standards. From mid- to end-2023, marginal improvement was noted in the Strong School System, while other areas showed little to no advancement, and Everyday Hazards even saw a decline.

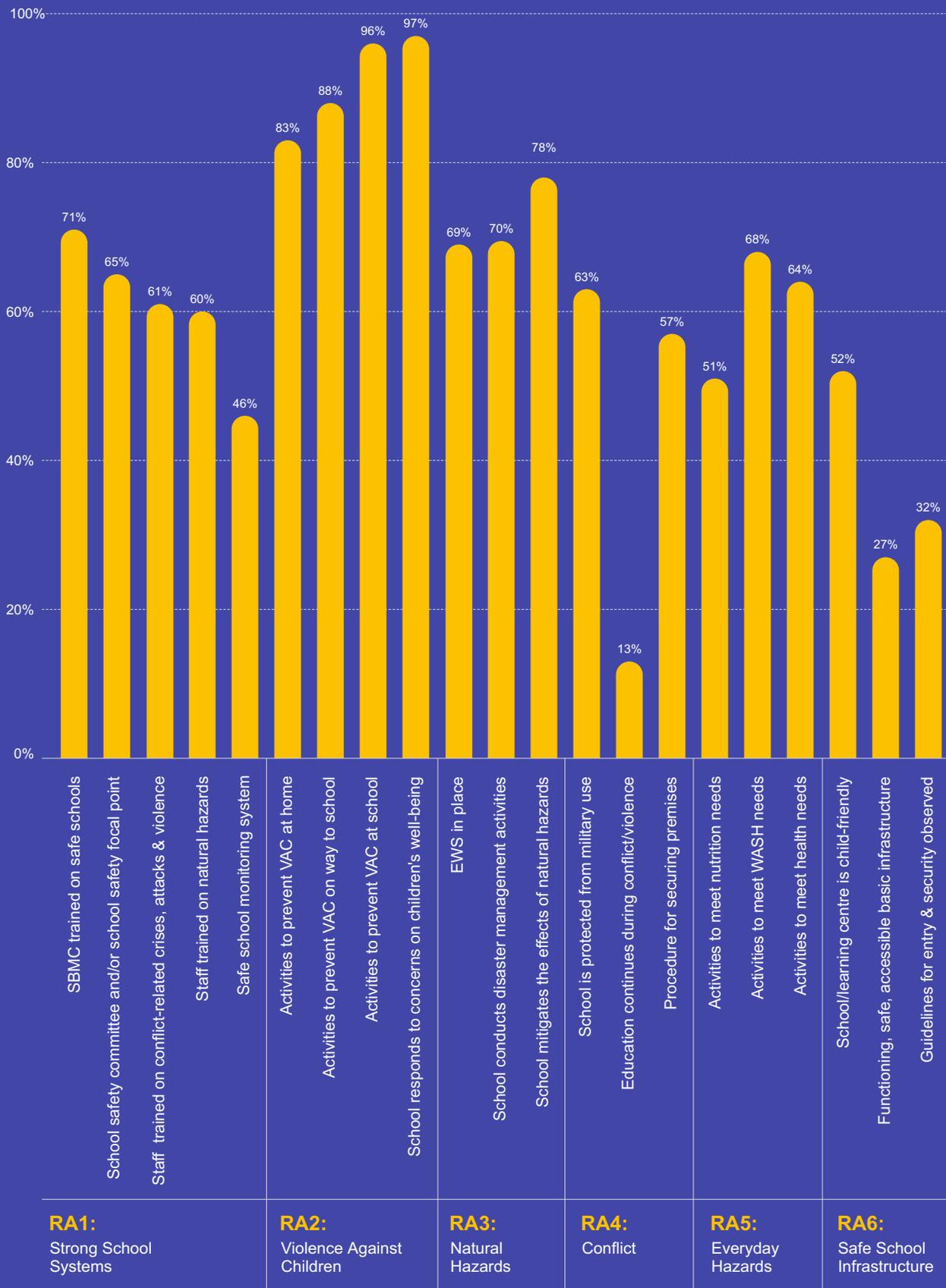
Figure 13. Score by result area, Gombe



Regarding specific standards, 97 per cent of Gombe schools are equipped to address children's well-being concerns, and 96 per cent actively prevent VAC at school. Additionally, 88 per cent prevent VAC en route to/from school, and 83 per cent do so at home. The most significant shortfall lies in continuing education during conflict or violence, with only 13 per cent of schools reporting this capability. Other areas where a minimal number of Gombe schools excel include maintaining safe, accessible infrastructure (27 per cent) and adhering to entry and security guidelines (32 per cent).



Figure 14. Percentage of schools meeting each standard, Gombe

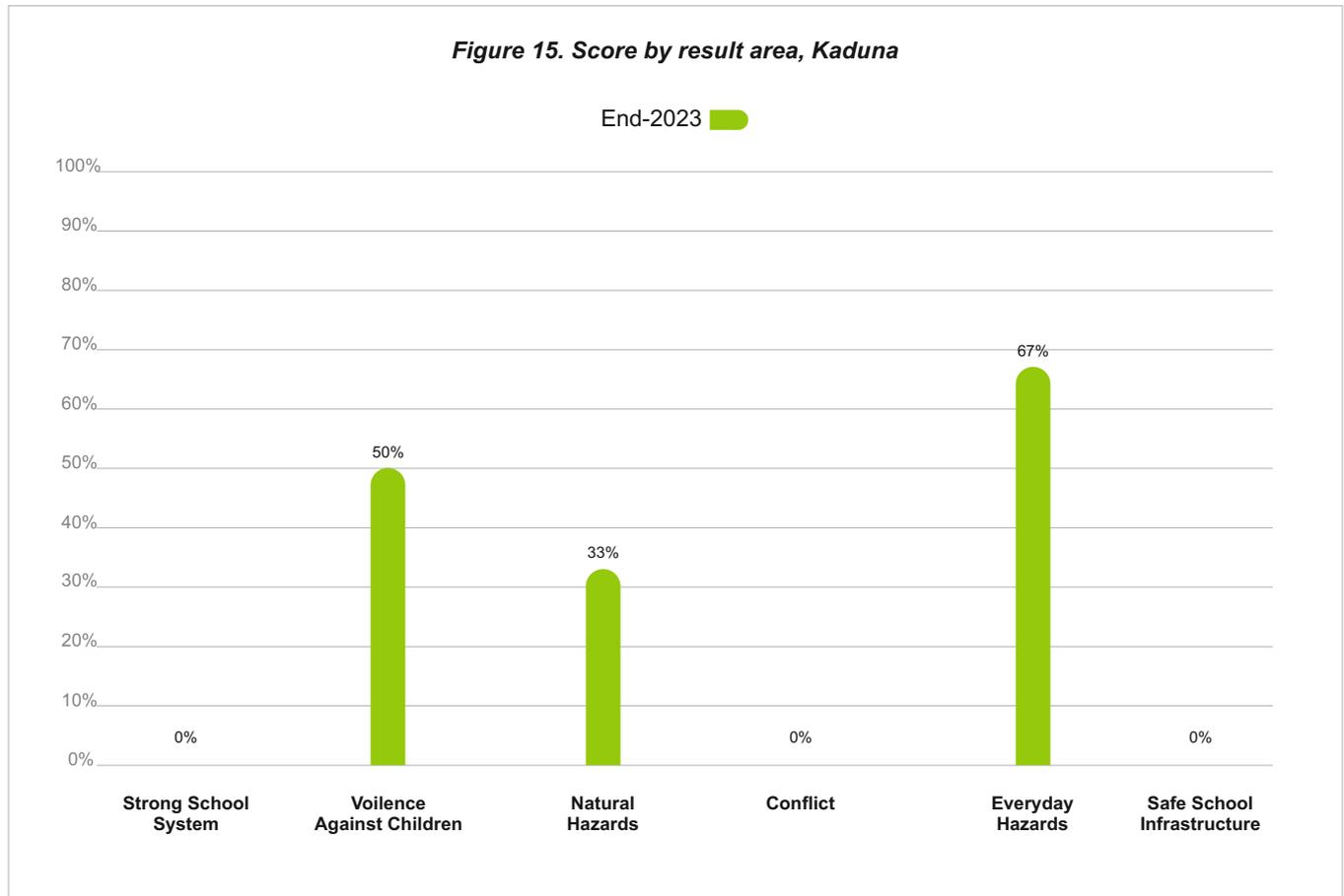


KADUNA

Kaduna introduced the monitoring tool towards the end of 2023. Initial findings indicate that Kaduna performs best in addressing Everyday Hazards but scores 0 per cent in Strong School System, Conflict, and Safe School Infrastructure. These results

underscore an urgent need to focus on these areas, such as bolstering institutional commitment and capacity, ensuring schools are safeguarded from military use, and enhancing security measures and the availability of safety equipment.

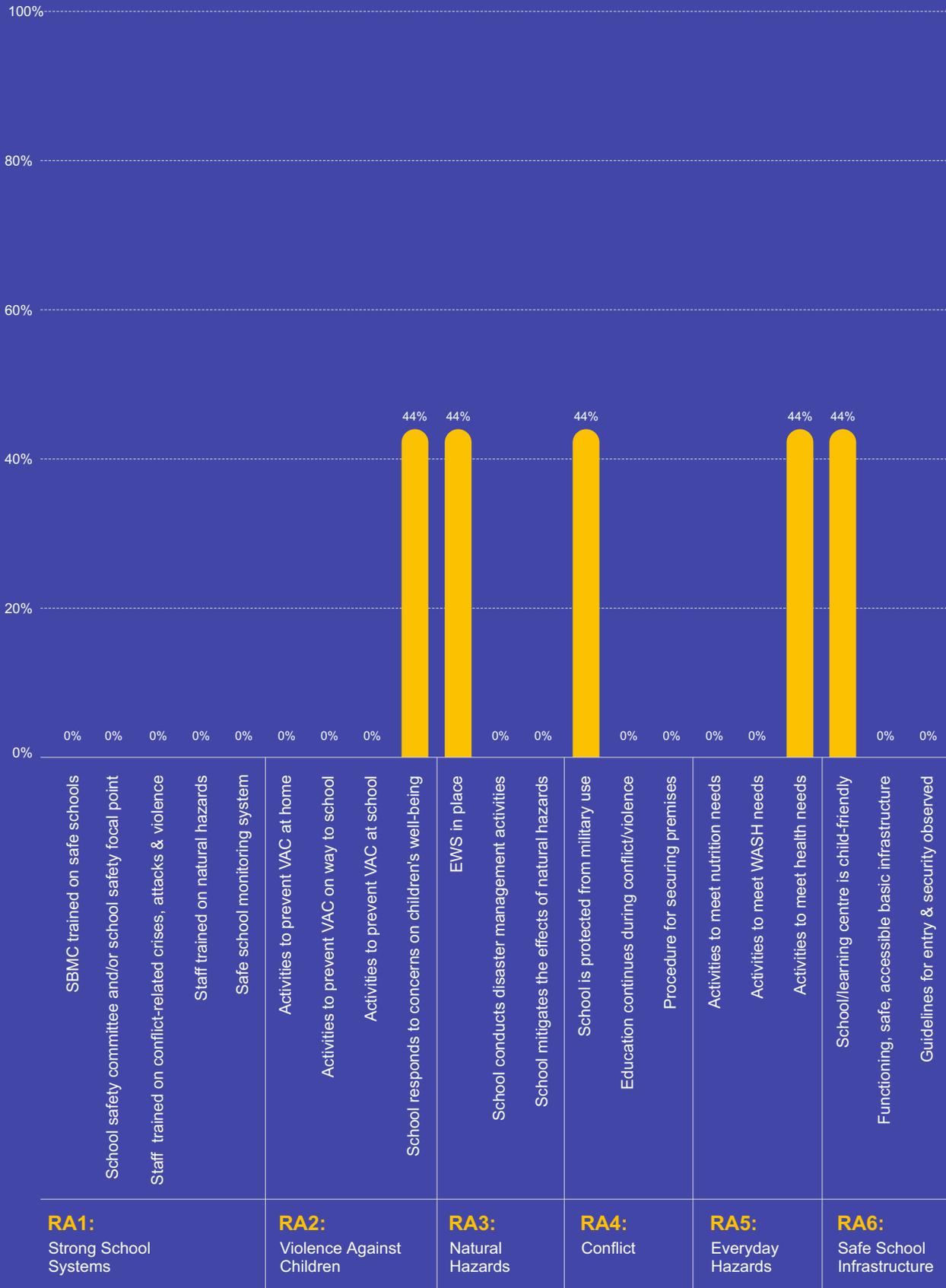
Figure 15. Score by result area, Kaduna



A detailed examination of individual standards within these categories highlights an even more pressing situation. Only five standards are met by any schools, and for those that are met, compliance is only by approximately two out of five schools (44 per cent). These standards are: executing activities to prevent VAC at school, responding to children's well-being concerns, mitigating the effects of natural hazards, addressing children's WASH needs, and meeting children's health needs. This indicates a complete gap in protecting children from conflict-related issues,

such as preventing military use of schools. None of the schools assessed in Kaduna reported the ability to secure premises as needed, nor did any affirm having functioning, safe, accessible infrastructure or properly observed guidelines for entry and security.

Figure 16. Percentage of schools meeting each standard, Kaduna

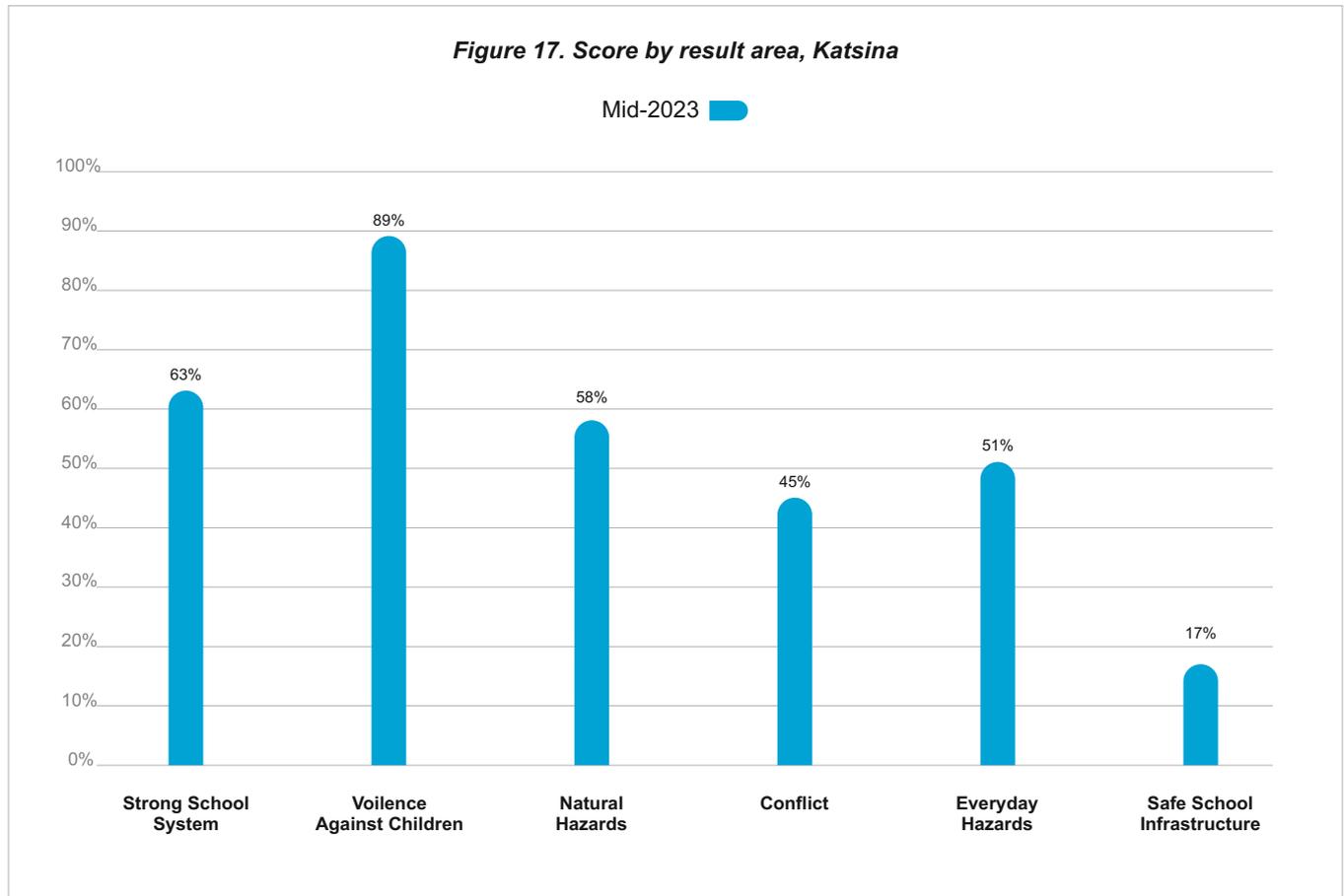


KATSINA

Katsina, with data collected only in mid-2023, exhibited the widest range of scores across result areas among all states, showcasing a 72 percentage point difference between its highest (Violence Against Children) and lowest (Safe School Infrastructure)

performing areas. Beyond Violence Against Children, Katsina also excels in the Strong School System, and scores higher than 50 per cent in four out of six result areas.

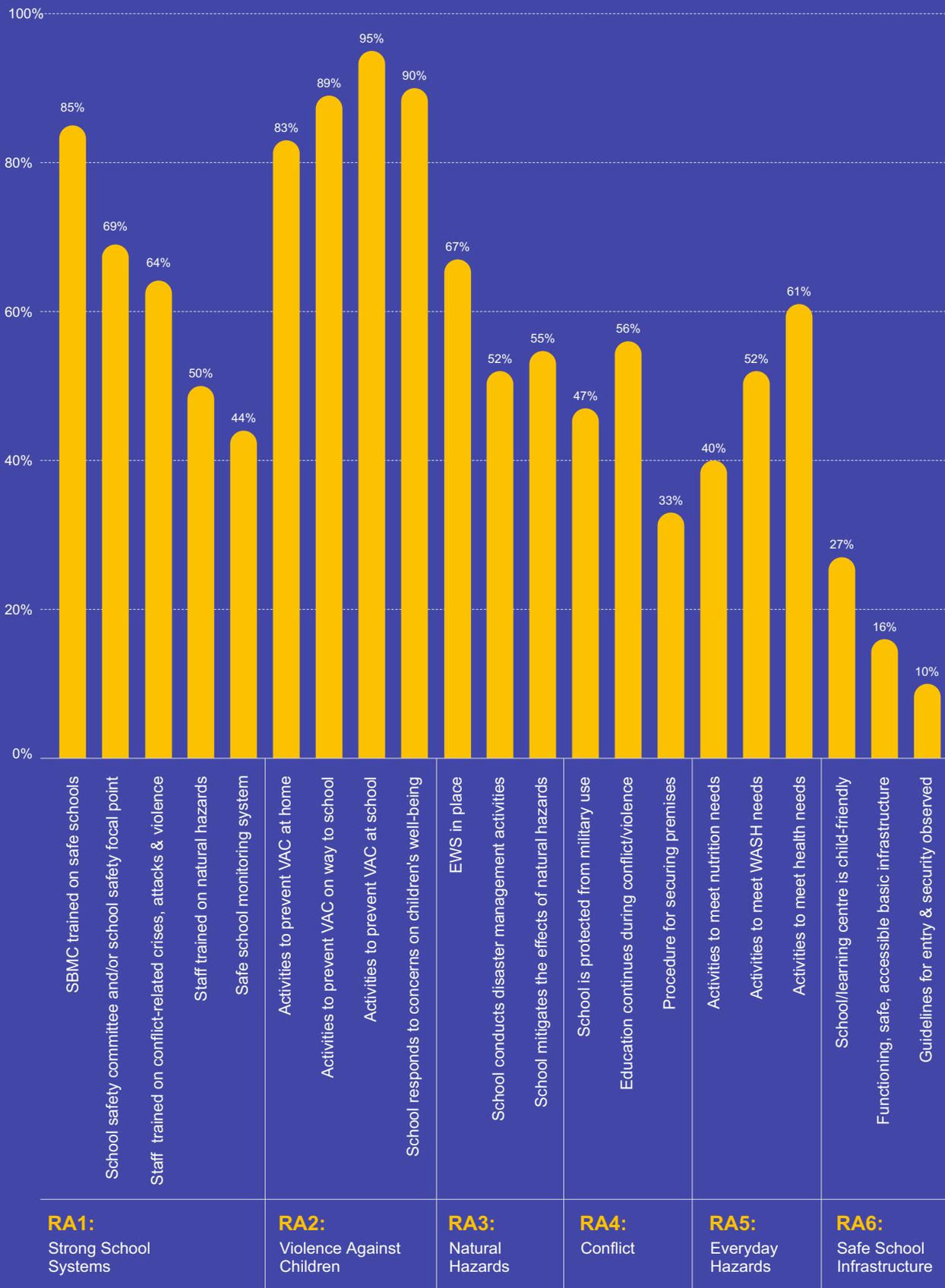
Figure 17. Score by result area, Katsina



Fourteen of the individual standards are fulfilled by half or more of the schools in Katsina. The standout performance is within the area of Violence Against Children, with notable achievements in preventing VAC at school (95 per cent of schools), addressing children's well-being concerns (90 per cent), preventing VAC en route to/from school (89 per cent), and at home (83 per cent). Conversely, the most significant challenges are within Safe School Infrastructure, where only 10 per cent of schools adhere to entry and security guidelines, 16 per cent have functioning, safe, accessible infrastructure, and 27 per cent are considered child-friendly.



Figure 18. Percentage of schools meeting each standard, Katsina

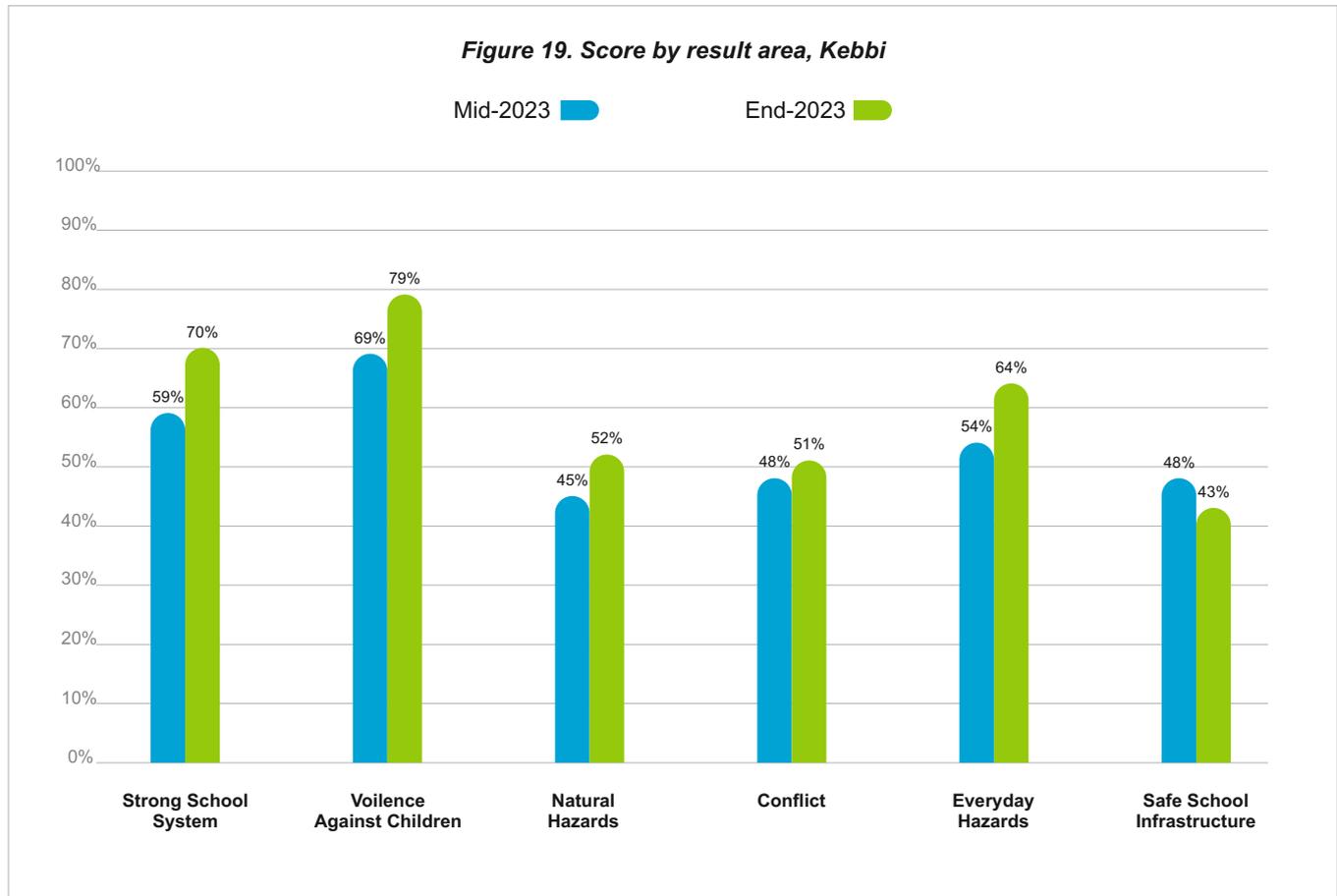


KEBBI

In Kebbi, schools nearly or exceed 50 per cent compliance in five of the six result areas. The highest scores are seen in Violence Against Children and Strong School System, similar to other states. Notable improvements of 10 percentage points or

more were observed in the Strong School System, Violence Against Children, and Everyday Hazards. However, Safe School Infrastructure remains a critical area for improvement, scoring only 43 per cent and showing a decline from mid- to end-2023.

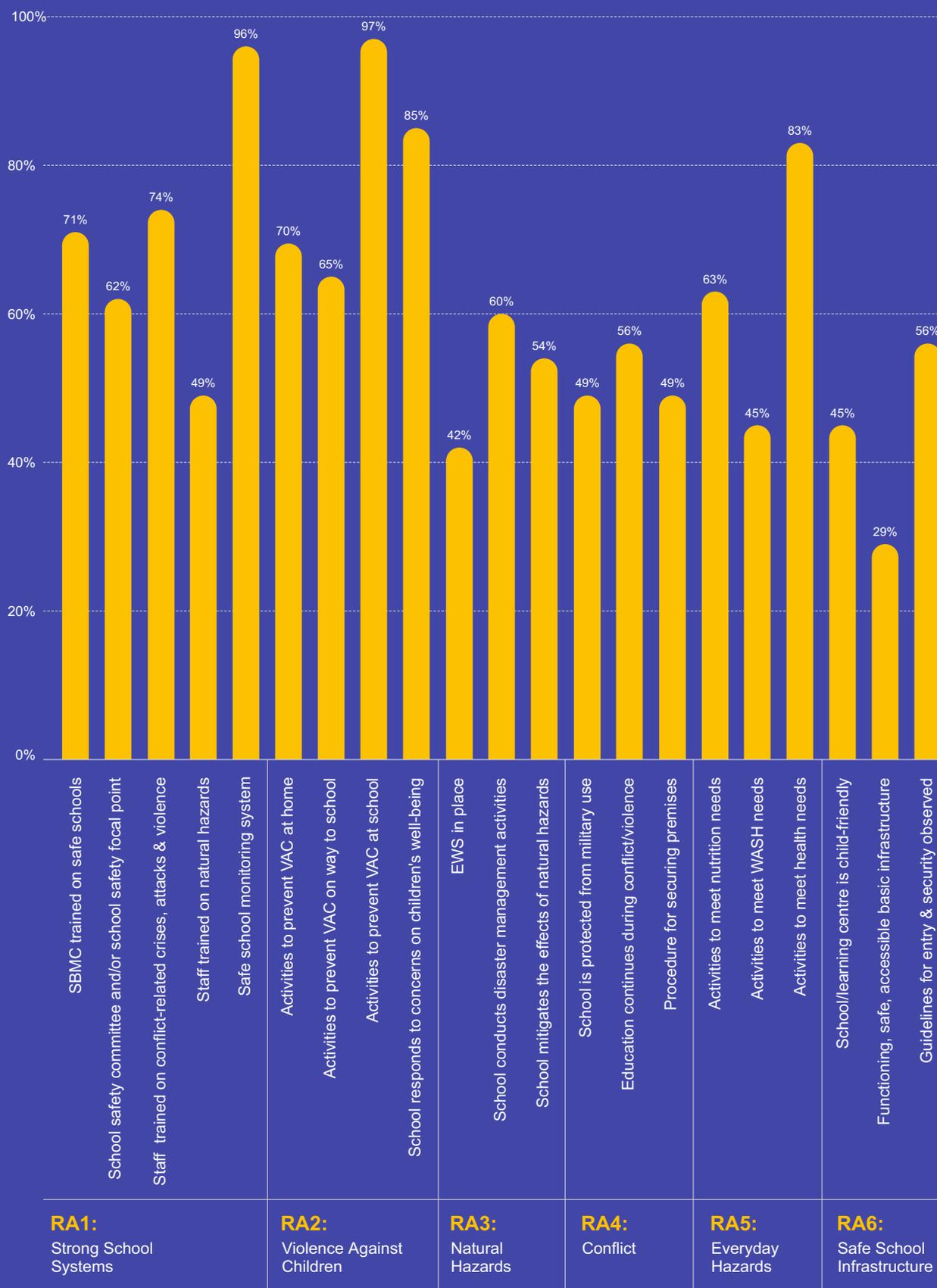
Figure 19. Score by result area, Kebbi



Performance varies significantly within each result area. For instance, while 96 per cent of schools have a safe school monitoring system, only 49 per cent of staff are trained for natural hazards. In Violence Against Children, 97 per cent of schools implement preventive activities for school settings, but only 65 per cent do so en route to/from school. The most significant needs are in functional, safe, accessible infrastructure (29 per cent compliance) and early warning systems (42 per cent).



Figure 20. Percentage of schools meeting each standard, Kebbi

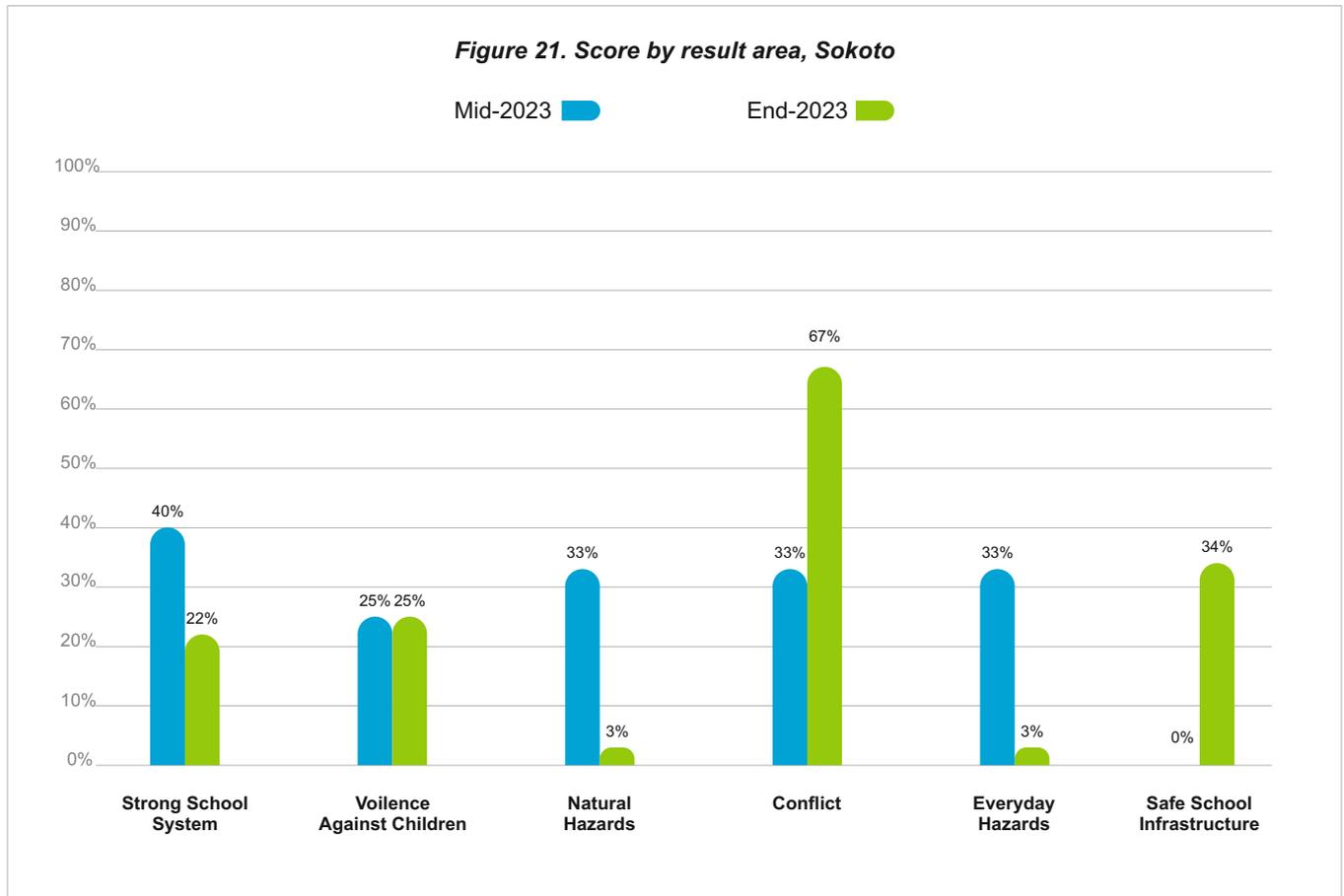


SOKOTO

In Sokoto, Conflict is the standout result area with a 67 per cent score, while Natural Hazards and Everyday Hazards lag significantly behind. The state's overall performance remains low in five of the six result areas. From the first to the second round of

monitoring, Conflict saw a notable increase (from 33 to 67 per cent), yet this improvement wasn't mirrored across other areas, with scores in Strong School System, Natural Hazards, and Everyday Hazards notably declining.

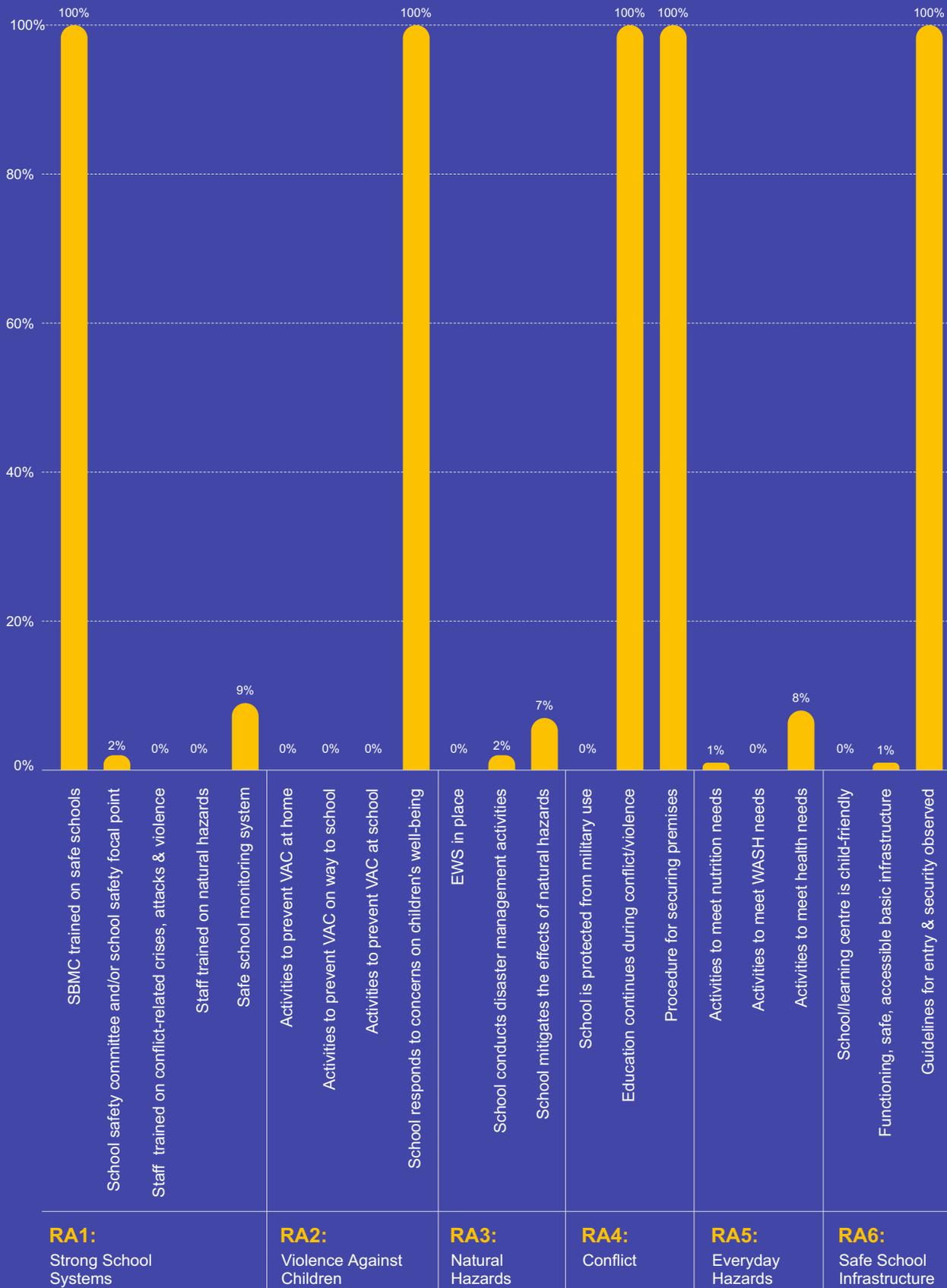
Figure 21. Score by result area, Sokoto



Despite Sokoto's high average in Conflict, a closer examination reveals concentrated progress in only five indicators: 100 per cent of schools have safety-trained SBMCs, can address children's well-being concerns, ensure education continuity during conflict, secure school premises, and observe entry and security guidelines. Conversely, schools fall short in other critical areas such as staff training on conflict and natural hazards, preventing VAC both at school and in transit, military use of schools, and meeting WASH needs. This highlights a pressing, widespread need for resources and support to enhance the implementation of safe school standards in Sokoto.



Figure 22. Percentage of schools meeting each standard, Sokoto

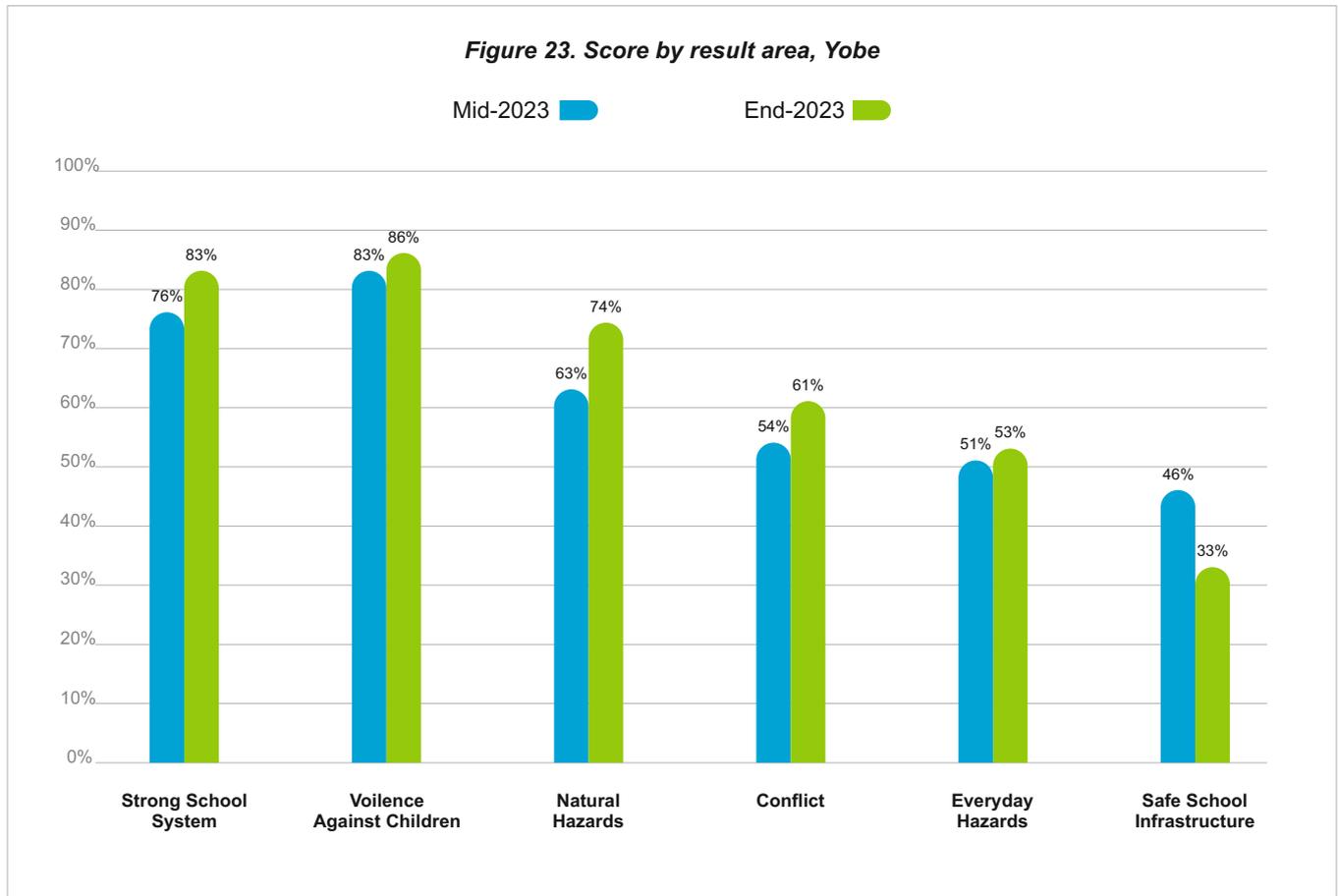


YOBE

Yobe scored above 50 per cent in all but one result area, Safe School Infrastructure. Violence Against Children emerged as the highest scoring area, closely followed by the Strong School System. Yobe outperformed many states in Natural Hazards. From

mid- to end-2023, Yobe saw significant improvements in the Strong School System, Natural Hazards, and Conflict. However, a notable decline in Safe School Infrastructure has hindered state-wide progress, highlighting the need for targeted improvements.

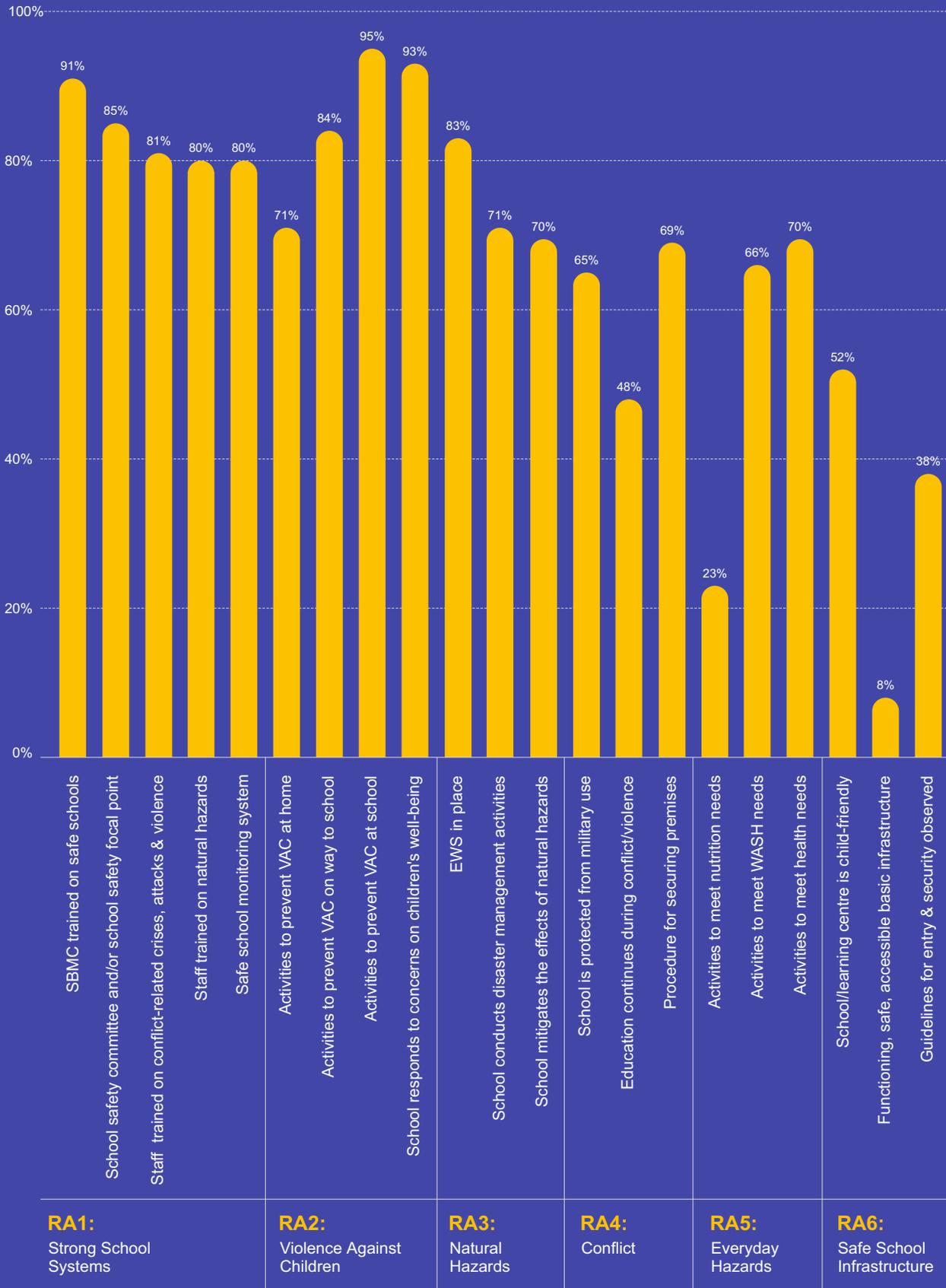
Figure 23. Score by result area, Yobe



In Yobe, the majority of individual standards are met by over half of the schools. Notably, 95 per cent of schools actively prevent VAC at school, 93 per cent address children's well-being concerns, and 91 per cent have SBMCs trained on safe school practices. In contrast, only 8 per cent of schools have functioning, safe, accessible infrastructure, 23 per cent address children's nutritional needs, and 38 per cent adhere to entry and security guidelines for school buildings.



Figure 24. Percentage of schools meeting each standard, Yobe

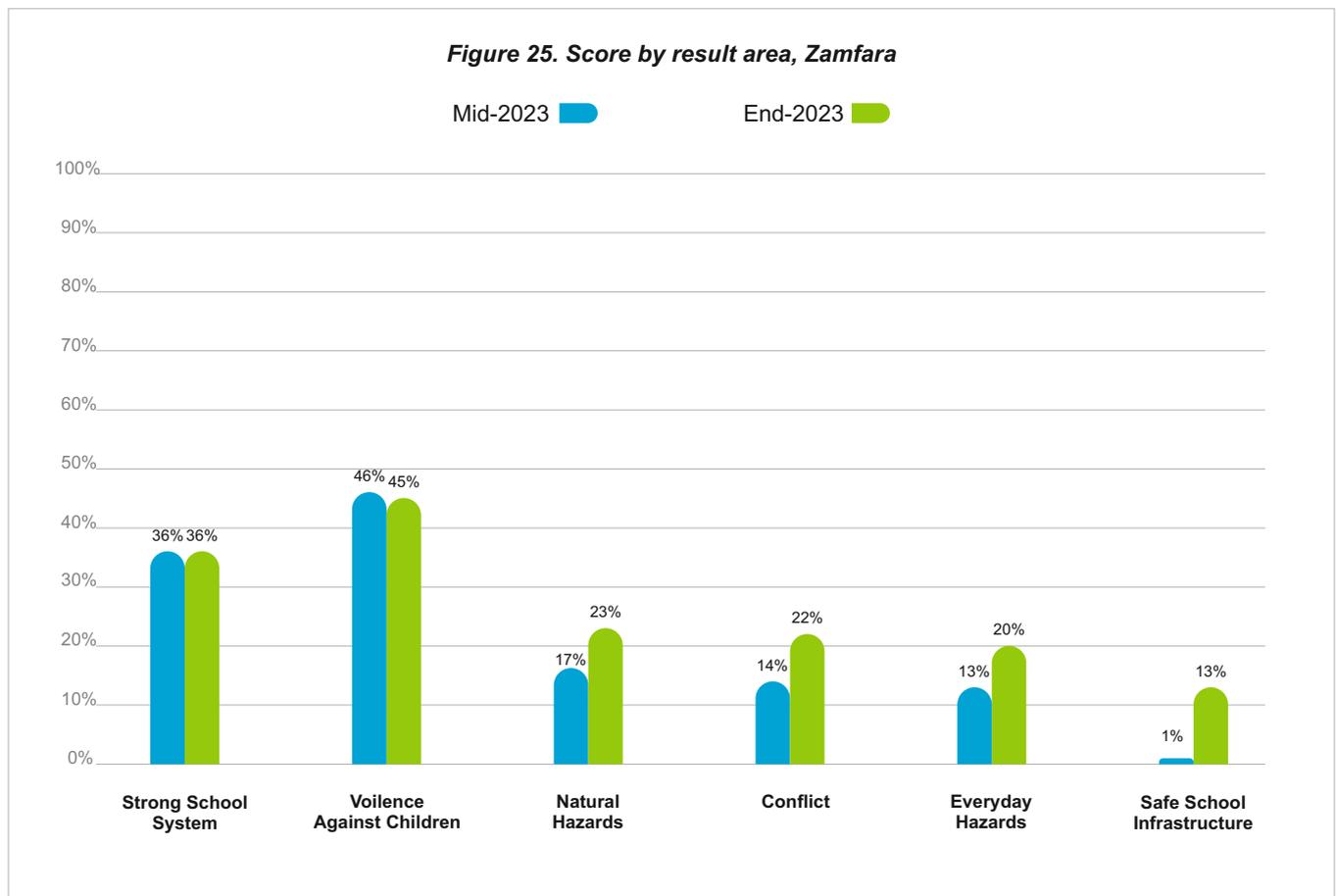


ZAMFARA

Zamfara stands out as the only state scoring below 50 per cent across all six result areas. Similar to other states, Violence Against Children and Strong School System were the highest-scoring areas. Unique to Zamfara, substantial progress in Safe School Infrastructure was observed between mid- and end-2023, notably in making schools and learning centers more child-friendly. Improvements were also seen in

Natural Hazards, Conflict, and Everyday Hazards, although progress in Strong School System and Violence Against Children was stagnant or slightly regressed, respectively. Despite these gains, scores remain critically low across all areas, especially in Conflict, Everyday Hazards, and Safe School Infrastructure, signaling an urgent need for comprehensive interventions in Zamfara.

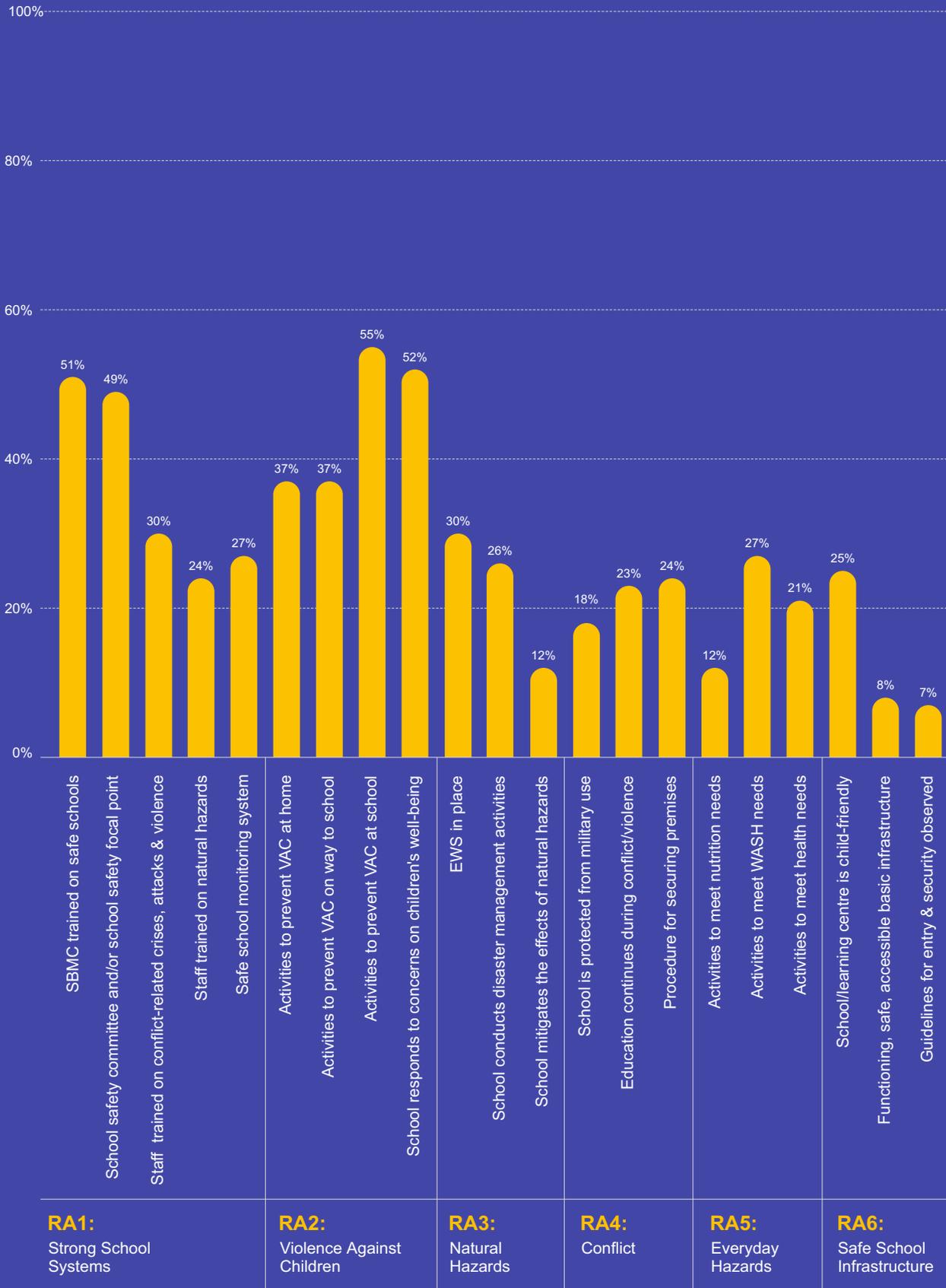
Figure 25. Score by result area, Zamfara



A mere three standards are met by more than half of Zamfara's schools: 55 per cent prevent VAC at school, 52 per cent can respond to children's well-being concerns, and 51 per cent have SBMCs trained on safe schools. However, performance across all standards is generally low, with the weakest areas

being entry and security guidelines adherence (7 per cent of schools), functional, safe, accessible infrastructure (8 per cent), mitigation of natural hazard effects (12 per cent), and conducting activities to meet children's nutritional needs (12 per cent).

Figure 26. Percentage of schools meeting each standard, Zamfara



NUMBER AND PROPORTION OF MINIMUM STANDARDS IMPLEMENTED BY STATE

This analysis extends to calculating the average number and proportion of individual standards implemented across schools in each state. **On average, participating schools are implementing 9 out of 21 minimum standards, accounting for 43 per cent of the total standards.** This implementation rate varies significantly by state, with schools in Kaduna achieving only 5 of the 21

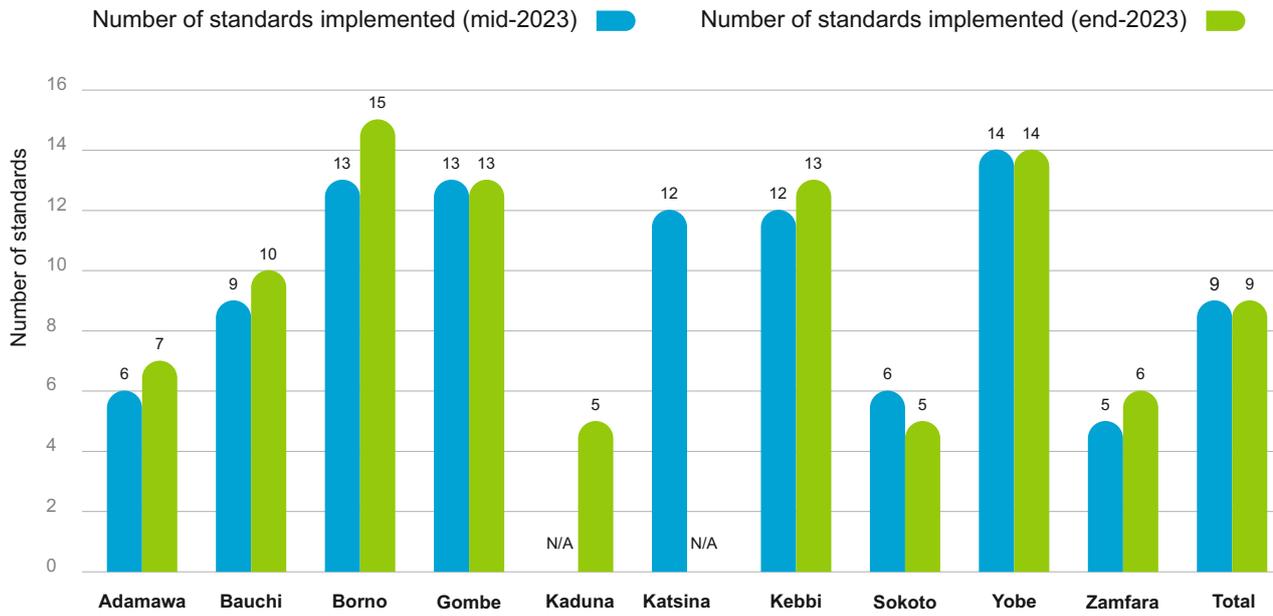
standards (24 per cent) and those in Borno meeting 15 of the 21 standards (72 per cent). Other states fall within this spectrum, as detailed in Table 5 and Figure 27. Notably, despite some states making minimal progress from mid- to end-2023 (e.g., Adamawa, Bauchi, Borno, Kebbi, Zamfara), the overall proportion of standards implemented remained unchanged between monitoring rounds.

Table 5. Average number and proportion of minimum standards implemented by state

STATE	Mid-2023		End-2023	
	MINIMUM STANDARDS IMPLEMENTED*	PROPORTION OF STANDARDS IMPLEMENTED	MINIMUM STANDARDS IMPLEMENTED*	PROPORTION OF STANDARDS IMPLEMENTED
Adamawa	6	28%	7	33%
Bauchi	9	42%	10	46%
Borno	13	63%	15	72%
Gombe	13	61%	13	62%
Kaduna	N/A	N/A	5	24%
Katsina	12	56%	N/A	N/A
Kebbi	12	55%	13	62%
Sokoto	6	29%	5	25%
Yobe	14	65%	14	68%
Zamfara	5	24%	6	28%
Total	9	43%	9	43%

**rounded to nearest whole number*

Figure 27. Number of minimum standards implemented by state



PROPORTION OF SCHOOLS MEETING A MINIMUM SCORE

Furthermore, the collected data facilitates calculating the percentage of schools that meet a minimum score of 70 per cent by state, as shown in Table 6 and Figure 28. **Less than one in five schools (17 per cent) score 70 per cent or higher on average.** The

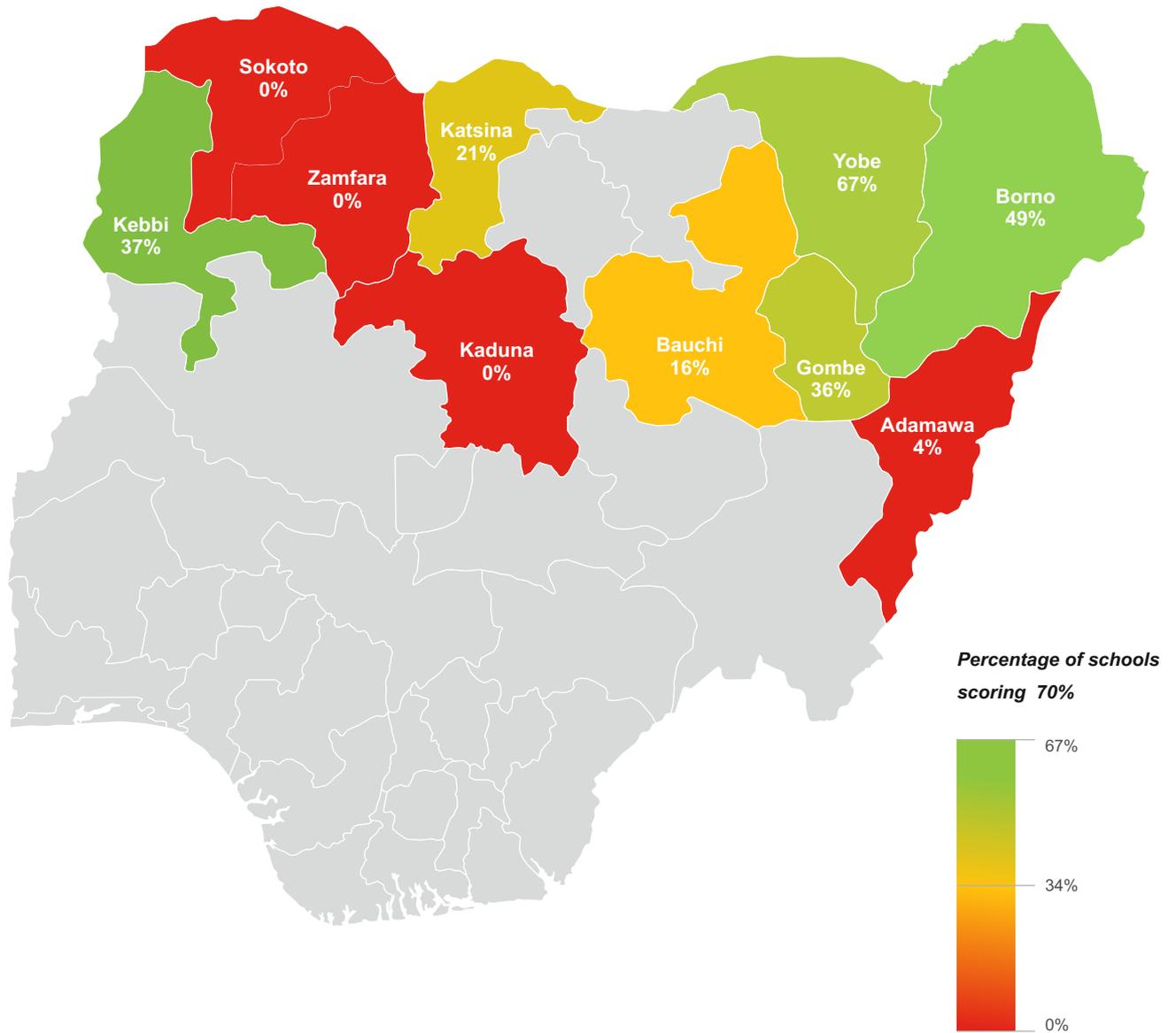
disparity between states is significant, with none of the schools in Kaduna or Sokoto and only four per cent in Adamawa reaching this threshold, compared to 49 per cent in Borno and 67 per cent in Yobe.

Table 6. Percentage of schools scoring 70% or higher by state

STATE	MID-2023	END-2023
Adamawa	5%	4%
Bauchi	10%	16%
Borno	42%	49%
Gombe	37%	36%
Kaduna	N/A	0%
Katsina	21%	N/A
Kebbi	40%	37%
Sokoto	0%	0%
Yobe	40%	67%
Zamfara	7%	0%
Total	20%	17%



Figure 28. Percentage of schools scoring 70% by state



Discussion

The past decade's increasing insecurity and conflict have intensified challenges in ensuring every Nigerian child's right to education. With a growing child population and stagnant out-of-school rates, the education sector faces heightened pressure to overcome barriers amidst these intersecting crises. This report's findings aim to assist the government and its partners in pinpointing critical gaps that expose schoolchildren to harm, impacting their safety, learning, and well-being.

Despite a **robust policy framework and tools like the MSSS** detailing child safeguarding requirements in learning institutions, the **urgent action needed to address safety risks remains insufficient**. Initially, states averaged a 41 per cent implementation rate of the MSSS in mid-2023, slightly increasing to 42 per cent by year's end.

This stagnation occurs amid increased federal and state focus on school safety, demonstrated through various seminars, policy dialogues, the development of a national financing plan for safe schools, the establishment of state steering committees, and drafting of costed implementation plans in 13 states. These efforts aim to fulfill the Safe School Declaration, National Policy on Safety, Security and Violence-Free Schools, its Implementing Guidelines, and the MSSS.

High performance in the Strong School System area suggests national strengths and awareness at the school level, yet a more concerted effort is needed for all schools across states to actualize these commitments. **While 70 per cent of schools reported having trained SBMCs on safe schools, only 36 per cent were prepared for natural hazards, and 46 per cent had specific safe school committees or focal points**, indicating a gap in specific training for various crisis scenarios, especially in states like Adamawa, Kaduna, Sokoto, and Zamfara.

Addressing these issues is crucial as Nigeria faces an increase in conflict- and insecurity-related threats, directly impinging on children's well-being and right to education. **With 38 reported incidents of attacks on schools, learners and staff or military use of school in 2022¹⁰ and recent abductions in Kaduna**

state¹¹, the immediate enhancement of basic safety and protection for children becomes paramount. This urgency is underscored by the low average score in Safe School Infrastructure (28 per cent), reflecting a critical area for improvement alongside specific safety standards, entry and security guidelines, and securing school premises in times of conflict. For instance, with only about one third of schools in Adamawa, Bauchi, Gombe, Kaduna, Katsina, and Zamfara adhering to safe entry guidelines, a portion of children's vulnerability to threats might be mitigable.

These findings align with trends also identified in other data sources. The Universal Basic Education Commission (UBEC) reports that nearly half (48 per cent) of public primary school classrooms, and even more in the North-east (52 per cent) and North-west (50 per cent), are deemed inadequate.¹² This confluence of inadequate infrastructure and insufficient preparedness for conflict compromises effective education service delivery, with **fewer than half of the schools assessed**—and notably fewer in Adamawa, Bauchi, Gombe, Yobe, Kaduna, and Zamfara—**capable of sustaining education during conflict periods**. Given that 13 per cent of Nigerian children experience interruptions in school attendance due to man-made disasters¹³, enhancing schools' conflict response capacity and infrastructure safety is critical for improving educational resilience and increasing attendance and retention.



Moreover, climate change has increased the frequency and severity of natural disasters. The 2022 floods, described as the worst in a decade, affected 4.4 million people, including about 1.9 million children¹⁴, and resulted in over 600 deaths.¹⁵ Predictions indicate that the number of days with extreme heat (over 38 degrees Celsius) could increase by 7 to 88 days within the next four decades.¹⁶ **Absent proactive efforts to strengthen school safety and the resilience of educational infrastructure against climate change impacts, the implications for children's education are dire,** as evidenced already. In 2021, the Multiple Indicator Cluster Survey (MICS) discovered that nearly one in five children (19 per cent) in the North-west, and as many as 54 per cent in Sokoto, miss school due to natural disasters.¹⁷ However, schools remain largely unprepared, especially in Adamawa and some North-west states like Kaduna, Sokoto, and Zamfara, which demonstrate particularly low performance in disaster mitigation and response.

Not all threats to children's well-being are external to their daily environments. Global evidence suggests that at least half of 13- to 15-year-olds experience peer-to-peer violence within and around schools, adversely affecting their safety and educational outcomes, including attendance, academic performance, and the likelihood of dropout.¹⁸ A recent study in northern Nigeria revealed that **58 per cent of 13- to 18-year-olds have encountered violence at least once in their lifetime¹⁹, with corporal punishment being a regular occurrence both at home and at school.** Eighty-seven per cent of girls and 74 per cent of boys experience physical violence.²⁰

Nigeria's strong performance in addressing VAC, particularly in Borno, Gombe, Katsina, Kebbi, and Yobe, is noteworthy. **In these areas, three in four schools are proactive in preventing VAC at school and in responding to concerns about children's well-being, demonstrating an understanding of the link between students' physical and psychosocial well-being and their educational attainment. However, fewer than half of the schools engage in activities to prevent VAC at home and on the way to school,** suggesting a potential oversight of the impact such violence has on educational outcomes.

In fact, while 13 per cent of girls and 35 per cent of boys in Nigeria experience violence perpetrated by a peer, 26 per cent of girls and 38 per cent of boys experience violence perpetrated by a relative.²¹ Similarly, 8 per cent of girls experience sexual violence in another person's home, 4 per cent in their own home, 4 per cent on the road and 3 per cent elsewhere in the community, compared to just 1 per cent at school.²² Comprehensive approaches which address all forms of VAC across the entire home-to-school continuum are therefore needed, especially in Adamawa, Kaduna, Sokoto and Zamfara.

The notable underperformance in Result Area 5: Everyday Hazards, both nationally and across individual states, underscores a **lack of preparedness not only in safeguarding children from safety threats but also in fulfilling their fundamental needs for nutrition, WASH and healthcare.** This issue is particularly alarming given the multidimensional poverty affecting millions of Nigerian children, with 51 per cent of children aged 5 to 11 years lacking adequate toilet facilities, 47 per cent without proper handwashing facilities, and 36 per cent deprived of a reliable drinking water source.²³ Additionally, one in four children in the North-east and North-west are unvaccinated.²⁴ Poverty and health-related challenges are identified as primary barriers to educational access in Nigeria.²⁵ For instance, in



Borno, 79 per cent of children from the poorest households are not in school, in stark contrast to 14 per cent from the wealthiest households.²⁶ Nationally, the out-of-school rate for primary school-aged children is 10 percentage points higher among those with functional difficulties²⁷ compared to their peers without such difficulties, and the rate of early childbearing stands at 21 per cent among Nigerian girls.²⁸ The well-being of countless children is further jeopardized by escalating inflation and slow economic growth, which have pushed an additional 24 million people into poverty between 2018 and 2023.²⁹ Moreover, 26.5 million people are projected to face acute food insecurity during the lean season of 2024 (June to August)³⁰, emphasizing the critical need for schools to address children's basic requirements.

However, schools are overwhelmingly under-equipped for this task. In seven of the states evaluated, **one in four or fewer schools can meet the basic nutritional needs of students**, thereby neglecting children whose families are unable to provide for them at home. Leveraging schools as hubs for integrated service delivery offers a vital opportunity to support children's comprehensive well-being and promote access to education, particularly in areas with high levels of multidimensional child poverty. According to UNESCO, WFP, UNICEF, and WHO, school health and nutrition programmes are crucial in providing stability and continuity of education for children in areas affected by fragility and conflict.³¹

Although these results, segmented by result area and standard, indicate the current state of implementation, comparisons between mid- and end-2023 reveal that **most states have seen improvements in several areas**, albeit with a few exceptions. **Decreases in total scores were typically due to exceptionally low performances in a limited number of states rather than uniformly poor results across the board.** For instance, despite overall scores remaining the same or decreasing, at least six states recorded progress in Result Areas 1: Strong School System, 2: Violence Against Children, 3: Natural Hazards, and 5: Everyday Hazards. Conversely, while overall scores for Result Area 6: Safe School Infrastructure showed improvement, four states experienced stagnation or declines.

In the North-east, Adamawa exhibited advancements in all result areas. Borno and Yobe enhanced most areas except for Safe School Infrastructure, particularly impacted by deficiencies in functional, safe, and accessible school facilities. Bauchi saw progress in all areas except Conflict and Safe School Infrastructure. Gombe achieved improvements across the board except in Everyday Hazards, yet it consistently scored above 50 per cent in this area.

In the North-west, Kebbi noted improvements in all areas with the exception of Safe School Infrastructure, highlighting a need for increased focus on the functionality, safety, and accessibility of educational facilities. Zamfara made progress in most areas but saw no advancement in Strong School System and Violence Against Children, primarily due to gaps in training related to natural hazards, monitoring systems, and external violence prevention measures. Sokoto displayed the least progress among all evaluated states, with improvements only in Conflict and Safe School Infrastructure and significant regressions in Natural Hazards and Everyday Hazards, partly attributable to escalating food insecurity risks in Sokoto and other North-western states. Kaduna and Katsina, having participated in just one monitoring round each, do not allow for temporal comparisons.



Conclusions and recommendations

The MSSS monitoring tool's pilot in ten states over two rounds in 2023 uncovered a broadly **low and static implementation of the MSSS, with merely 9 out of 21 standards being met** and an overall average score of 42 per cent across result areas. Implementation at the state level showed considerable variation, from meeting only 5 standards in Kaduna and Sokoto to meeting 15 in Borno.

Only 17 per cent of schools assessed achieved a threshold score of at least 70 per cent, indicating that they failed in no more than one result area. This low threshold achievement calls for targeted interventions in states like Adamawa, Bauchi, Gombe, Kaduna, Katsina, Kebbi, Sokoto, and Zamfara, where the percentage of schools meeting this threshold is particularly low. These states should collaborate with UNICEF and other partners to pinpoint communities and schools urgently needing intervention, particularly those most directly exposed to threats such as unsafe infrastructure, absence of secure entry guidelines, inability to secure premises, and lack of staff training. **Priority should be given to these schools in resource allocation, aiming for equitable and progressive support.** Furthermore, opportunities for collaboration and knowledge exchange should be considered, particularly learning from states like Yobe, where two-thirds of schools meet the 70 per cent threshold, indicating effective strategies worth sharing.

The analysis reveals persistent gaps alongside noteworthy advancements. **The urgent need to improve Result Area 6: Safe School Infrastructure stands out** due to its low scores and limited progress over time. States must prioritize making schools, classrooms, and equipment functional, safe, and accessible according to MSSS guidelines, which encompasses measures like vandalism prevention, maintenance of functional and accessible toilets segregated by gender, installation of ramps for students with disabilities, securing perimeters with fences and lockable gates, ensuring unobstructed pathways, and equipping classrooms with safety tools such as fire extinguishers and first aid kits. While these enhancements necessitate financial investment and time, immediate, less resource-intensive actions like **improving adherence to building entry and**

security guidelines could swiftly elevate school safety.

Result Area 5: Everyday Hazards also underperforms across most states, with marginal improvements that fail to significantly elevate the overall low scores. **Across states, only one in three schools (and even fewer in some states) conduct activities to provide for children's nutrition and WASH needs.** This area's poor performance highlights the necessity for urgent, intersectoral actions that leverage schools as platforms for integrated service delivery, thereby not only enhancing children's well-being but also promoting school attendance and retention.

States must also expedite measures to safeguard children from escalating security threats and natural hazards. Despite minor improvements in Result Areas 3: Natural Hazards and 4: Conflict, scores remain concerningly low, necessitating a detailed, state-specific, and standard-specific approach to address the distinct challenges within these areas. For example, in relation to natural hazards, schools in the North-west states of Kaduna, Katsina, Kebbi, Sokoto and Zamfara could all benefit most urgently from early warning systems to alert schools and local authorities of impending natural hazards, while schools in the North-east states of Adamawa, Bauchi, Borno, Gombe and Yobe may see a greater need for disaster management and



mitigation activities, such as response planning, training, community engagement, and having systems in place to communicate with families. Regarding conflict, Borno could prioritize ensuring that all schools have procedures in place for securing school premises, while Sokoto may need to give greater attention to preventing the military use of schools.

The comparatively high score in Result Area 2: Violence Against Children underscores successful efforts to mitigate violence at school and respond to children's well-being concerns.

This achievement could partially be attributed to programmes supporting schools in adopting positive discipline, addressing bullying, and establishing mechanisms for reporting school-related gender-based violence (SRGBV). Yet, broader initiatives are required in some states, notably Adamawa, Bauchi, and Zamfara, to extend violence prevention programmes beyond the school environment. These states could consider implementing awareness-raising efforts, parental education programmes on positive discipline, community education on how to keep children safe on their way to/from school, and peer programmes (e.g., Girls for Girls, He for She) which specifically address bullying, gender-based violence, and other forms of violence.

The consistent improvement in Result Area 1: Strong School System illustrates the local adoption of national safety priorities, primarily through SBMC engagement and training. Nonetheless, this progress should not overshadow the existing gaps, particularly the need for more targeted training on managing specific crises like conflict, attacks, and natural hazards, especially in the North-west and Adamawa, as well as the establishment of designated school safety committees or focal points.

For these interventions to be effectively tailored to each state's and school's specific needs, **comprehensive monitoring of MSSS implementation** in all schools is essential. The pilot demonstrated the **MSSS monitoring tool's simplicity and effectiveness**, suggesting its **potential integration with the Annual School Census and inclusion in national and state education management information systems (EMIS).**

Successful safe school initiatives demand consistent support through both policy and federal and state budget allocations. This report's findings should guide the development of national and state safe school plans aligned with identified gaps, ensuring adequate resource allocation for necessary interventions at scale.

At the federal level, findings should directly inform education sector plans and budgets, with priority given to states with the lowest scores, such as Kaduna, Sokoto, Zamfara, Adamawa, and Bauchi. Federal authorities should ensure adequate support to states to access all resources available for safe school interventions, including from the Federal Ministry of Education and the Federal Ministry of Finance, while closely monitoring resource expenditure to ensure that the current funding model on safe schools addresses all areas of the MSSS.

At the state level, in addition to integrating school safety priorities in sector plans, **authorities should develop and annually review costed state-level safe school implementation plans and budgets,**



using the findings from the MSSS monitoring. For instance, state-wide programmes in Kaduna could focus on training SBMC members, establishing safety focal points, and rolling out early warning systems, while Borno might prioritize programmes that address children's nutrition, WASH, and health needs, alongside improving school infrastructure.

State resources should be allocated according to areas where the greatest need is identified, prioritizing schools progressively, as follows:

- Schools scoring below 50 per cent should be targeted for immediate and broad-sweeping interventions.
- Those scoring 50-70 per cent should receive targeted support focused primarily on the result areas where they are performing poorly.
- Schools scoring above 70 per cent should be included in any general guidance/support made available and can prioritize low-cost actions to close remaining gaps, but more targeted interventions can be implemented in the medium term, as resources become available.

Additionally, **states should offer targeted support and allocate extra resources to specific standards that are met by only a small proportion of schools.** For instance, Kaduna State could initiate statewide programmes aimed at assisting schools in training SBMC members, establishing safety focal points, deploying early warning systems, and formulating procedures for securing premises alongside guidelines for entry. Such initiatives should also involve collaboration with relevant authorities to prevent the military use of schools. Similarly, officials in Borno State might consider statewide programmes designed to aid schools in addressing children's WASH and health needs. Concurrently, they could provide additional resources to enhance school infrastructure.

Finally, **ensuring the transparency and accessibility of collected information is vital for accountability and stakeholder engagement in school safety decision-making.** Initiatives like developing school report cards and hosting community dialogues could serve as platforms for stakeholders to express concerns, share experiences, and contribute to safeguarding children's right to education.



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The data presented in this report are available for interactive analysis, including at the school, LGA, state and national levels, in the Safe School Monitoring Dashboard, hosted by UNICEF. For access to the dashboard, contact your UNICEF Field Office Education focal point, or write to Saka Ibraheem at sibraheem@unicef.org