

# *I'm Here* Implementation—Northeast Nigeria

## Steps. Outputs. Findings. Considerations for humanitarian response

This document summarizes *I'm Here* implementation in six communities across three states in northeast Nigeria: Adamawa, Borno and Gombe. The document presents context, rationale, key findings and key outputs. See Annexes for key outputs for each state: Annex I, Adamawa. Annex II, Borno. Annex III, Gombe. The primary audience is Mercy Corps Nigeria field staff who work in these specific crisis-affected communities. Secondary audiences include other actors who work in these communities, as well as additional Mercy Corps staff who may benefit from reading more about *I'm Here* implementation.

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## Summary & Top-line considerations for humanitarian response

The *I'm Here* Approach refers to a series of steps and complementary field tools that help humanitarian actors to safely link adolescent girls to life-saving information, services and resources from the start of an emergency. In northeast Nigeria, the field team adhered to a gender-synchronized *I'm Here* implementation model: Mercy Corps and the Women's Refugee Commission incorporated tools that enable staff to concurrently identify and engage the most isolated and vulnerable segments of adolescent girls and boys. These program decision-making tools are the *Girl Roster*, developed by the Population Council, and the *Boy Matrix* and *Inclusion Now* developed by the Women's Refugee Commission.

### Top-line considerations for humanitarian response

- **Girls' age cohort—Modify operations and program materials to engage and respond to the unique needs, risks and development capacities of adolescent girls 12-15 years.** Across all communities, girls in this age group accounted for more than 50% of girls (10-18 years).
- **Boko Haram—Ensure operations and program account for the main, self-reported protection risk (“fear”) that is atop the minds of girls, boys and caregivers** per results from targeted focus group discussions. In particular, in Borno and Adamawa where this fear was prioritized #1, MC should set aside some additional time to identify the safe spaces and times for targeted activities, as well as for distributions that include girls as primary beneficiaries. It is also advisable to continuously ask girls and parents for related insights. See “*Availability Snapshot*” Slide Decks for initial insights.
- **Reaching the most vulnerable—Use the encrypted, vulnerability-coded Contact Lists to begin engaging the most vulnerable segments of girls and their families** in the design of the forthcoming DFID-funded project. Nearly all families (96%) of respondents who consented to complete the survey also agreed to be contacted both to participate in focus group discussions and to be notified when MC can provide additional information about forthcoming intervention.
- **Context Matters—set benchmarks and targets (e.g., adapt) to the vulnerability-capacity profiles for girls (and boys), which differs not only across states but also between the two service areas within the same state.** Results from the Girl Roster and Boy Matrix identified communities with greater numbers of disadvantaged girls relative to others. Borno, where girls are comparatively most vulnerable relative to other states, is the outlier; in Borno, *both* service areas had high numbers of hard-to-reach and vulnerable girls. Additionally, in some locations displacement is strongly associated with heightened vulnerabilities for girls only, and in some locations it impacts girls and boys similarly.
- **Disability: Be inclusive of adolescent girls and boys with disabilities in all three states.** The ratio of girls to boys with disabilities is close to 1:1. Of all the three states, Adamawa is the one with highest number of households that include at least one adolescent with a disability (n=116).

This document is divided into the following sections:

- Context (Pages 3–5)
- Steps & Key Findings (Pages 6–15)
- Annex I – Adamawa Key Outputs & Charts (Pages 16–27)
- Annex II – Borno Key Outputs & Charts (Pages 28–39)
- Annex III – Gombe Key Outputs & Charts (Pages 40–51)

## Context

In March 2016, Mercy Corps and the Women’s Refugee Commission implemented the *I’m Here* Approach to inform humanitarian operations in six communities across three states in northeast Nigeria: Adamawa, Borno and Gombe.<sup>1</sup> After attending a one-day training-of-trainers session, three MC leaders<sup>2</sup> oversaw field implementation within each state – from facilitating trainings of local enumerators to managing data collection and coordinating focus group discussion.

The *I’m Here* Approach refers to a series of steps and complementary field tools that help humanitarian actors to safely link adolescent girls to life-saving information, services and resources from the start of an emergency. The process, results and outputs help practitioners to mainstream adolescent girls into existing operations and to design tailored, stand-alone programming. The approach is not a substitute for needs assessments, although user can align efforts to leverage resources and maximize investments.

In northeast Nigeria, the field team adhered to a [gender-synchronized](#) *I’m Here* implementation model: Mercy Corps (MC) and the Women’s Refugee Commission (WRC) incorporated tools that enable staff to concurrently identify and engage the most isolated and vulnerable segments of adolescent girls *and* boys. These program decision-making tools are the *Girl Roster*, developed by the Population Council, and the *Boy Matrix* and *Inclusion Now* developed by the Women’s Refugee Commission.

### Mercy Corps in Nigeria

Mercy Corps has been present in Nigeria since 2012, and is currently providing much-needed support to displaced families across northeast Nigeria.

In Adamawa and Gombe states, MC is responding to the immediate needs of internally displaced persons (IDPs) and host communities through several interventions including but not limited to:

- Food and non-food items, including hygiene kits
- Training to increase income-generating capacities via market-systems approaches
- Short-term cash to beneficiaries’ basic needs
- Non-conditional vouchers, vouchers-for-work and e-vouchers for specific resources
- Water, sanitation and hygiene—improving access to, and infrastructure of, public water points
- Livelihood grants

In southern Borno—where large numbers of IDPs displaced for at least a year have received little or no external assistance—MC recently completed both security and needs assessments. These assessments affirmed assumptions about elevated service-delivery needs and protection risks. Based on assessment findings, MC is preparing itself to be among the first international NGOs supporting IDPs and host communities in southern Borno.

### How does *I’m Here* implementation benefit Mercy Corps’ response, specifically the populations it serves?

MC is committed to ensuring that all interventions address adolescents’ needs and protection risks. MC believes adolescence is a critical development stage that requires the humanitarian community to invest

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<sup>1</sup> The U.S. Office of Foreign Disaster and Humanitarian Assistance (OFDA) funded the action-research in Nigeria. OFDA has primarily funded the *I’m Here* action-research initiative since its launch in 2014. Since 2014 the Novo Foundation, Oak Foundation and the U.S. Bureau of Refugees and Migration (BPRM) have also supported field pilots and action learning.

<sup>2</sup> Hajara Mohammed (Borno lead); Henry Samson (Adamawa lead); Mary Jah (Gombe lead) – each colleague excelled in their roles and are capable of leading internal efforts to build internal capacity on *I’m Here*/Girl Roster implementation.

in targeted, stand-alone programming. Mercy Corps also recognizes that targeted programming for adolescents is not the sole platform through which it meets adolescents' gender-based needs and risks.

The *I'm Here* Approach—the training, the steps, the tools, the results, the outputs—aims to help MC staff act on MC's commitments by providing insights into the following questions:

- What key resources exist within the service area where Mercy Corps plans to design programming for adolescent girls? And what differences exist between each area?
- What is the vulnerability-capacity profile of adolescent girls and boys within each service area, with an emphasis on noting the baseline numbers of harder-to-reach sub-populations of adolescent girls e.g., out-of-school and married girls? And how are vulnerability-capacity profiles different or the same between girls and boys within, and across, service areas?
- What are adolescent girls' and boys' self-expressed priority needs and fears, with an emphasis on seeking insights among girls and boys who have similar experiences and vulnerabilities?
- What are the program implications, based on the actionable information collected through the service-area resource scan, the adolescent mapping and the targeted focus group discussions?

### **Why *I'm Here* implementation, inclusive of the Girl Roster developed by the Population Council?**

Adolescent girls are at comparative disadvantage before, during and after crises. Compared to their male peers or to adults, adolescent girls in most settings disproportionately lack the information, skills and capacities to navigate the upheaval that follows displacement. Because of their sex and age, adolescent girls are also particularly susceptible to abuse, exploitation and violence during the immediate aftermath of a natural disaster or conflict. In countries where emergency personnel routinely respond to crisis, this transitional period between childhood and adulthood is also when girls begin to assume adult roles, but without key skills, capacities and networks that enable others to safely navigate forced displacement. The risks girls face during displacement—rape, abuse, early marriage and trafficking—are greater for adolescent girls compared to other population groups.

And every humanitarian sector is accountable to the displaced women, men and children they serve. Despite some progress, however, sex and age considerations are not yet appropriately—and often not at all—reflected in the way the humanitarian community assesses needs, plans and implements emergency response and recovery operations, or seeks funding and monitors outcomes.<sup>3, 4, 5</sup>

Limited understanding about the sex- and age-specific factors that shape adolescent girls' vulnerabilities and needs has significant consequences: resources for this uniquely vulnerable group are inadequate; opportunities to protect vulnerable girls from experiencing violence are overlooked; and efforts to strengthen girls' resilience may be ineffective.<sup>6, 7</sup> As a result, adolescent girls—who account for an increasing proportion of displaced persons—remain an overlooked, invisible and underserved population.

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<sup>3</sup> Mazurana, D., Benelli, P., Gupta, H., & Walker, P. (2011). *Sex and Age Matter: Improving Humanitarian Response in Emergencies*. Boston: Feinstein International Center, Tufts University.

<sup>4</sup> DARA. (2011). *The Humanitarian Response Index 2011: Addressing the Gender Challenge*. Madrid: DARA International.

<sup>5</sup> Plan International. (2013). *In Double Jeopardy: Adolescent Girls and Disasters*. Because I am a Girl: The State of the World's Girls 2013. New York: Plan International.

<sup>6</sup> Mazurana, D., Benelli, P., Gupta, H., & Walker, P. (2011). *Sex and Age Matter: Improving Humanitarian Response in Emergencies*. Boston: Feinstein International Center, Tufts University.

<sup>7</sup> IASC. (2006). *Women, Girls, Boys and Men: Different Needs, Equal Opportunities*. New York: Inter-Agency Standing Committee.

Mercy Corps and the Women’s Refugee Commission reject the pervasive belief that exists within the humanitarian community that operations must be, by default, somewhat generic. This claim is not without some merit, and it is important to understand and acknowledge the context in which emergency personnel operate; when the scale of need is vast, the reach of services limited and the funding tight, the balancing act between decisive action and timely analysis is a challenge. The implementation team, however, believes that emergencies and their challenging contexts do not absolve humanitarian actors from prioritizing actions and using tools that can improve accountability to adolescent girls and to the *do no harm* principle.

### What are the specific steps and tools?

Being more responsive to adolescent girls’ unique needs and protection risks necessitates “actionable information.” With this aim in mind, the Women’s Refugee Commission<sup>8</sup> developed the *I’m Here* Approach and complementary field tools, inclusive of the Girl Roster developed by the Population Council. As of April 2016, *I’m Here* is inclusive of:


- Using GPS technologies to identify and map existing services;
- Using mobile data collection to rapidly produce a context-specific profile of adolescent girls and boys in defined area where humanitarian operations are underway;
- Identifying needs, priorities, protection concerns and proposed solutions from the adolescents themselves;
- Informing the design, implementation and evaluation of asset-building programming tailored to specific adolescents who are displaced or who are members of a host family at the same location.

### **I’m Here Approach**

- Identify** the crisis-affected community & resource within it
- Make** visible the context-specific profile of adolescent girls
- Hold** group meetings with girls of similar vulnerabilities or capacities
- Elaborate** plans responsive to girls’ needs, risks and capacities
- Rally** support across humanitarian sectors and local communities
- Engage** the capacities of adolescent girls

### **... and Tools**

*to facilitate implementation!*

- Service-area mapping
- Girl Roster**  
developed by the Population Council 
- Boy Matrix & Inclusion Now**  
developed by Women’s Refugee Commission
- Focus groups Participatory Ranking Methodology
- Outputs + Emergency Girl Analysis Matrix (eGAIM)

**Research. Rethink. Resolve.**

<sup>8</sup> The Women’s Refugee Commission has designed, field tested and refined the *I’m Here* Approach and field tools in partnership with ACF International, Danish Refugee Council, Mercy Corps, Oxfam and Save the Children, as well as in close consultation with members of the [Girls in Emergencies Collaborative](#)—an action-oriented group that the WRC currently coordinates and co-founded. Members include: Mercy Corps, Mt. Sinai School of Medicine, Near East Foundation, Plan USA, Population Council and the Women’s Refugee Commission.

# Steps & Key Findings

## 1 | Identifying the crisis-affected community & resources with it—what resources exist, and where?

The *I'm Here* Approach begins with mapping a service area, with an emphasis on the geographical boundaries that define girls' mobility within the crisis-affected area. To carry out this step, the team used the *Track My Trips* Android-based mobile application.

### Rationale

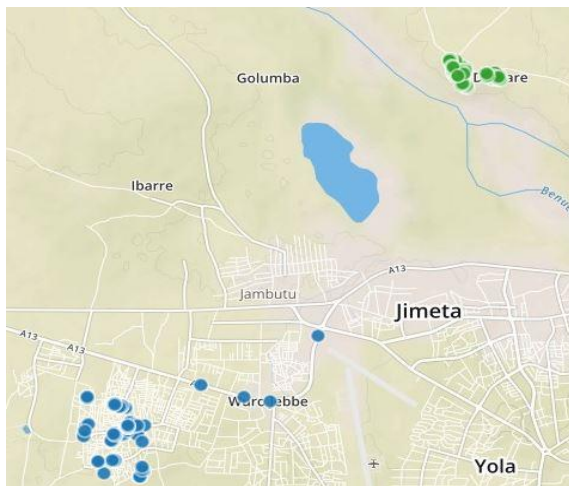
Efforts to reach adolescent girls must first define, in relation to their homes and key services, what is the geographic space and boundaries that defines the distance girls walk or travel. This distance varies across contexts and can change over time. Since the goal is to link girls to resources and other protective assets, the rationale for first outlining the boundaries of the service area is that *if a girl cannot walk to protective and beneficial asset, then it's very unlikely that she can access it.*<sup>9</sup>

MC staff identified six “girl-defined communities” across three states where secondary data suggests a high concentration of displaced families lives. Within each state, MC staff carried out the Approach in an urban setting and in a comparatively more rural setting.

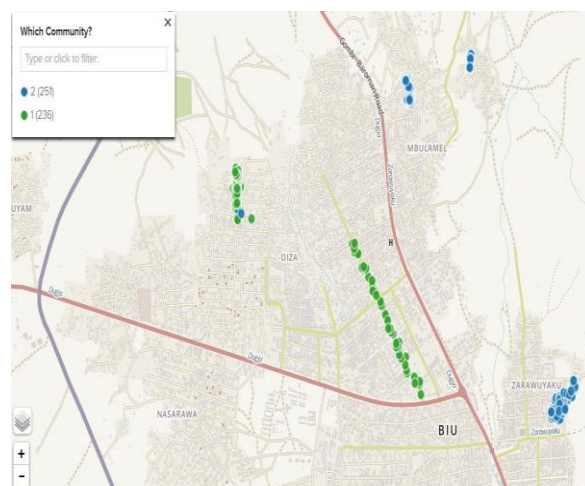
This step also enabled staff to account for what services already exist; what areas or facilities are unused or underused as places for girls to meet or access services; and what services are unwelcoming of adolescent girls because of their location, staff composition, time considerations, program design or other relevant factors.

### Key outputs

Reference KML files, inclusive of key resources and structures identified within each service area. Below are visuals that detail where the teams carried out the service area resource scans i.e., Area 1 vs. Area 2.



Adamawa: Blue = Area 1, Green = Area 2



Borno: Green = Area 1, Blue = Area 2

<sup>9</sup> This criteria for setting the service area boundaries is sometimes described as “a girl’s walkable community” or a “girl-defined community”



Gombe: Green = Area 1, Blue = Area 2

## 2 | Making visible the context-specific profile of adolescent girls—who are the adolescent girls (and boys) that live within the defined crisis-affected community?

Step two is conducting a program-design questionnaire that captures a snapshot profile of adolescent girls and their male peers. This step relies on the ODK Android application and is inclusive of three modules: the *Girl Roster*, developed by the Population Council<sup>10</sup>, and the *Boy Matrix* and *Inclusion Now* developed by the WRC. On average<sup>11</sup>, a team can complete 5-6 entries per hour for all modules.<sup>12</sup> All questions are non-sensitive and enumerators do not interview children. Within three days, the MC teams reached in Adamawa, Borno and Gombe reached 1339 households (total).

Taken together, these tools generate a snapshot of context-specific profile of adolescents within the service area. Specifically, **the tools rapidly generate a table that sorts adolescent girls (and boys) into meaningful segments by age, by schooling, and by marital, childbearing, and living-arrangement status.**

### Rationale

A commonplace, one-size-fits-all approach to emergency responses ignores the differentiated needs of displaced populations. In some cases, the disregard for persons' gender, age and other vulnerability indicators has resulted not only in the most vulnerable and most in-need being unable to safely access services, but also to engage in activities that heighten risks. This default assumption has significant implications for how humanitarian interventions safely identify, protect and engage adolescent girls who—because of their sex and age—are at a disadvantage before, during and after displacement.

<sup>10</sup> Developed by the Population Council and first adapted for use in humanitarian settings by the Women's Refugee Commission in April 2014.

<sup>11</sup> This average reflects implementation in Iraq, Turkey, Lebanon, Egypt, Sierra Leone, South Sudan and Nigeria.

<sup>12</sup> Prior to implementation, WRC collaborated with Oxfam to modify and contextualize questions. Additional modifications were made after enumerators – members of the community – shared their insights and recommendations during the training.

When a conflict erupts or disasters strike, girls' isolation has dangerous implications for girls who do not have familial and social networks to support them. An intersection of various factors, coupled with limited decision-making and mobility prevents many girls from reaching safety and limits their access to life-saving knowledge and services.

The combination of individual, family, community and structural factors that dictate adolescent girls' trajectories influences girls' abilities to cope with crises, to access life-saving services and to overcome their vulnerabilities to experiencing violence, abuse or exploitation. The interplay between these factors and the diversity of adolescent girls' experiences have implications for how actors across all sectors set out to achieve their goals and objectives; it is not the sole concern of gender advisors, protection officers or development agencies.

### Key Findings – Household Profiles

1. **High rate of consent to participate** – an average of 96.2% of households reached. Top reason that consent not secured: no one home.
2. **Reached more IDP families across all three states**, with the highest number of IDPs reached in Borno.
3. **The average length of displacement varies across states**. In Adamawa and Gombe, most displaced families have lived in their current locations for one to three years. Borno is more varied, with comparatively greater numbers of families displaced that have lived in Borno for less than one year.

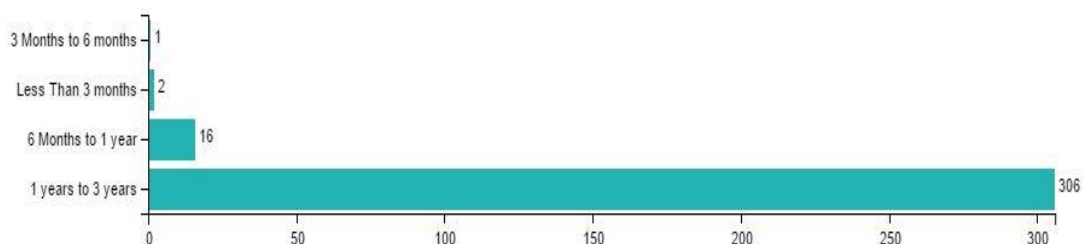
Statistical breakdown by state:

- **Adamawa**

492 households reached, of which:

- 98.6% consented to participate
- 67.0% are displaced families (see chart below for self-reported length of displacement)

*How long have you lived at this location?*



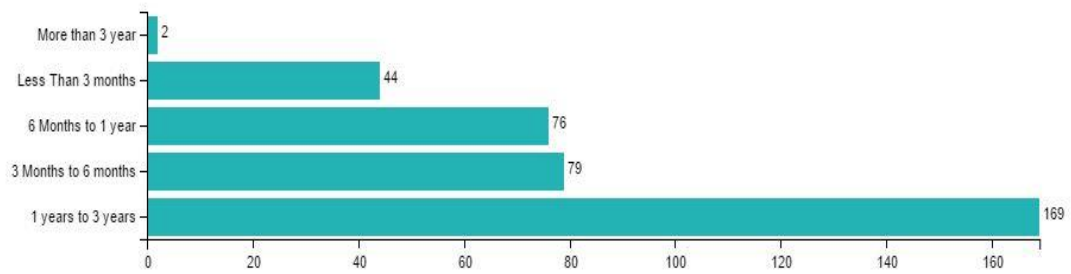
- **Borno**

487 households reached, of which:

- 94.0% consented to participate
- 81.2% are displaced families (see chart below for self-reported length of displacement)



*How long have you lived at this location?*

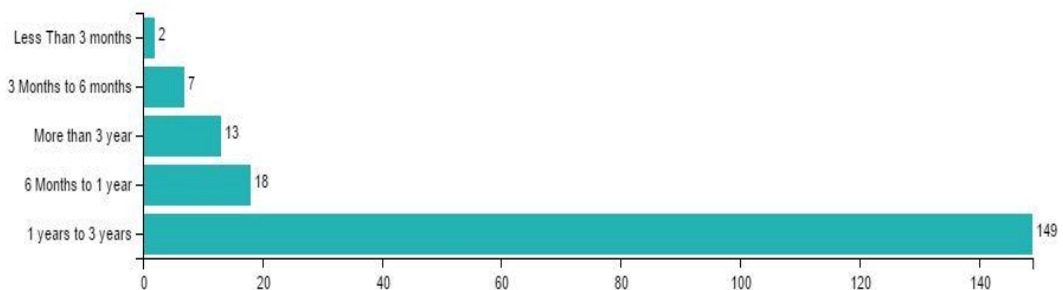


- **Gombe**

360 households reached, of which:

- 96.1% consented to participate
- 54.6% are displaced families (see chart below for self-reported length of displacement)

*How long have you lived at this location?*



### Key Findings – Girl Roster & Boy Matrix – General

Top-line findings are:

1. **In two states, displacement is associated with adolescent girls and boys being out of school.** In Adamawa and Borno, more IDP adolescent girls and boys are out-of-school as compared to adolescents from the host community. Within these states, most all adolescent girls and boys in host families are in school. As compared to displaced girls, the difference is significant.
2. **In Gombe—especially in rural Area 2—girls from host community *and* displaced families are at a comparative disadvantage.** Girls from displaced *and* host families are not attending school,<sup>13</sup> as compared to their male peers. Child marriage is also prevalent among both sub-populations of girls.
3. **Vulnerability profiles, including the concentration of IDP families, is not the same within states.** In each state where field team carried out the work, there is one service area with a significantly greater concentration of girls who have an elevated vulnerability profile e.g., out-school, married, not living with both parents, etc. Borno is the only state with similar profiles across both service areas. Borno is also the state with the highest number of girls and boys living with one/no parents.

<sup>13</sup> Across all three states, high numbers of girls (6-9 years) are not currently in school – championing girls education must be priority.

4. **Adolescent girls (12-15 years) account for more than 50% of adolescent girls (10-18 years).** Across all three states, a majority of girls are near/around the age when they should be transitioning from primary to secondary school, when they begin to feel social pressures associated with adulthood and when their protection risks elevate because of new threats and/or increased vulnerabilities.
5. **For displaced adolescent girls who are currently enrolled in school, girls are (on average) 2.8 grades behind grade-level for their age.** This figure is an average across all three states. The state-level statistics are: Adamawa (2.5), Borno (3.1), and Gombe (2.8). For in-school adolescent girls from host communities in Adamawa and Borno, girls are (on average) within 1 grade-level. For host community adolescent girls in Gombe, in-school girls are 2 grades behind grade-level for their age.
6. **The total number of married girls (n=82)—displaced and from host families—is the highest number identified during Girl Roster implementation in any humanitarian setting to date.**<sup>14</sup> In Gombe, a significant majority of married adolescent girls (84.8%, n=28) do not yet have a child. In Adamawa and Borno, a significant majority of married girls have at least one child.
7. **Nearly all families (96%) of respondents who consented to complete the survey also agreed to be contacted both to participate in focus group discussions and to be notified when MC can provide additional information about forthcoming intervention.** MC should now have a better estimate of the baseline number of adolescent girls and boys across vulnerability-capacity categories. And MC can reference the vulnerability-coded *Contact List* (delivered in March) to engage targeted groups of adolescents themselves and their caregivers in shaping program content, in validating meeting times (reference *Availability Snapshot* slide decks delivered in March) and in evaluating how programming builds their protective assets.

### Key findings – Adamawa

*Total number adolescent girls (10-18 years): 336*

*Number of adolescent girls who fall within an “off track,” heightened vulnerability category: 154*

- **Even though the number of vulnerable adolescent girls (10-18 years, out-of-school, married, or in school but living with one or neither parent) live in Area 1, both areas have similar proportions of girls who fall into heightened vulnerability categories.** In short, the absolute number can be misleading. In Area 1, 46.6% of adolescent girls fall into one of the aforementioned heightened vulnerability categories. In Area 2, 43.0% of adolescent girls fall into a heightened vulnerability category.<sup>15</sup>
- **In both services areas, displaced adolescent girls account for a greater proportion of vulnerable adolescent girls.** Of the total number of vulnerable adolescent girls in Area 1 and Area 2 (n=154), 68.2% (n=105) are displaced adolescent girls. Additionally, young displaced girls (6-9 years) account for 87.2% of all out-of-school girls—humanitarian interventions for adolescent girls in Adamawa should note that girls may be “off track” from as young as age 6.

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<sup>14</sup> Programming note: Merely having a health facility or managing a “safe space” may not translate into these married girls with or without children having the capacity, mobility or agency to access these services and programs. The community may view married girls as woman, and when humanitarian responses do not proactively engage this population group, then it is unlikely that a program is tailored to their needs, often infantilizing their roles/realities and neglecting their risks. Additionally, since having a child is commonly the default entry-point for girls’ access to health services, the presence of married girls with no children (n=10) merits intentional focus and a targeted approach.

<sup>15</sup> If you remove in-school adolescent girls who live with one or neither parents, then the percentage of vulnerable girls within Area 1 and Area 2 are 35.6% and 32.8%, respectively.

- Among all displaced adolescent boys, the proportion who are out-of-school (21.1%) is significantly less than the proportion of displaced girls who are currently not attending school in Adamawa (73.5%). Displacement, however, is also having an impact on boys' schooling; more displaced adolescent boys (10-18 years) are out-of-school (n=62) as compared to the male peers from host families (n=7).
- 50.3% of adolescent girls are 12-15 years old in Adamawa. And the proportion of similar in both service areas.<sup>16</sup>

To view all key outputs for Adamawa, please see Annex 1 on page 16.

### Key findings – Borno

Total number adolescent girls (10-18 years): 448

Number of adolescent girls who fall within an “off track,” heightened vulnerability category: 261

- Living in Borno for less than one year is associated with girls' and boys' not attending school. Of the total number of adolescent girls (10-18 years) who are out of school in both Borno service areas, girls within households that have lived at their current location for less than one year accounted for 74.6% of these out-of-school girls. The same association holds for boys.<sup>17</sup>
- The Girl Roster in Borno identified the highest number of girls and young women 6-24 years old (n=797), as compared to Adamawa (n=637) and Gombe (n=604). Borno is also the state where the field team reached the highest proportion of IDP families – displaced girls and young women (n=636) account for 80.0% of the total number of girls and young women identified by the Girl Roster.
- Of all displaced adolescent girls (10-18 years) within both service areas, 49.9%<sup>18</sup> were not currently enrolled in school. The proportion of out-of-school boys relative to all displaced adolescent boys is 37.0%.<sup>19</sup> And displacement matters in Borno: the percentages of out-of-school girls and boys who are from host community are 15.5% and 5.0%, respectively.<sup>20</sup>
- All married adolescent girls in Borno (n=31) are currently not enrolled in school and the average *highest grade completed* for this sub-population is: primary 4 (P4). A snapshot into married girls' education underscores links between education and early marriage, largely that education, particularly secondary education, confers protective effects against early marriage.
- Compared to Adamawa and Gombe, the Girl Roster implementation in Borno identified the largest number of girls (6-18 years) living with one or no parents. The number girls 6-18 years living with one or neither parent in Borno is 87, which includes 30 girls who are 6-9 years old.
- 52.7% of adolescent girls are 12-15 years old in Borno.<sup>21</sup>

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<sup>16</sup> See bullet #4 under *Key Findings – Girl Roster & Boy Matrix – General*

<sup>17</sup> Opportunity to fuse learnings and lessons from *positive deviance* theory and social cohesion interventions. For example, a conscious attempt to strengthen social networks between in-school IDP girls/boys and their out-of-school peers who have recently arrived to Borno.

<sup>18</sup> Calculation: 168/337

<sup>19</sup> Calculation: 153/413

<sup>20</sup> Calculation for adolescent girls: 17/110. Calculation for adolescent boys: 4/79.

<sup>21</sup> See bullet #4 under *Key Findings – Girl Roster & Boy Matrix – General*

To view all key outputs for Borno, please see Annex II on page 28.

### Key findings – Gombe

Total number adolescent girls (10-18 years): 310

Number of adolescent girls who fall within an “off track,” heightened vulnerability category: 197

- In Gombe (Area 1 + Area 2), the number of adolescent girls from displaced *and* host families who are out of school is similar. Seventy-six displaced adolescent girls and 66 peers from the host community are currently not attending school.
- The number of married girls is also similar for displaced adolescent girls and their host community peers. Fifteen displaced adolescent girls and 18 peers from the host community are currently married. Of all married girls (n=33), 85% do not currently have children and 28 of them live in Area 2.
- In Area 2, only 7.8%<sup>22</sup> of adolescent girls are currently enrolled in school and living with both parents – if you include girls who live with one parent, the percentage increased to 10.6%.<sup>23</sup> In Gombe, more than 90% of adolescent girls fall within one of the “off track,” heightened vulnerability categories. These figures are in stark contrast with adolescent boys: 92.0% are either only attending school or attending school and working.<sup>24</sup>
- In Area 1, the gender gap between adolescent girls and boys is far less pronounced. Compared to Area 2, where a high proportion of girls are out of school, only 28.4% of girls were out-of-school.<sup>25</sup> For adolescent boys, more than 50% of adolescent boys were out-of-school.<sup>26</sup>
- 50.3% of adolescent girls are 12-15 years old in Gombe.<sup>27</sup>

To view all key outputs for Gombe, please see Annex III on page 40.

### Inclusion Now

This section describes *Inclusion Now*—it outlines the rationale in support of adding the module to the *I’m Here* Approach and the key findings from implementation in Adamawa, Borno and Gombe.

Nigeria is the second country where the *I’m Here* profiling tools have included a module that promotes disability inclusion. The module, *Inclusion Now*, is a modified version of the Washington Group’s short-set of questions on disability.<sup>28, 29</sup> In consultation with the Washington Group, the WRC modified the short-set of questions to help actors identify disabled adolescents and adolescents who live within households where an adult has a disability. To mitigate stigma and avoid sensitive questions, the Washington Group’s

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<sup>22</sup> Calculation: 11/141

<sup>23</sup> Calculation: 15/141

<sup>24</sup> Calculation: 162/176 [Note: Because the comparison is current attendance in school, the numerator is the number (n=26) of adolescent boys who are attending school *and* working is included in the numerator]

<sup>25</sup> Calculation: 48/169

<sup>26</sup> Calculation: 88/173

<sup>27</sup> See bullet #4 under *Key Findings – Girl Roster & Boy Matrix – General*

<sup>28</sup> Adaptation, implementation and learning is taking place in consultation with the Washington Group. Prior to this work, the Washington Group short-set of six questions had not yet been modified for use in humanitarian settings.

<sup>29</sup> Link to more information: [http://www.cdc.gov/nchs/washington\\_group/wg\\_questions.htm](http://www.cdc.gov/nchs/washington_group/wg_questions.htm)

short-set of questions relies on the term “difficulty” in lieu of disability.<sup>30</sup> Field-testing in non-humanitarian settings have affirmed that the population-based survey questions are effective at identifying disabilities related to: walking, seeing, hearing, communication, self-care, and memory recall.

The password-protected contact lists are inclusive of these findings; per the vulnerability-capacity color key, the shading for disability status is purple.

## Rationale

Persons with disabilities form one of the most socially excluded groups in any displaced or conflict-affected community. Findings from humanitarian field studies indicate that persons with disabilities are often hidden in shelters, overlooked during needs assessments, and rarely consulted in the design of humanitarian programs. This reduces their access to services and assistance, and increases their risk to a variety of protection concerns, including violence, abuse and exploitation.

Girls with disabilities are exposed to a wide range of perpetrators of violence, including intimate partners, family members, caregivers and assistants, health professionals and service providers, all with varying power dynamics and complexity.<sup>31</sup> Disability also has an impact at household levels. Persons with disabilities and their families are more likely to experience poverty than those without disabilities.<sup>32</sup> Since poverty and displacement often thrust adolescent girls into adult roles, girls living in a household with an adult who has a disability take on additional responsibilities that may further isolate them from essential services, targeted programs and social networks.

## Key Findings – General

- **Adolescent girls and boys with disabilities live in all three states.** Of all the three states, Adamawa is the one with highest number of households that include an adolescent with a disability (n=116). In Borno and Gombe, less than 20 households reported that an adolescent with a disability lived within the home.
- **The ratio of girls to boys with disabilities is close to 1:1.** In all three states, the number of girls and boys with disabilities is nearly equal; however research finds that the risks, needs and impact associated with their disability status is not necessarily same.
- **The profile of self-reported disabilities vary across states (see word clouds),** and in Borno, the option to select “other” resulted in households reporting several health-related complications. As is common, a greater number of overall households reported disabilities that are visually identifiable – Adamawa is the exception, where difficulties with self-care and communication ranked highest. Based on learning in other settings, *Inclusion Now* results likely underestimate the number of persons with intellectual disabilities.

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<sup>30</sup> In this version, respondents were able to select “other” as an answer choice. WRC is field-testing the inclusion vs. exclusion of this option. Based on results and analysis from implementation in Lebanon and Nigeria, the WRC may remove the “other” answer choice from the module.

<sup>31</sup> Van Der Heijden, Ingrid (2014). “What Works to Prevent Violence against Women with Disabilities.” *What Works to Prevent Violence: A Global Programme to Prevent Violence against Women and Girls*.

<sup>32</sup> Palmer, Michael. 2011. “Disability and Poverty: A Conceptual Review.” *Journal of Disability Policy Studies*, 21: 210–218

### 3 | Holding targeted focus groups—what do adolescent girls with similar experiences have to say about their priority needs and fears? How do responses compare with boys and caregivers?

This section outlines the results from targeted focus group discussions with adolescent girls, adolescent boys and caregivers. The *I'm Here* Approach relies on a focus group methodology developed by Columbia University's Program on Forced Migration and Health and the Child Protection in Crisis Network for use in emergency contexts: the Participatory Ranking Methodology (PRM).<sup>33</sup> PRM is a rapid appraisal method that produces quantitative and qualitative data and is appropriate for needs assessments in humanitarian settings. This method is flexible, easy to implement (compared to other focus group methodologies) and provides insightful information for topline decision-making.

Based on results from the service-area resource scan, the Girl Roster and the Boy Matrix, the implementation team generated a contact list, which it used to conduct targeted focus group discussions. In two states (Adamawa and Borno), field teams facilitated focus group discussions with out-of-school adolescents 10-14 years and their caregivers. Within Gombe, field teams convened separate focus groups with out-of-school girls who were, 10-14, 14-17 and married girls who were 15-19 years old (See Box 1).<sup>34</sup>

#### Rationale

Adolescents in emergencies are rarely given an opportunity to self-identify and prioritize their needs and protection risks. Time constraints, competing needs, and onerous data collection methods fuel a perception that sector-specific rapid assessments in emergencies are unable to engage some of the most vulnerable. Too often, adolescents are lumped into programming for children or adults, which can exacerbate their vulnerabilities.

Girls' active engagement in decision-making, including involvement in program cycle development from assessment to evaluation, is imperative. To maintain accountability, participation cannot be tokenistic, and emergency responses that seek girls' input should act on their findings.

#### Box 1: Participant profile

- 110 adolescent girls who are out-of-school. Age groups:
  - o 10-14 years
  - o 14-17 years
  - o 15-19 years (married)
- 76 adolescent boys who are out-of-school and not working.
- 110 adult women, girls' caregivers
- 76 adult men, boys' caregivers

#### Key Findings – General

- **Hawking is vital to adolescent girls' and boys' livelihoods, yet it is also a threat to their safety.** In focus group discussions, it was repeatedly mentioned that hawking is imperative to obtaining economic security, while also being an activity that makes adolescents vulnerable to violence.

<sup>33</sup>Ager, A (2011). Rapid Appraisal in Humanitarian Emergencies Using Participatory Ranking Methodology (PRM). Columbia University Program on Forced Migration and Health.

<sup>34</sup> *Questions for adolescent girls:* For adolescent girls in the community like you, (a) what would they like to learn or do if they could spend two hours together every week? (b) What are adolescent girls' primary fears/concerns in the community? *Questions for adolescent boys:* For adolescent boys in the community like you, (a) what would they like to learn or do if they could spend two hours together every week? (b) What are adolescent boys' primary fears/concerns in the community? *Questions for caregivers:* For caregivers of girls/boys in the community, what are their primary concerns for adolescent girls/boys in the community?

- **Adolescent girls consistently cite gender-based violence in all regions as a protection concern.** Specific examples of the gender-based violence mentioned include fear of rape, gender discrimination, domestic violence, stigmatization and early marriage.
- **Boko Haram is a constant source of fear for adolescent girls, adolescent boys and caregivers of both.** Fear of Boko Haram can be found in all three states; however it is referenced most in Borno.
- **Among all three focus groups, “bad boys” were mentioned as a concern for various reasons.** “Bad boys” are members of local gangs who attempt to recruit adolescent boys and harass adolescent girls. Caregivers note their concern when their children interact with these boys.
- **Frequent mentions of IDP discrimination throughout discussions.** This discrimination is felt by adolescent girls, adolescent boys and caregivers across the region.

**Key findings – Adamawa** (see bubble chart, pages 15–20)

- **Food security is a high-priority concern among adolescent girls and caregivers.** This is a higher concern in Adamawa than any other region in Nigeria.
- **Adolescent girls increasingly focus on home-based work.** Girls in Borno and Gombe focus more on work outside the home.
- **WASH is consistently referenced as an area of support as well as a concern.** Fetching water and bathing were the top concerns mentioned by adolescent girls along with buying sanitary kits.
- **In service area 1, education is a low priority.** Compared to other states, this result is an outlier.
- **Female caregivers and adolescent girls cite gender discrimination and rape as concerns.**

**Key findings – Borno** (see bubble chart, pages 21–26)

- **Hawking is a major protection concern.** This is more prevalent in service area 1 of Borno than it is in service area 2.
- **Education is a high priority for adolescent girls and adolescent boys.**
- **There is great interest in vocational skills.** This interest is among both girls and boys.
- **The number one protection concern for all adolescents is Boko Haram.** This is also true among both service areas.
- **Low water access is a concern** for adolescent girls and boys across both service areas.
- **Caregivers prioritize education and food security above all else.**

**Key findings – Gombe** (see bubble chart, pages 27–32)

- **Education is a priority to both adolescent girls and adolescent boys.** Education is highly prioritized in both support and adolescent concerns.
- **Adolescent girls, boys and caregivers in both service areas view hawking as a form of obtaining economic security.**
- **Protection from Boko Haram is a constant fear.** This is reflected in adolescent girls’ responses more than adolescent boys’.
- **Gender-based violence is cited by adolescent girls and their caregivers.** Forms of gender-based violence mentioned are being raped, stigmatization, domestic violence and early marriage.
- **Life/Vocational skills are important to adolescent girls and boys.** These skills are discussed more often than other support options.

## Annex I – Adamawa Outputs & Charts

### Girl Roster

#### A. All Girls, Area 1 + Area 2 (Adamawa)

Recommendation: Compare to Output F below, or to the same output for Borno & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	152	14	2	39	8	0	--	--	215
10-11	46	3	1	14	5	0	--	--	69
12-15	95	16	4	40	12	0	2	0	169
16-18	41	11	3	17	8	2	9	7	98
19-24	13	7	2	17	6	1	31	9	86
<b>Total</b>	<b>347</b>	<b>51</b>	<b>12</b>	<b>127</b>	<b>39</b>	<b>3</b>	<b>42</b>	<b>16</b>	<b>637</b>

#### B. IDP Girls Only, Area1 + Area 2 (Adamawa)

Recommendation: Compare to Output C below, to Output G below, or to the same output for Borno & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	81	9	2	34	7	0	--	--	133
10-11	23	2	1	10	5	0	--	--	41
12-15	53	14	1	31	9	0	0	0	108
16-18	25	5	3	8	7	2	5	2	57
19-24	8	3	2	9	2	1	11	6	42
<b>Total</b>	<b>190</b>	<b>33</b>	<b>9</b>	<b>92</b>	<b>30</b>	<b>3</b>	<b>16</b>	<b>8</b>	<b>381</b>



C. Host Girls Only, Area1 + Area 2 (Adamawa)

Recommendation: Compare to Output B above, to Output H below, or to the same output for Borno & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	71	5	0	5	1	0	--	--	82
10-11	23	1	0	4	0	0	--	--	28
12-15	42	2	3	9	3	0	2	0	61
16-18	16	6	0	9	1	0	4	5	41
19-24	5	4	0	8	4	0	20	3	44
<b>Total</b>	157	18	3	35	9	0	26	8	256

D. All Girls, Area 1 Only (Adamawa)

Recommendation: Compare to Output E below, to Output I below, or to the same output for Borno & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	90	7	2	32	8	0	--	--	139
10-11	24	3	1	10	5	0	--	--	43
12-15	59	11	2	29	11	0	0	0	112
16-18	28	6	0	6	6	1	4	2	53
19-24	9	3	1	9	2	1	7	7	39
<b>Total</b>	210	30	6	86	32	2	11	9	386

E. All Girls, Area 2 Only (Adamawa)

Recommendation: Compare to Output D above, to Output J below, or to the same output for Borno & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	62	7	0	7	0	0	--	--	76
10-11	22	0	0	4	0	0	--	--	26
12-15	36	5	2	11	1	0	2	0	57
16-18	13	5	3	11	2	1	5	5	45
19-24	4	4	1	8	4	0	24	2	47
<b>Total</b>	137	21	6	41	7	1	31	7	251

Boy Matrix

F. All Boys, Area 1 + Area 2 (Adamawa)

Recommendation: Compare to Output A above, or to the same output for Borno & Gombe

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	148	2	0	50	200
10-11	102	2	0	15	119
12-15	158	0	3	26	187
16-18	84	4	1	22	111
19-24	70	19	0	37	126
<b>Total</b>	562	27	4	150	743

G. IDP Boys Only, Area 1 + Area 2 (Adamawa)

Recommendation: Compare to Output H below, to Output B above, or to the same output for Borno & Gombe

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	95	1	0	42	138
10-11	67	2	0	13	82
12-15	105	0	2	24	131
16-18	58	3	0	20	81
19-24	39	5	0	24	68
<b>Total</b>	364	11	2	123	500

H. Host Boys Only, Area 1 + Area 2 (Adamawa)

Recommendation: Compare to Output G above, to Output C above, or to the same output for Borno & Gombe

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	53	1	0	8	62
10-11	35	0	0	2	37
12-15	53	0	1	2	56
16-18	26	1	1	2	30
19-24	31	14	0	13	58
<b>Total</b>	198	16	2	27	243

I. All boys, Area 1 only (Adamawa)

Recommendation: Compare to Output J below, to Output D above, or to the same output for Borno & Gombe

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	89	2	0	45	136
10-11	71	2	0	14	87
12-15	114	0	2	23	139
16-18	65	3	1	20	89
19-24	43	13	0	23	79
<b>Total</b>	382	20	3	125	530

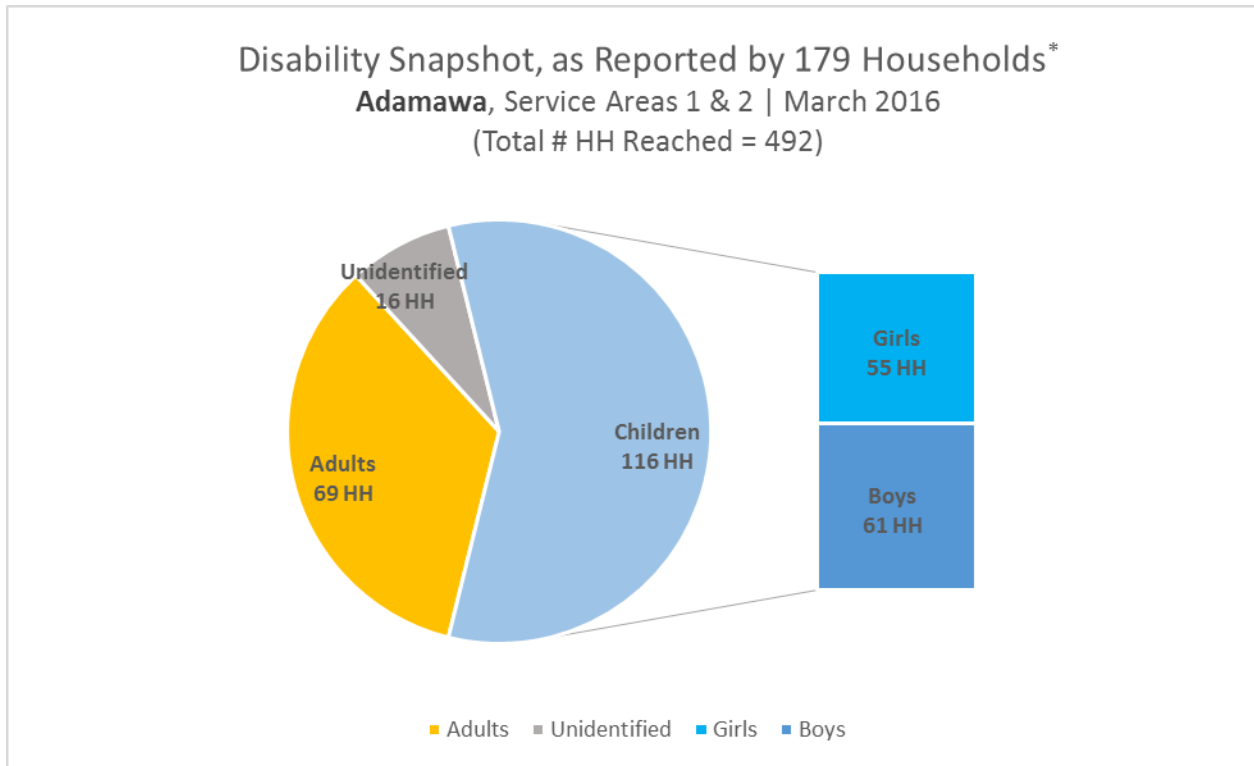
J. All boys, Area 2 only (Adamawa)

Recommendation: Compare to Output I above, to Output E above, or to the same output for Borno & Gombe

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	59	0	0	5	64
10-11	31	0	0	1	32
12-15	44	0	1	3	48
16-18	19	1	0	2	22
19-24	27	6	0	14	47
<b>Total</b>	180	7	1	25	213

**Inclusion Now**

**A. Disability Snapshot—Adamawa**



\* Of 170 HHS that reported at least one disability, 22 HHS reported multiple individuals with disabilities (17 adults, 11 boys, and 11 girls).



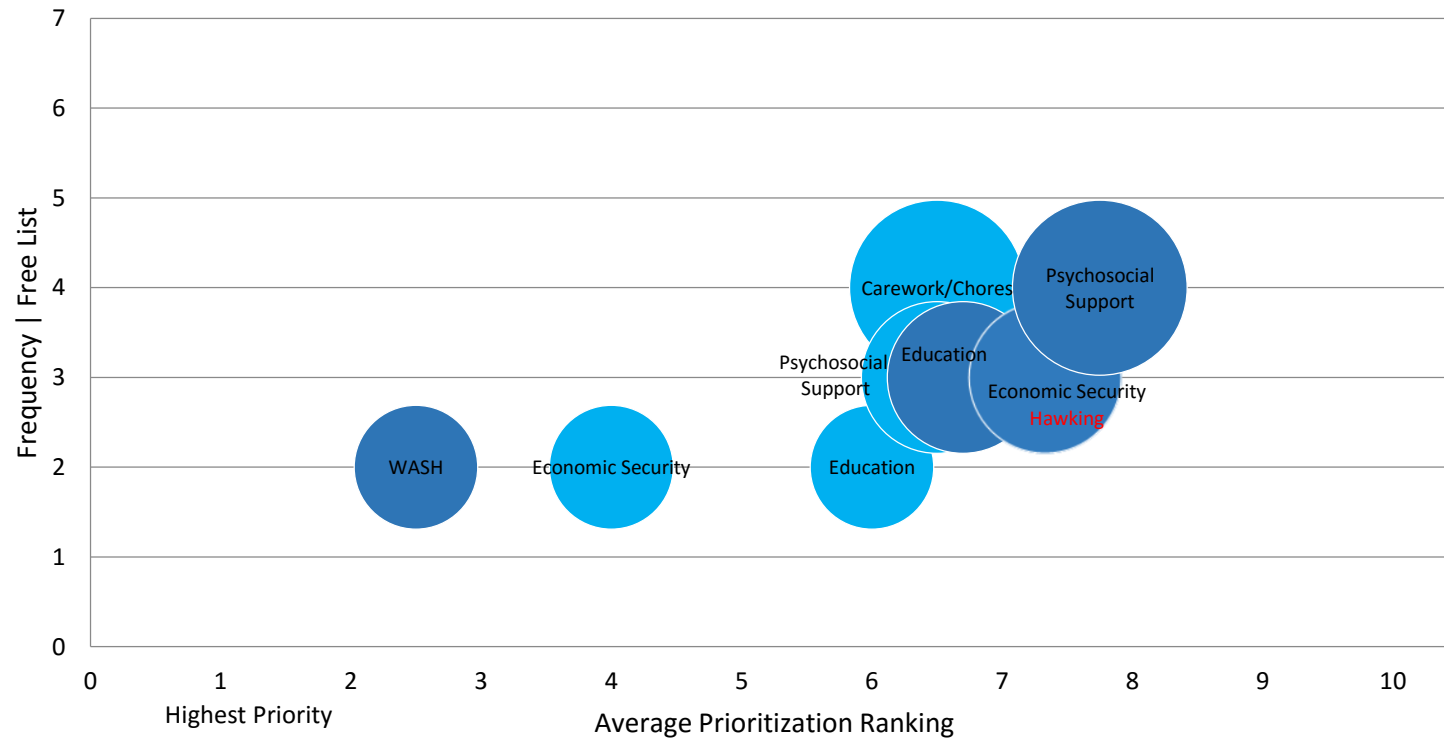
## Targeted PRM Focus Group Discussions

Adamawa Area 1 – PRM Results for out-of-school adolescent girls (n=20) and boys (n=18) who are 10-14 years old

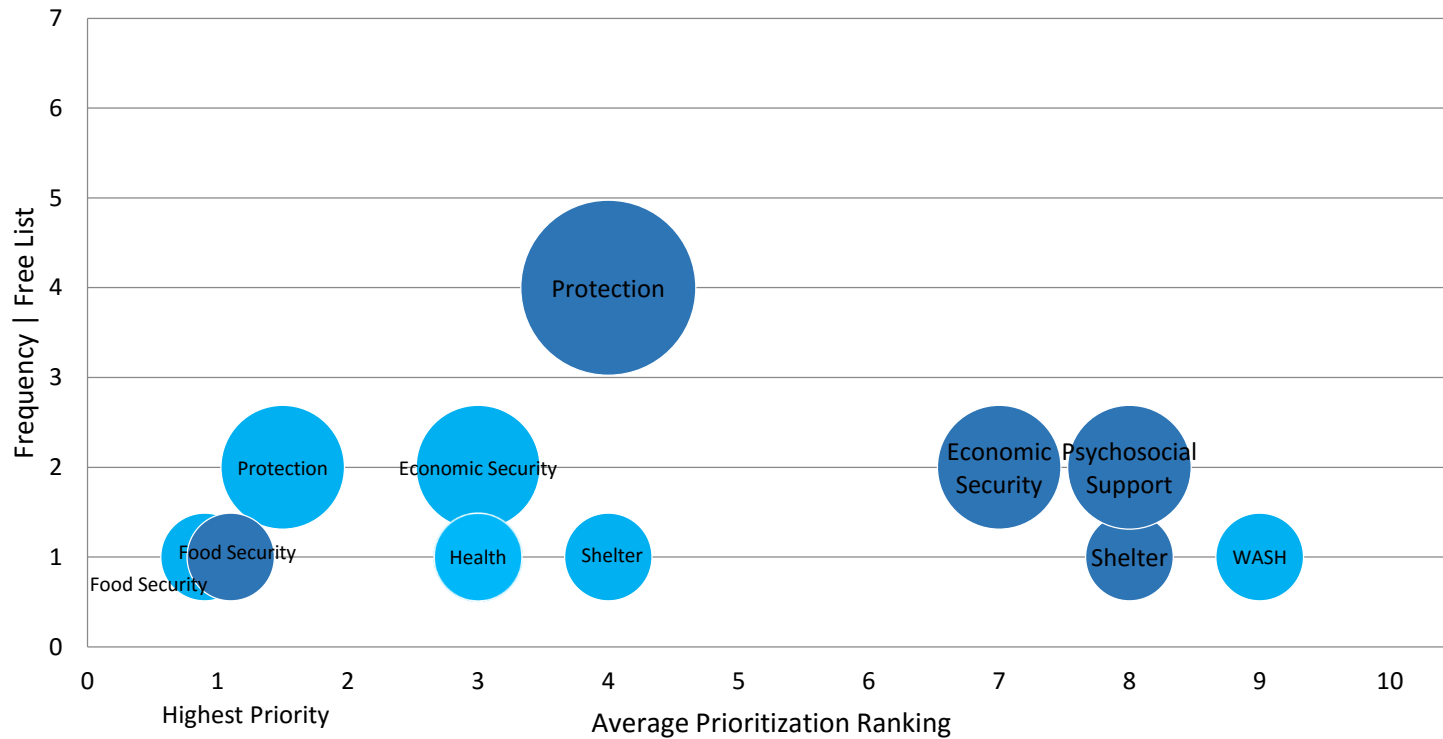
### What support would you like to receive? Prioritization of adolescent girls & adolescent boys responses

(10-14, out of school)

Adamawa, Service Area #1 | March 2016

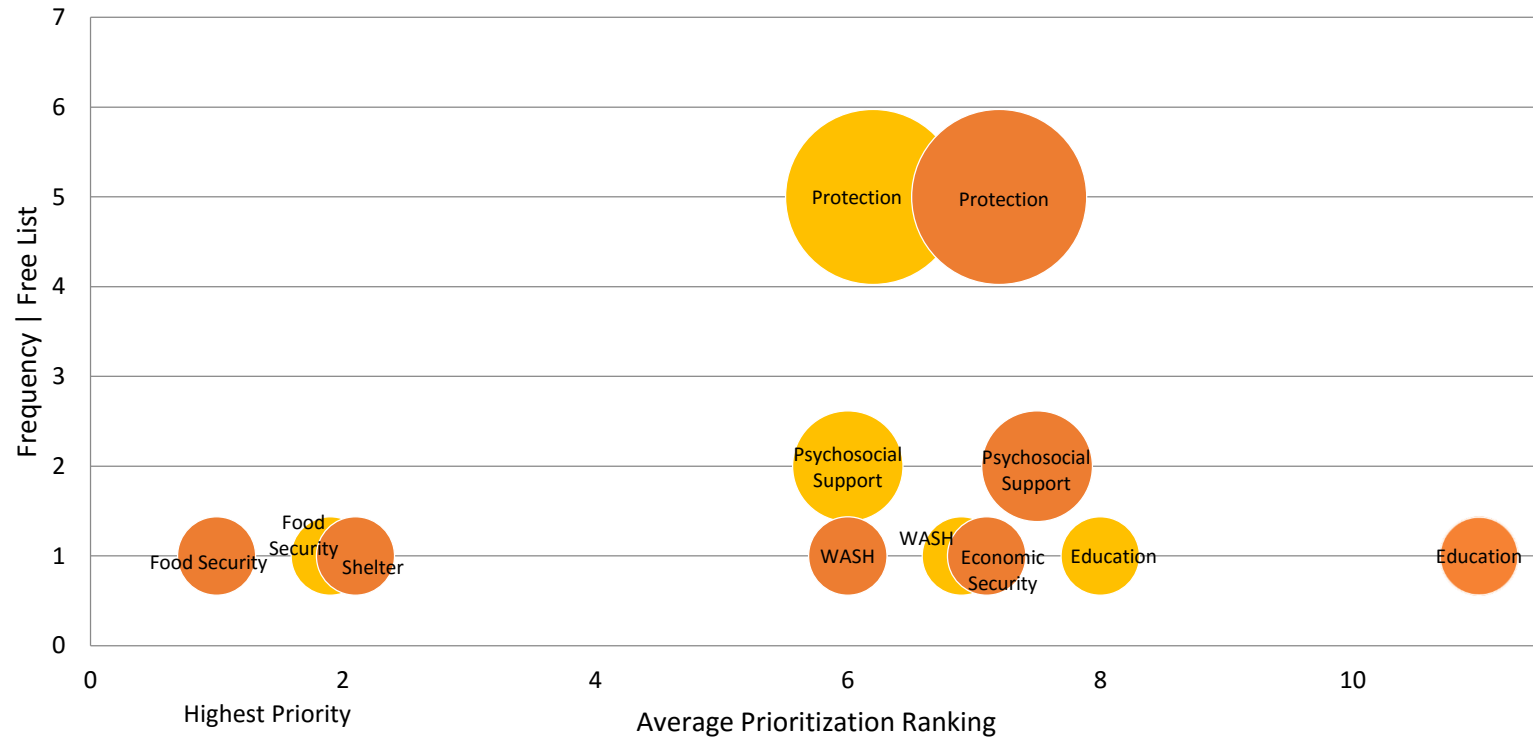


What are primary concerns and fears?  
 Prioritization of **adolescent girls** & **adolescent boys** responses  
 (10-14, out of school)  
 Adamawa, Service Area #1 | March 2016



Adamawa Area 1 – PRM Results for girls' caregivers (n=20) and boys' caregivers (n=18).

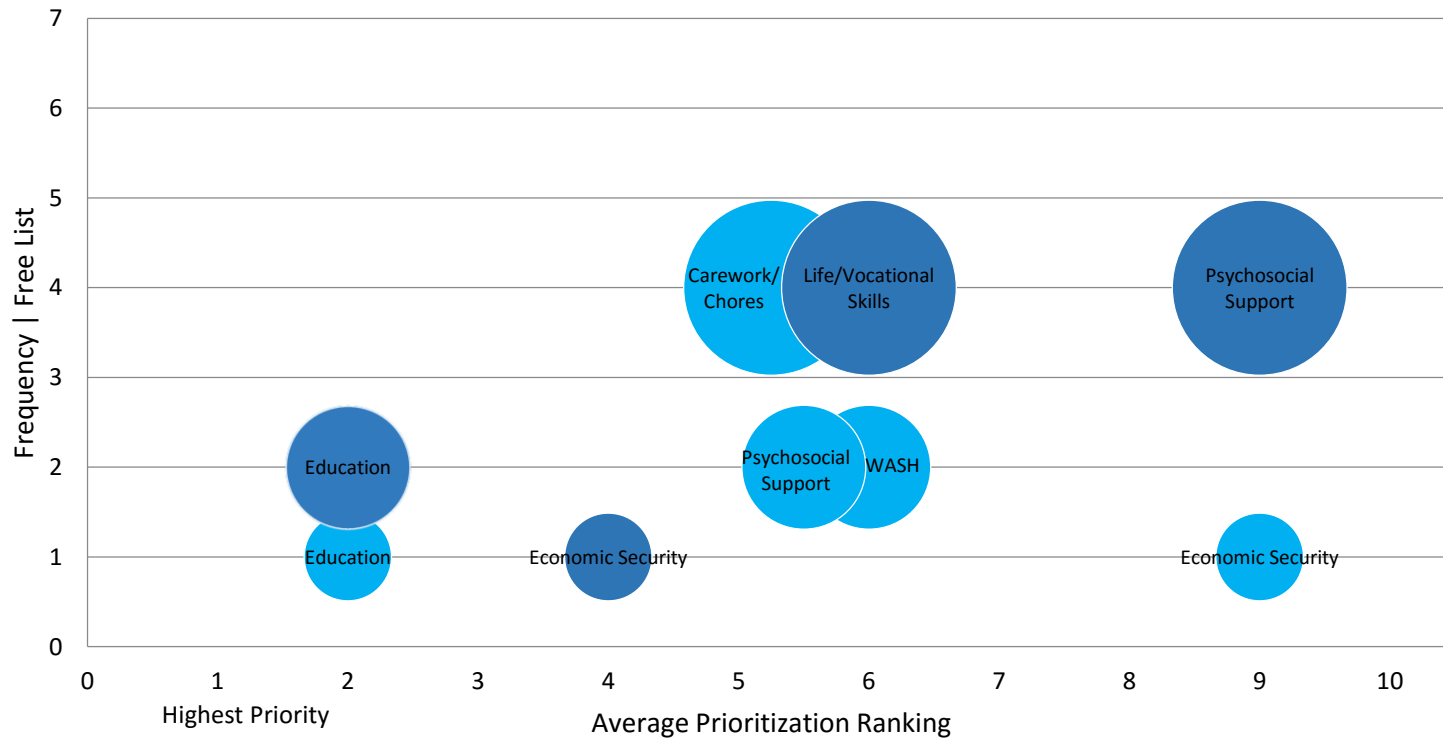
What are your primary concerns (for girls and boys)?  
Prioritization of girls' caregivers & boys' caregivers responses  
(10-14, out of school)  
Adamawa, Service Area #1 | March 2016



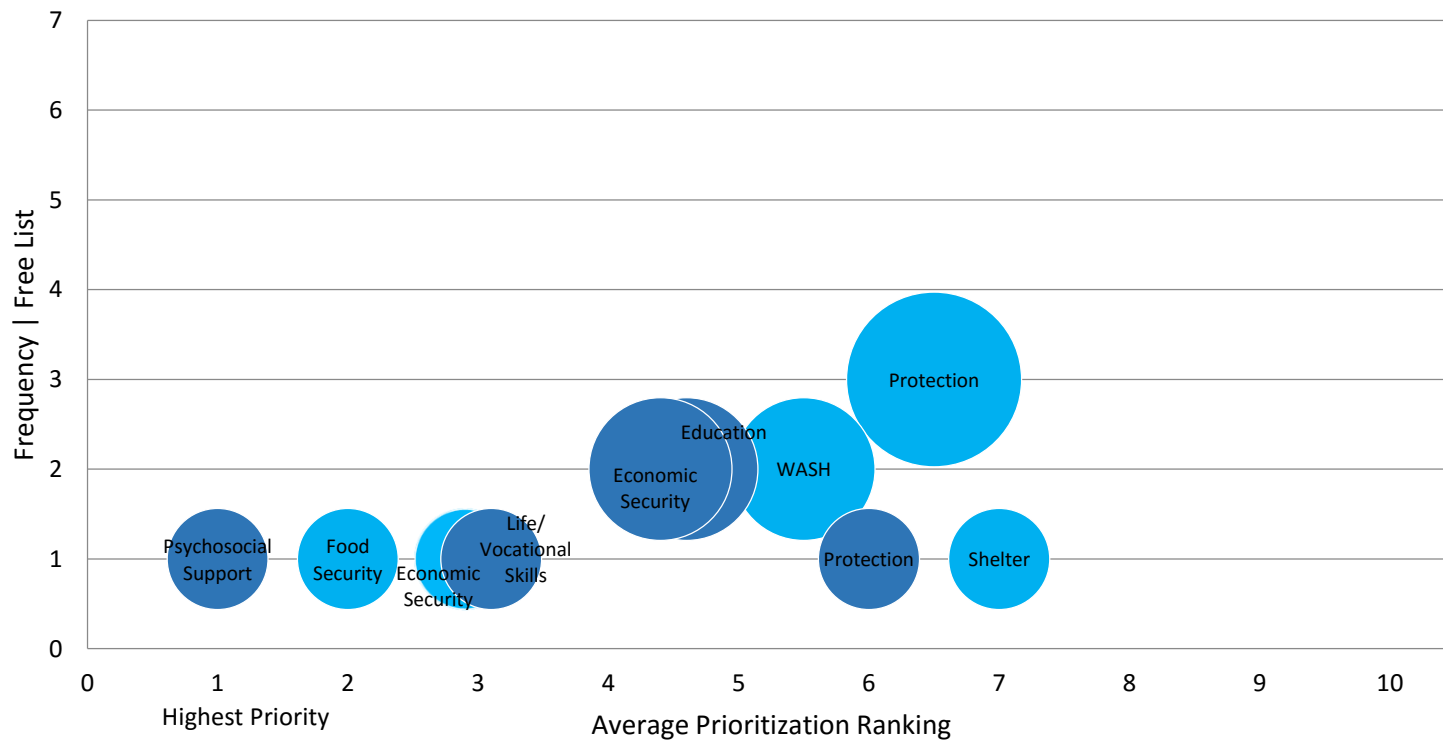


Adamawa Area 2 – PRM Results for out-of-school adolescent girls (n=20) and boys (n=18) who are 10-14 years old

What support would you like to receive?  
Prioritization of adolescent girls & adolescent boys responses  
(10-14, in school)  
Adamawa, Service Area #2 | March 2016

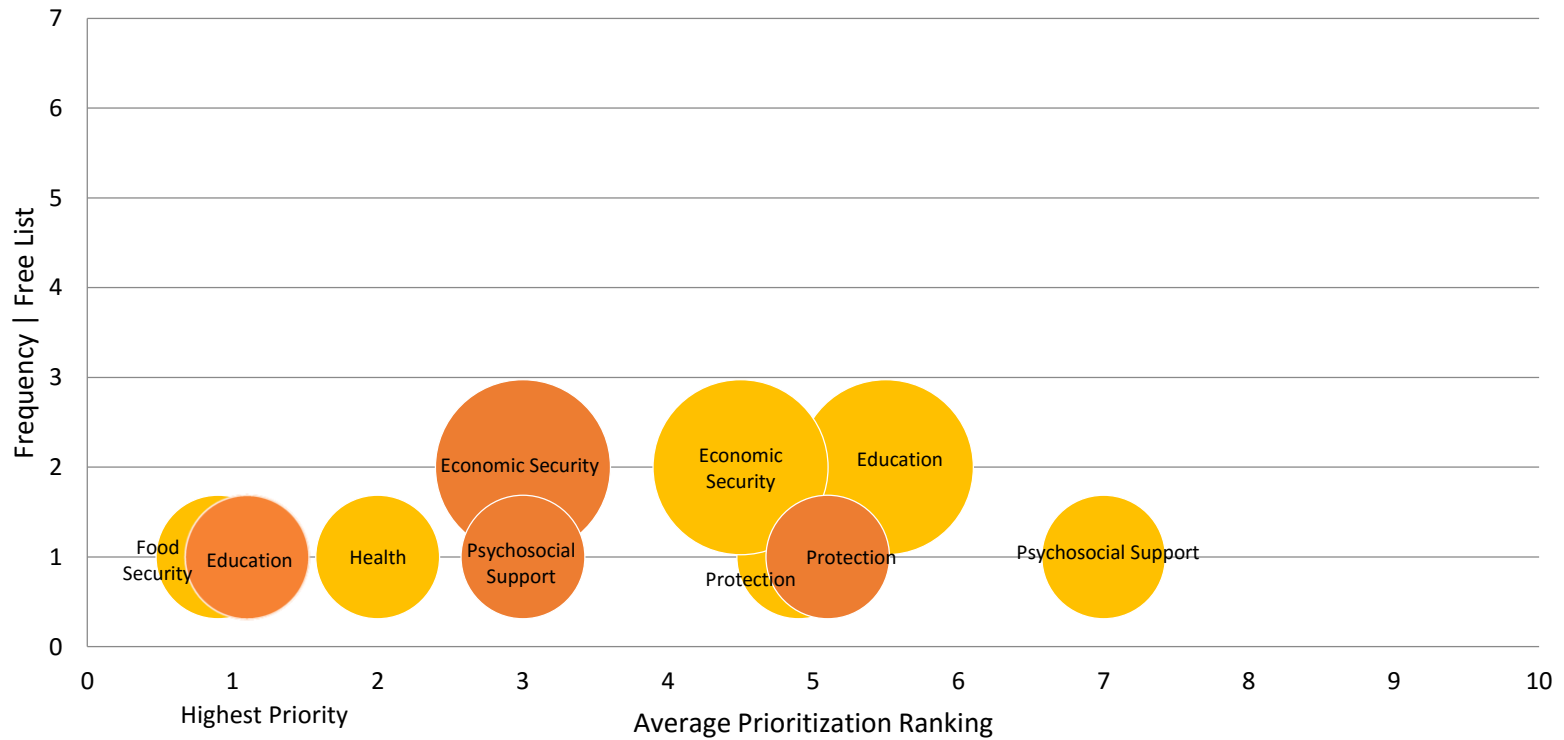


What are primary concerns and fears?  
 Prioritization of adolescent girls & adolescent boys responses  
 (10-14, in school)  
 Adamawa, Service Area #2 | March 2016



Adamawa Area 2 – PRM Results for girls' caregivers (n=20) and boys' caregivers (n=20).

What are your primary concerns (for girls and boys)?  
Prioritization of girls' caregivers & boys' caregivers responses  
(10-14, in school)  
Adamawa, Service Area #2 | March 2016



## Annex II – Borno Outputs & Charts

### Girl Roster

#### A. All Girls, Area 1 + Area 2 (Borno)

Recommendation: Compare to Output F below, or to the same output for Adamawa & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	122	30	4	106	7	2	--	--	271
10-11	50	11	2	40	7	1	--	--	111
12-15	102	34	11	74	5	0	4	6	236
16-18	35	12	5	23	4	1	17	4	101
19-24	15	6	1	15	5	2	30	4	78
<b>Total</b>	324	93	23	258	28	6	51	14	797

#### B. IDP Girls Only, Area1 + Area 2 (Borno)

Recommendation: Compare to Output C below, to Output G below, or to the same output for Adamawa & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	96	25	4	104	6	2	--	--	237
10-11	32	7	2	40	6	1	--	--	88
12-15	69	20	7	73	3	0	4	5	181
16-18	21	7	4	17	0	1	15	3	68
19-24	13	1	1	13	2	2	28	2	62
<b>Total</b>	231	60	18	247	17	6	47	10	636

C. Host Girls Only, Area1 + Area 2 (Borno)

Recommendation: Compare to Output B above, to Output H below, or to the same output for Adamawa & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	26	5	0	2	1	0	--	--	34
10-11	18	4	0	0	1	0	--	--	23
12-15	33	14	4	1	2	0	0	1	55
16-18	14	5	1	6	3	0	2	1	32
19-24	2	5	0	2	3	0	2	2	16
<b>Total</b>	93	33	5	11	10	0	4	4	160

D. All Girls, Area 1 Only (Borno)

Recommendation: Compare to Output E below, to Output I below, or to the same output for Adamawa & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	53	12	0	74	3	1	--	--	143
10-11	16	3	0	33	4	0	--	--	56
12-15	48	8	0	60	3	0	4	5	128
16-18	14	3	1	17	0	0	5	1	41
19-24	4	4	0	8	1	1	8	2	28
<b>Total</b>	135	30	1	192	11	2	17	8	396

E. All Girls, Area 2 Only (Borno)

Recommendation: Compare to Output D above, to Output I below, or to the same output for Adamawa & Gombe

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	69	18	4	32	4	1	--	--	128
10-11	34	8	2	7	3	1	--	--	55
12-15	54	26	11	14	2	0	0	1	108
16-18	21	9	4	6	4	1	12	3	60
19-24	11	2	1	7	4	1	22	2	50
<b>Total</b>	189	63	22	66	17	4	34	6	401

Boy Matrix

F. All Boys, Area 1 + Area 2 (Borno)

Recommendation: Compare to Output A above, or to the same output for Adamawa & Gombe

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	205	0	0	97	302
10-11	76	0	0	34	110
12-15	162	1	1	72	236
16-18	93	2	1	50	146
19-24	80	4	0	59	143
<b>Total</b>	616	7	2	312	937

G. IDP Boys Only, Area 1 + Area 2 (Borno)

Recommendation: Compare to Output H below, to Output B above, or to the same output for Adamawa & Gombe

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	149	0	0	94	243
10-11	59	0	0	34	93
12-15	128	1	1	72	202
16-18	69	1	1	47	118
19-24	51	3	0	47	101
<b>Total</b>	456	5	2	294	757

H. Host Boys Only, Area 1 + Area 2 (Borno)

Recommendation: Compare to Output G above, to Output C above, or to the same output for Adamawa & Gombe

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	56	0	0	3	59
10-11	17	0	0	0	17
12-15	34	0	0	0	34
16-18	24	1	0	3	28
19-24	29	1	0	12	42
<b>Total</b>	160	2	0	18	180

I. All boys, Area 1 only (Borno)

Recommendation: Compare to Output J below, Output D above, or to the same output for Adamawa & Gombe

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	95	0	0	79	174
10-11	31	0	0	28	59
12-15	61	0	0	55	116
16-18	40	0	0	38	78
19-24	41	1	0	43	85
<b>Total</b>	268	1	0	243	512

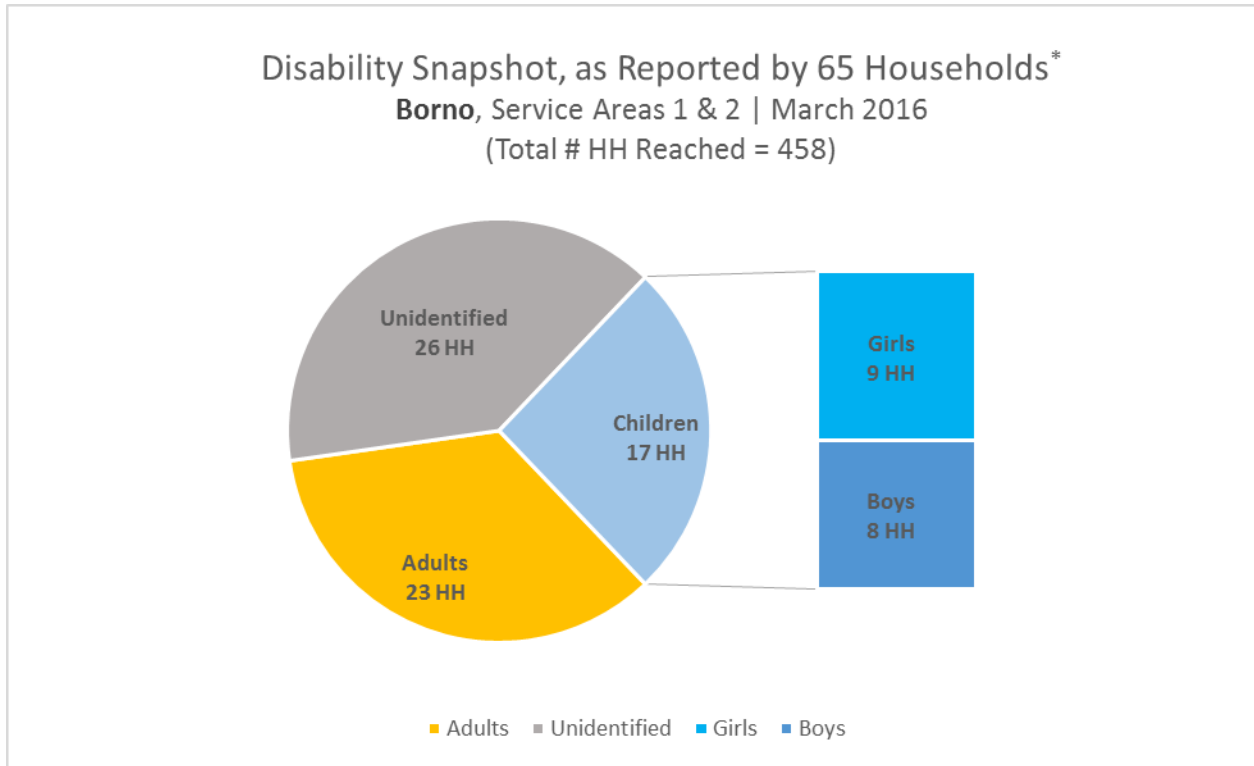
J. All boys, Area 2 only (Borno)

Recommendation: Compare to Output I above, to Output E above, or the same output for any other state

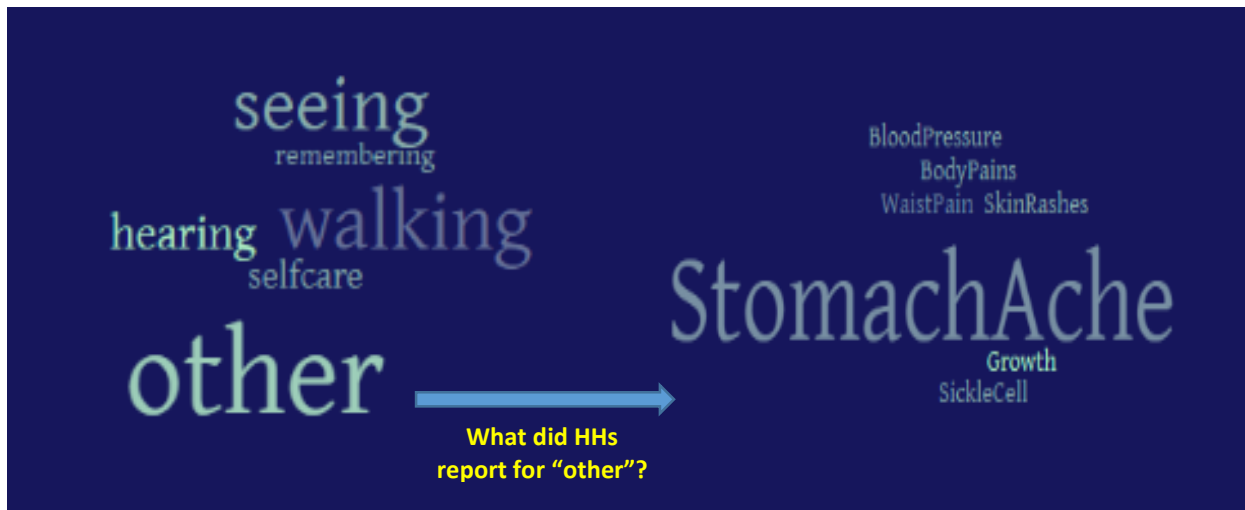
Age Group	Student Only	Work Only	Both	Neither	Total
06-09	110	0	0	18	128
10-11	45	0	0	6	51
12-15	101	1	1	17	120
16-18	53	2	1	12	68
19-24	39	3	0	16	58
<b>Total</b>	348	6	2	69	425



Disability Snapshot—Borno



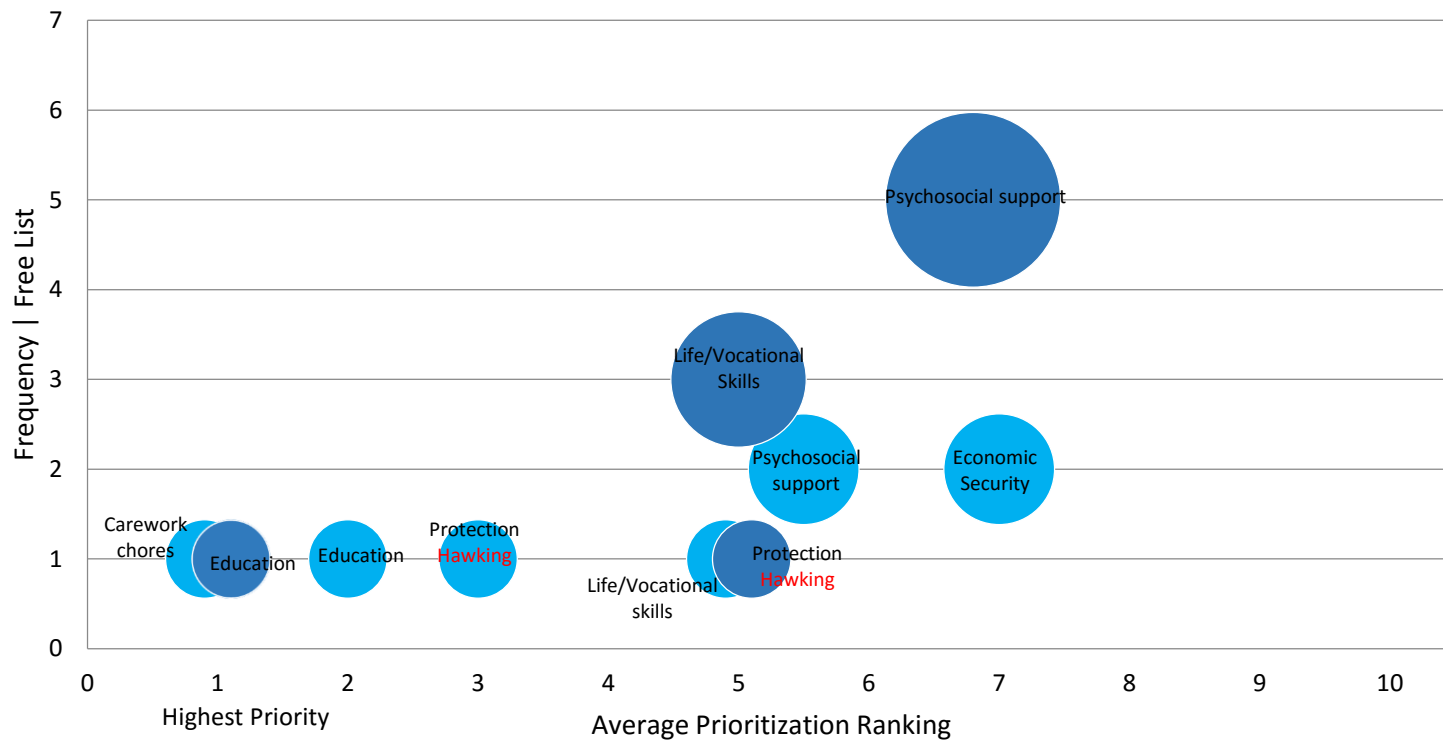
\* Of 65 HHs that reported at least one disability, one HH (n=1) reported 2 individuals with disabilities (1 adult and 1 adolescent girl).



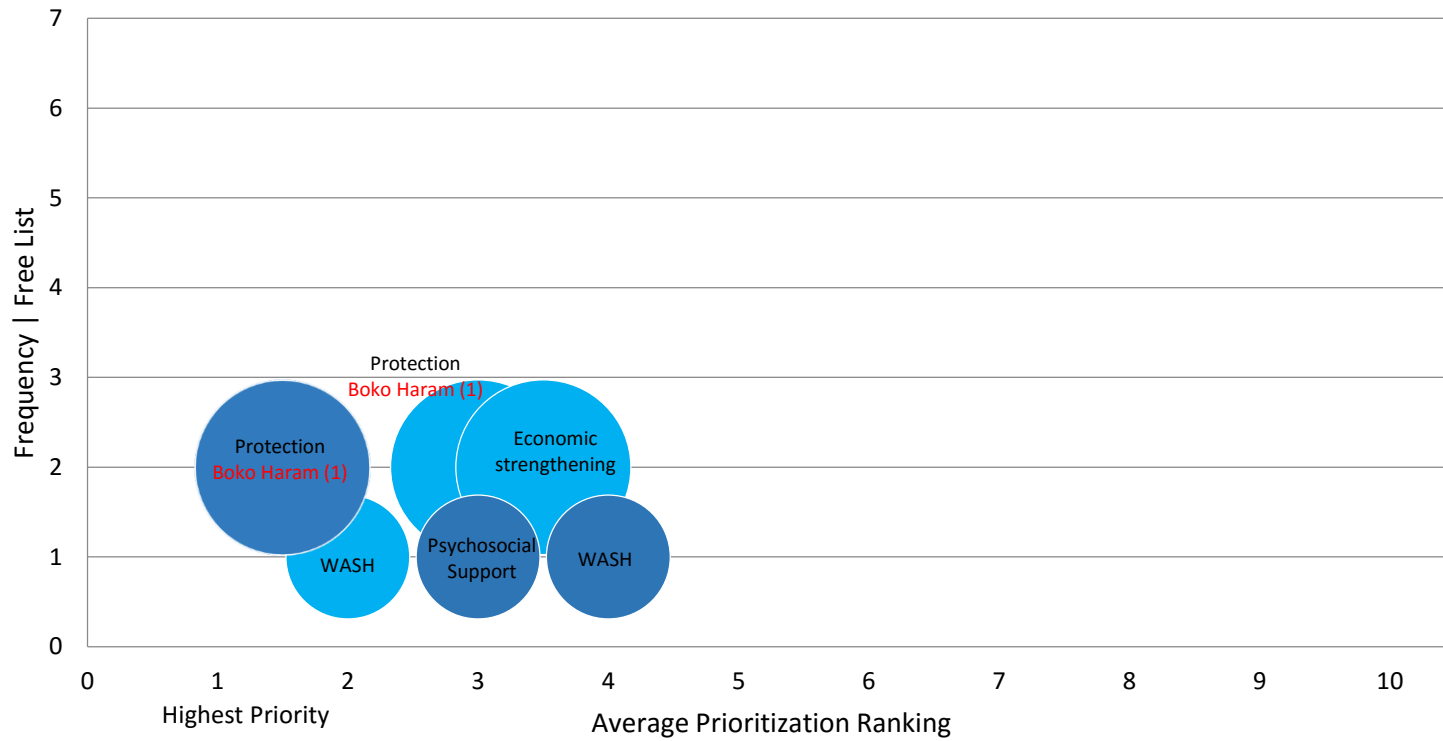
Targeted PRM Focus Group Discussions

Borno Area 1 – PRM Results for out-of-school adolescent girls (n=15) and boys (n=15) who are 10-14 years old

What support would you like to receive?  
Prioritization of **adolescent girls** & **adolescent boys** responses  
(10-14, out of school)  
Borno, Service Area #1 | March 2016

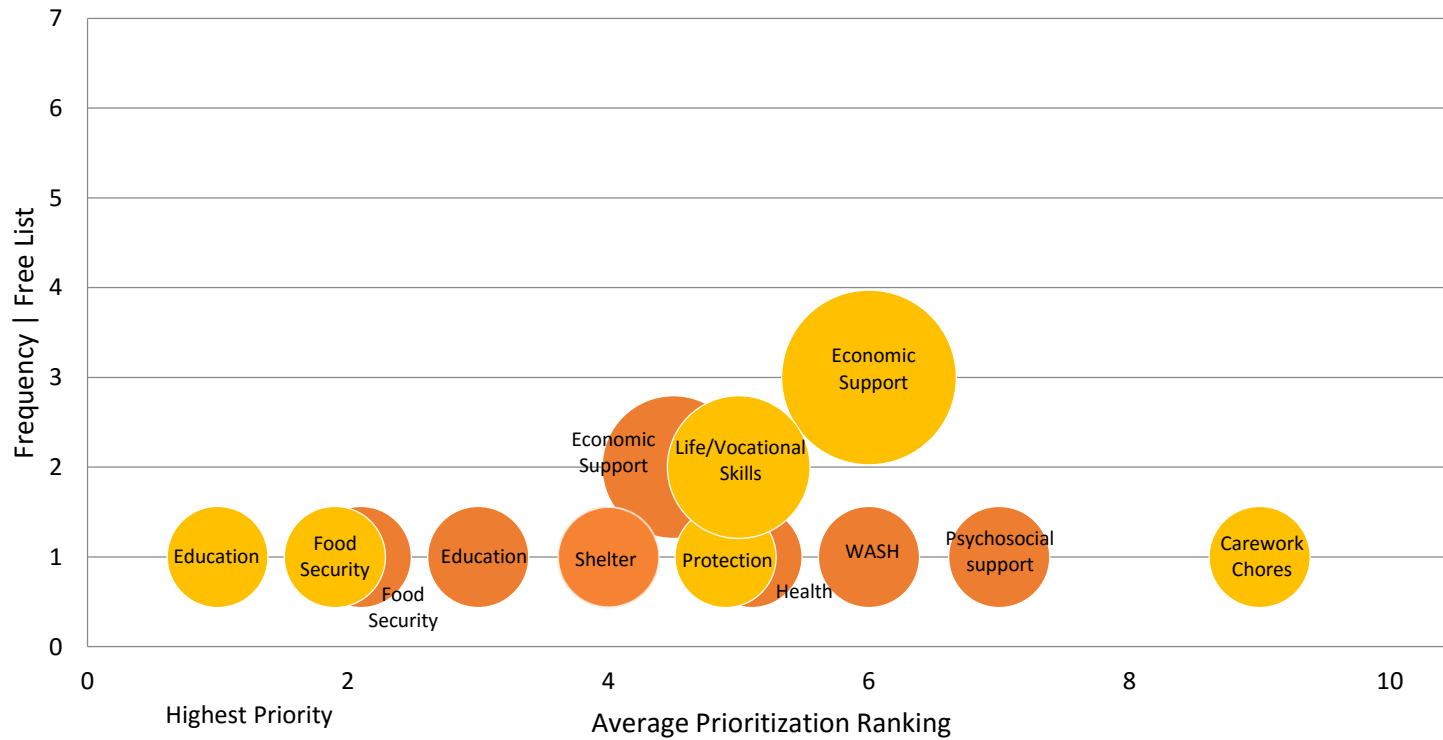


What are primary concerns and fears?  
 Prioritization of **adolescent girls** & **adolescent boys** responses  
 (10-14, out of school)  
 Borno, Service Area #1 | March 2016



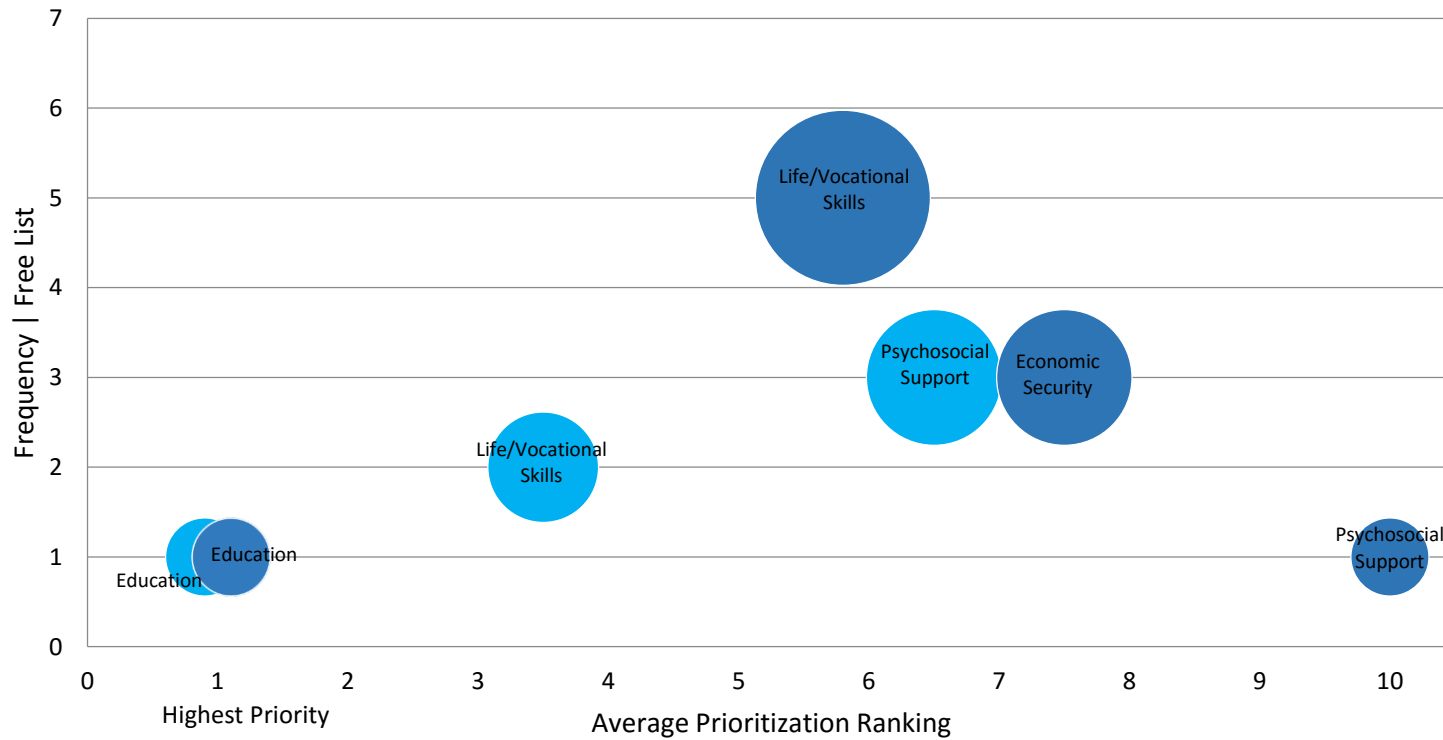
Borno Area 1 – PRM Results for girls’ caregivers (n=15) and boys’ caregivers (n=15).

What are your primary concerns (for girls and boys)?  
Prioritization of girls' caregivers & boys' caregivers responses  
(10-14, out of school)  
Borno, Service Area #1 | March 2016

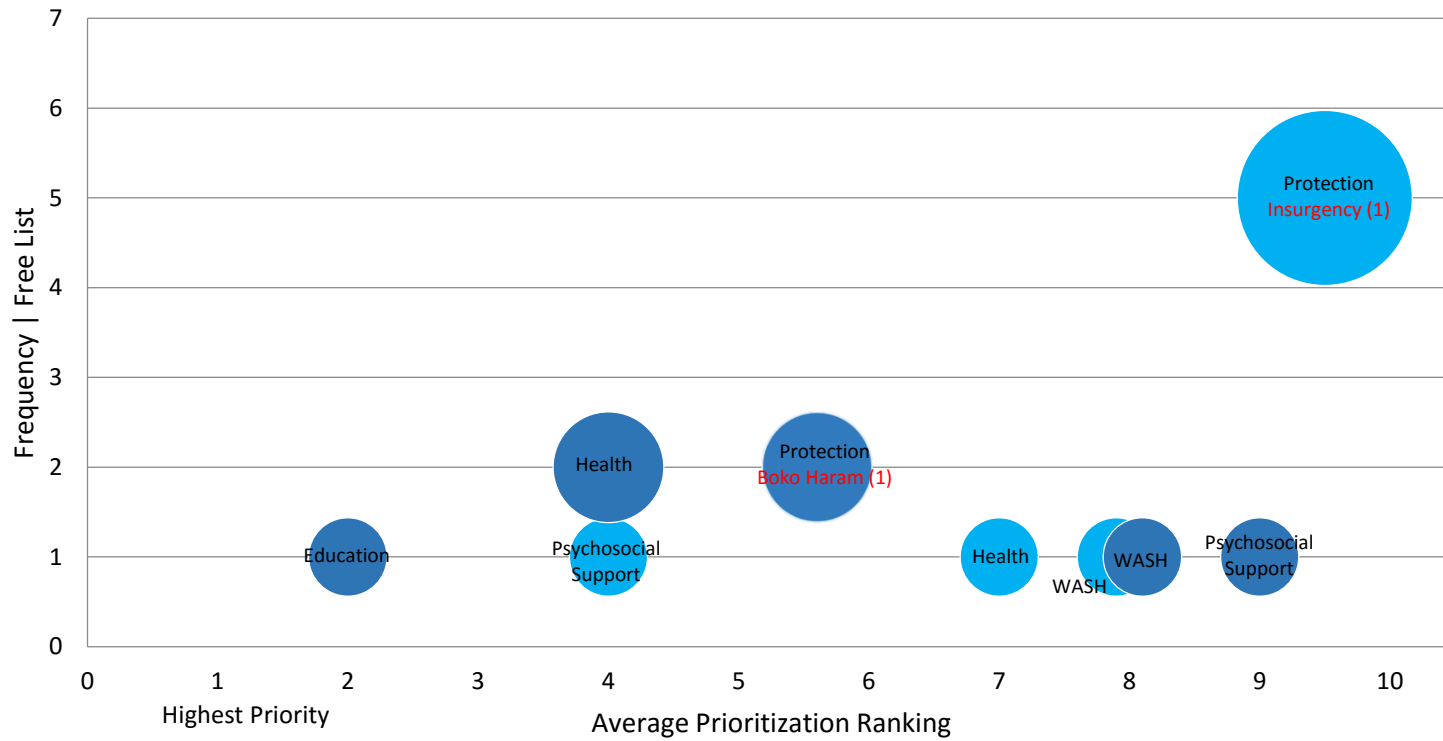


Borno Area 2 – PRM Results for out-of-school adolescent girls (n=10) and boys (n=10) who are 10-14 years old

**What support would you like to receive?**  
Prioritization of **adolescent girls** & **adolescent boys** responses  
(10-14, out of school)  
Borno, Service Area #2 | March 2016

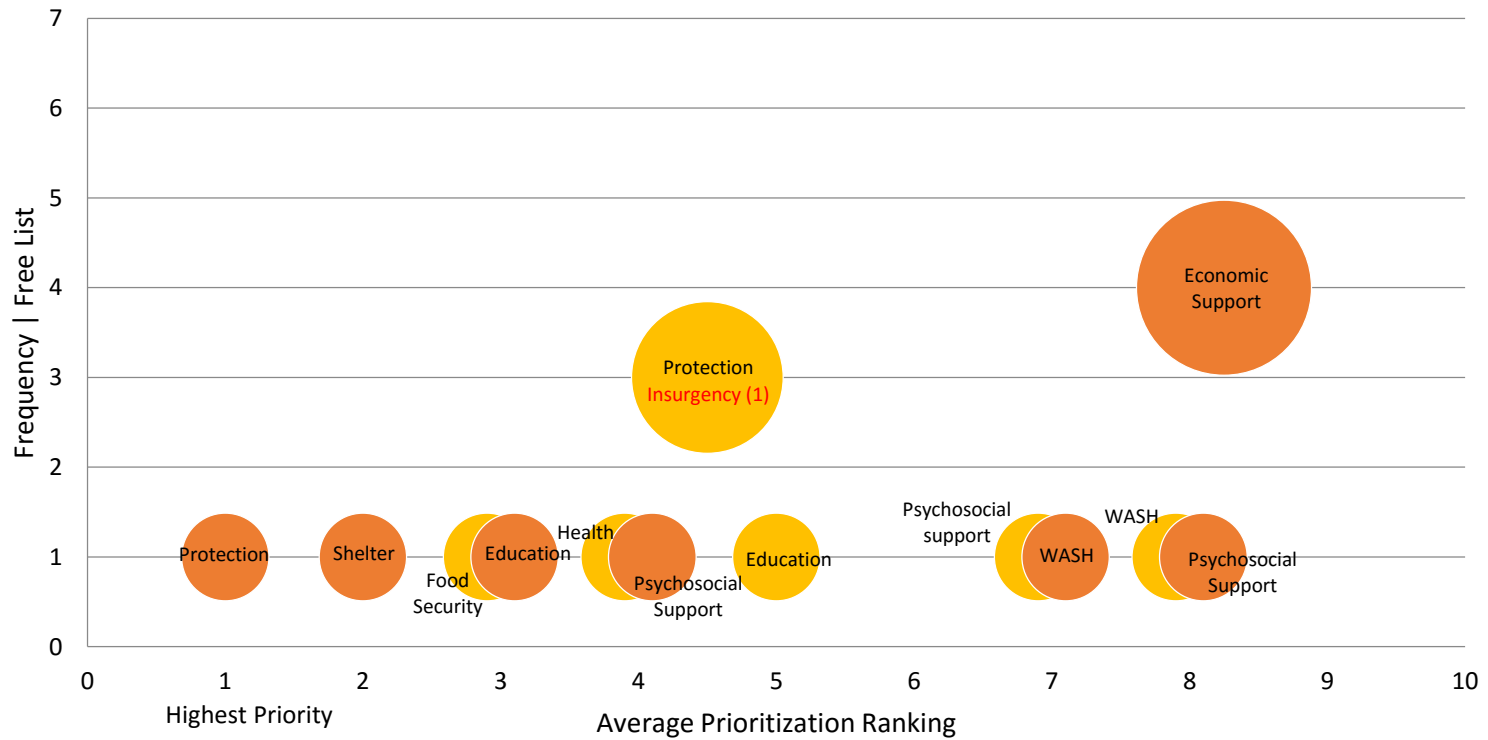


What are primary concerns and fears?  
 Prioritization of adolescent girls & adolescent boys responses  
 (10-14, out of school)  
 Borno, Service Area #2 | March 2016



Borno Area 2 – PRM Results for girls' caregivers (n=10) and boys' caregivers (n=10).

What are you primary concerns (for girls and boys)?  
Prioritization of girls' caregivers & boys' caregivers responses  
(10-14, out of school)  
Borno, Service Area #2 | March 2016



## Annex III – Gombe Outputs & Charts

### Girl Roster

#### A. All Girls, Area 1 + Area 2 (Gombe)

Recommendation: Compare to Output F below, or to the same output for Adamawa & Borno

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	91	10	3	107	10	3	--	--	224
10-11	33	5	0	28	3	1	--	--	70
12-15	58	10	0	67	6	4	1	10	156
16-18	22	6	0	31	2	1	4	18	84
19-24	15	2	0	9	3	0	21	20	70
<b>Total</b>	219	33	3	242	24	9	26	48	604

#### B. IDP Girls Only, Area1 + Area 2 (Gombe)

Recommendation: Compare to Output C below, to Output G below, or to the same output for Adamawa & Borno

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	54	8	1	52	10	2	--	--	127
10-11	20	5	0	12	3	1	--	--	41
12-15	32	7	0	32	6	1	1	5	84
16-18	12	4	0	19	2	0	2	7	46
19-24	6	1	0	4	2	0	17	14	44
<b>Total</b>	124	25	1	119	23	4	20	26	342

#### C. Host Girls Only, Area1 + Area 2 (Gombe)



Recommendation: Compare to Output B above, to Output H below, or to the same output for Adamawa & Borno

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	37	2	2	55	0	1	--	--	97
10-11	13	0	0	16	0	0	--	--	29
12-15	26	3	0	35	0	3	0	5	72
16-18	10	2	0	12	0	1	2	11	38
19-24	9	1	0	5	1	0	4	6	26
<b>Total</b>	95	8	2	123	1	5	6	22	262

D. All Girls, Area 1 Only (Gombe)

Recommendation: Compare to Output E below, to Output I below, or to the same output for Adamawa & Borno

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	69	8	3	23	2	2	--	--	107
10-11	30	3	0	5	0	1	--	--	39
12-15	50	9	0	17	2	1	0	0	79
16-18	22	5	0	19	2	1	0	2	51
19-24	15	2	0	6	0	0	11	5	39
<b>Total</b>	186	27	3	70	6	5	11	7	315

E. All Girls, Area 2 Only (Gombe)

Recommendation: Compare to Output D above, to Output J below, or to the same output for Adamawa & Borno

Age Group	Unmarried						Married		Total
	In School			Out Of School			Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent			
06-09	22	2	0	84	8	1	--	--	117
10-11	3	2	0	23	3	0	--	--	31
12-15	8	1	0	50	4	3	1	10	77
16-18	0	1	0	12	0	0	4	16	33
19-24	0	0	0	3	0	0	10	15	28
<b>Total</b>	33	6	0	172	15	4	15	41	286

Boy Matrix

F. All Boys, Area 1 + Area 2 (Gombe)

Recommendation: Compare to Output A above, or to the same output for Adamawa & Borno

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	113	0	0	65	178
10-11	53	1	3	20	77
12-15	95	2	20	48	165
16-18	64	9	12	22	107
19-24	54	8	11	21	94
<b>Total</b>	379	20	46	176	621

G. IDP Boys Only, Area 1 + Area 2 (Gombe)

Recommendation: Compare to Output H below, to Output B above, or to the same output for Adamawa & Borno

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	71	0	0	27	98
10-11	37	0	2	10	49
12-15	43	1	8	25	77
16-18	39	2	3	9	53
19-24	33	2	4	13	52
<b>Total</b>	223	5	17	84	329

H. Host Boys Only, Area 1 + Area 2 (Gombe)

Recommendation: Compare to Output G above, to Output C above, or to the same output for Adamawa & Borno

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	42	0	0	38	80
10-11	16	1	1	10	28
12-15	52	1	12	23	88
16-18	25	7	9	13	54
19-24	21	6	7	8	42
<b>Total</b>	156	15	29	92	292

I. All boys, Area 1 only (Gombe)

Recommendation: Compare to Output J below, to Output D above, or to the same output for Adamawa & Borno

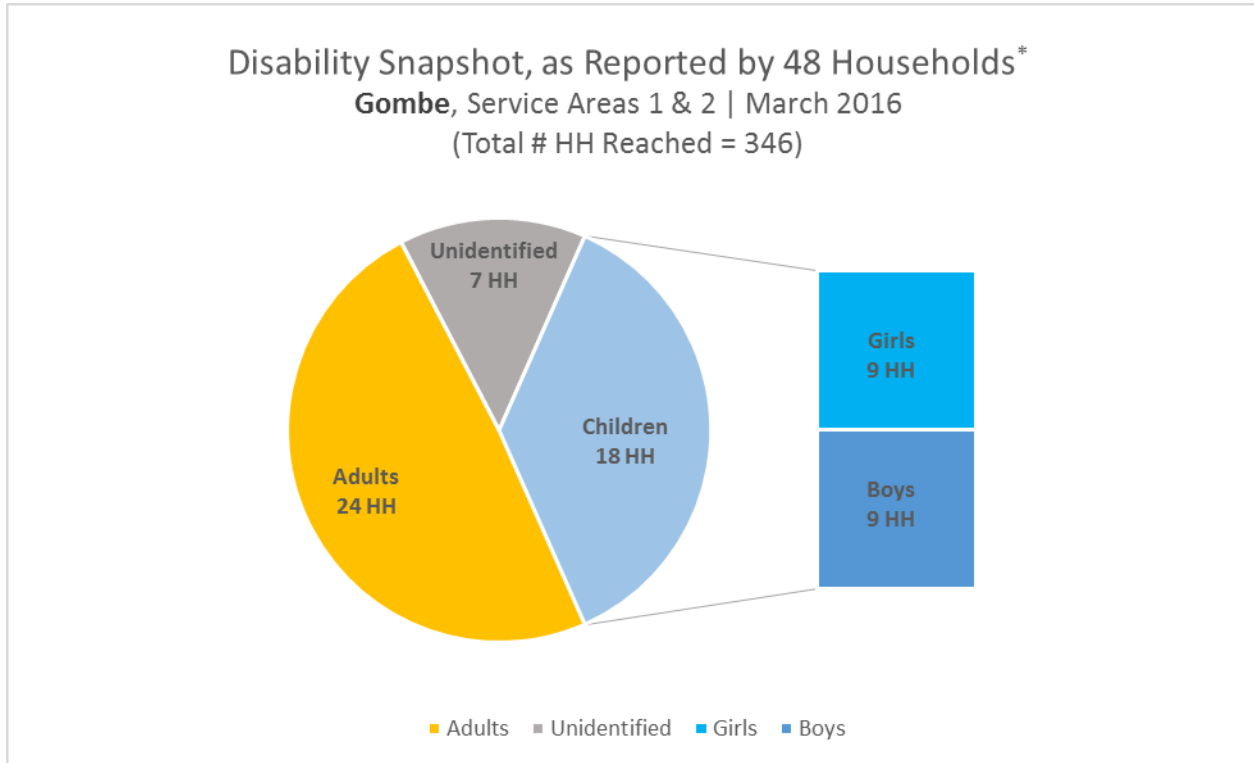
Age Group	Student Only	Work Only	Both	Neither	Total
06-09	49	0	0	49	98
10-11	17	1	0	17	35
12-15	41	2	6	39	88
16-18	18	8	3	21	50
19-24	11	7	6	16	40
<b>Total</b>	136	18	15	142	311

J. All boys, Area 2 only (Gombe)

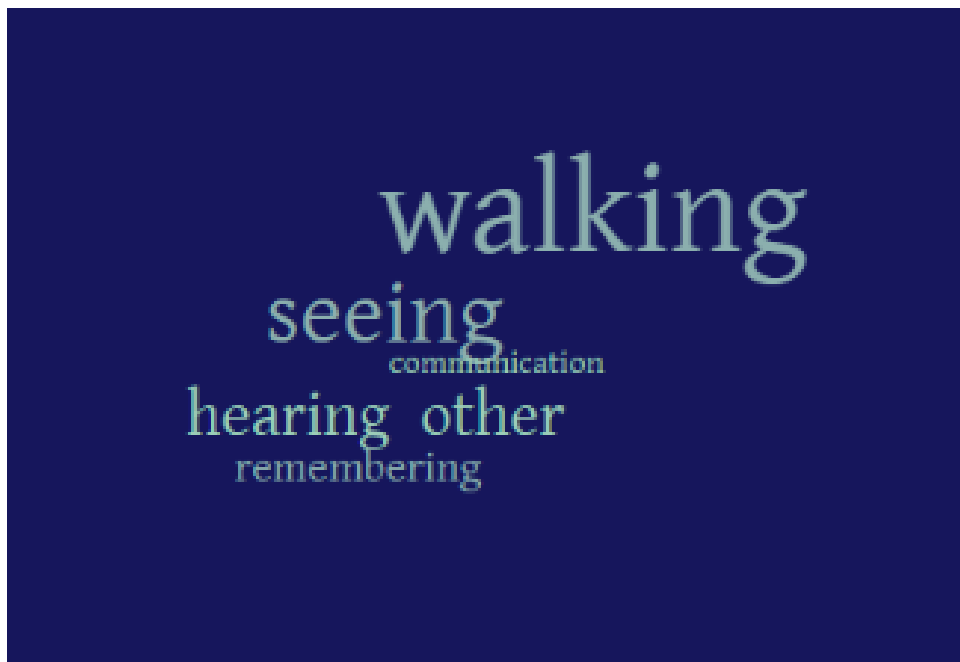
Recommendation: Compare to Output I above, to Output E above, or to the same output for Adamawa & Borno

Age Group	Student Only	Work Only	Both	Neither	Total
06-09	64	0	0	16	80
10-11	36	0	3	3	42
12-15	54	0	14	9	77
16-18	46	1	9	1	57
19-24	43	1	5	5	54
<b>Total</b>	243	2	31	34	310

Disability Snapshot—Gombe



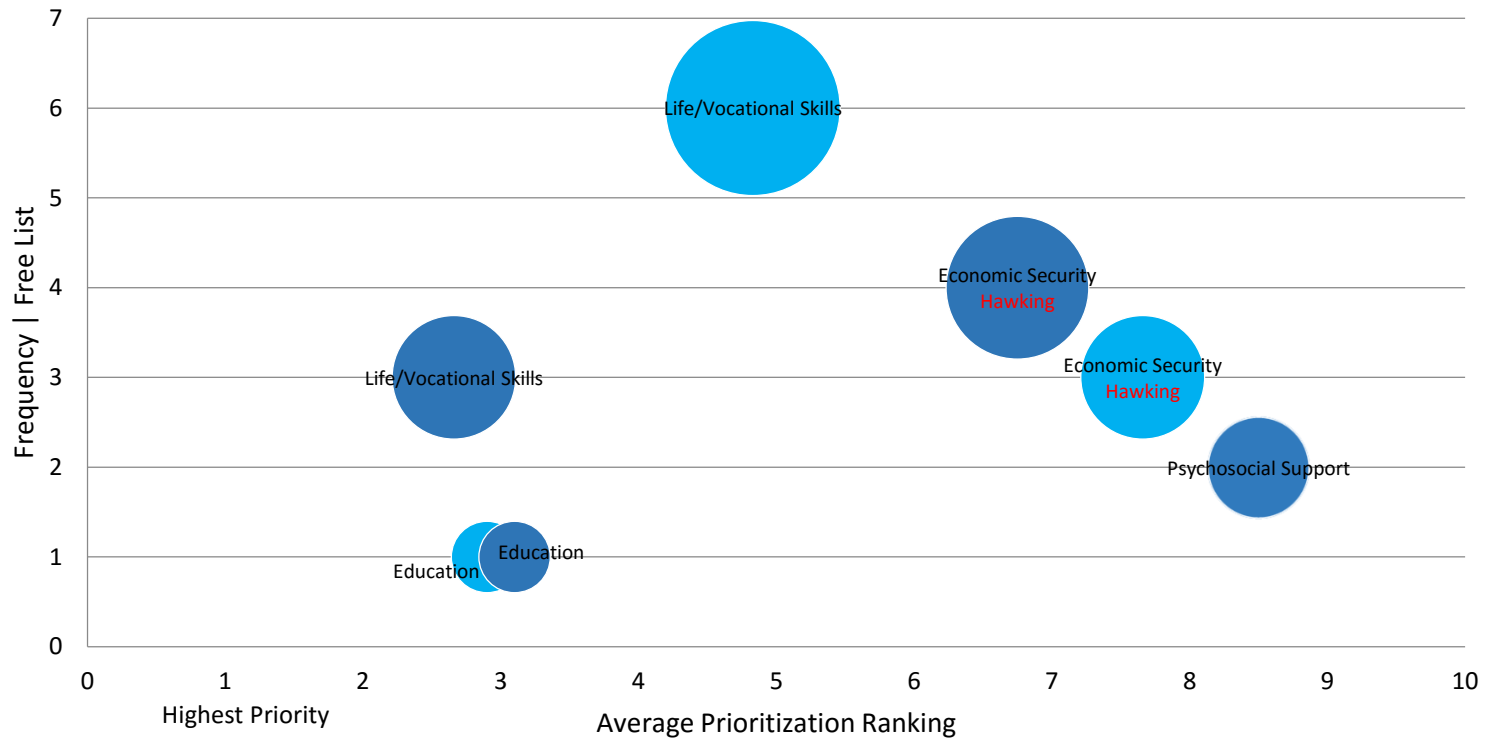
\* Of the 48 HHs that reported at least one disability, one HH (n=1) reported 2 individuals with disabilities (1 adult and 1 adolescent boy).



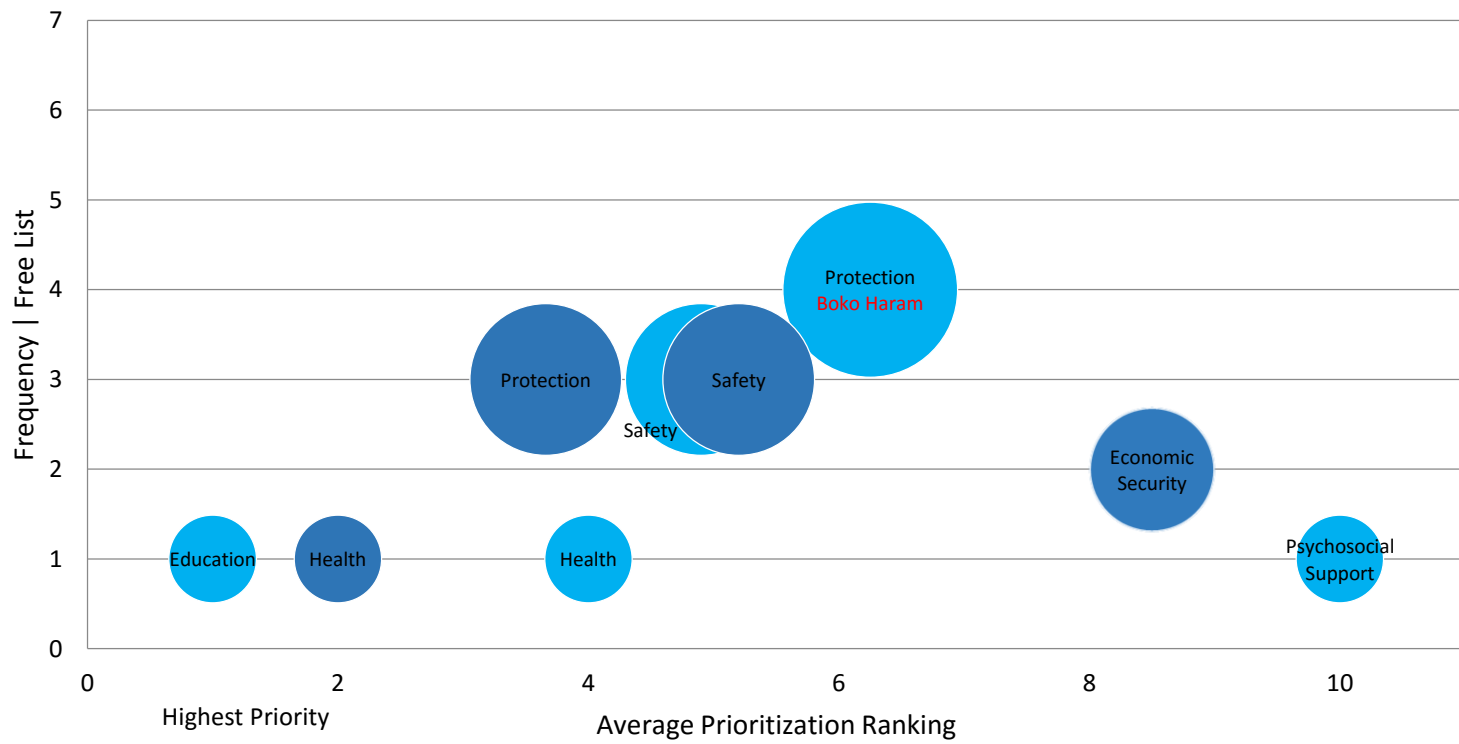
Targeted PRM Focus Group Discussions

Gombe Area 1 – PRM Results for out-of-school adolescent girls (n=15) and boys (n=15) who are 14-17 years old

What support would you like to receive?  
Prioritization of adolescent girls & adolescent boys responses  
(14-17, out of school)  
Gombe, Service Area #1 | March 2016

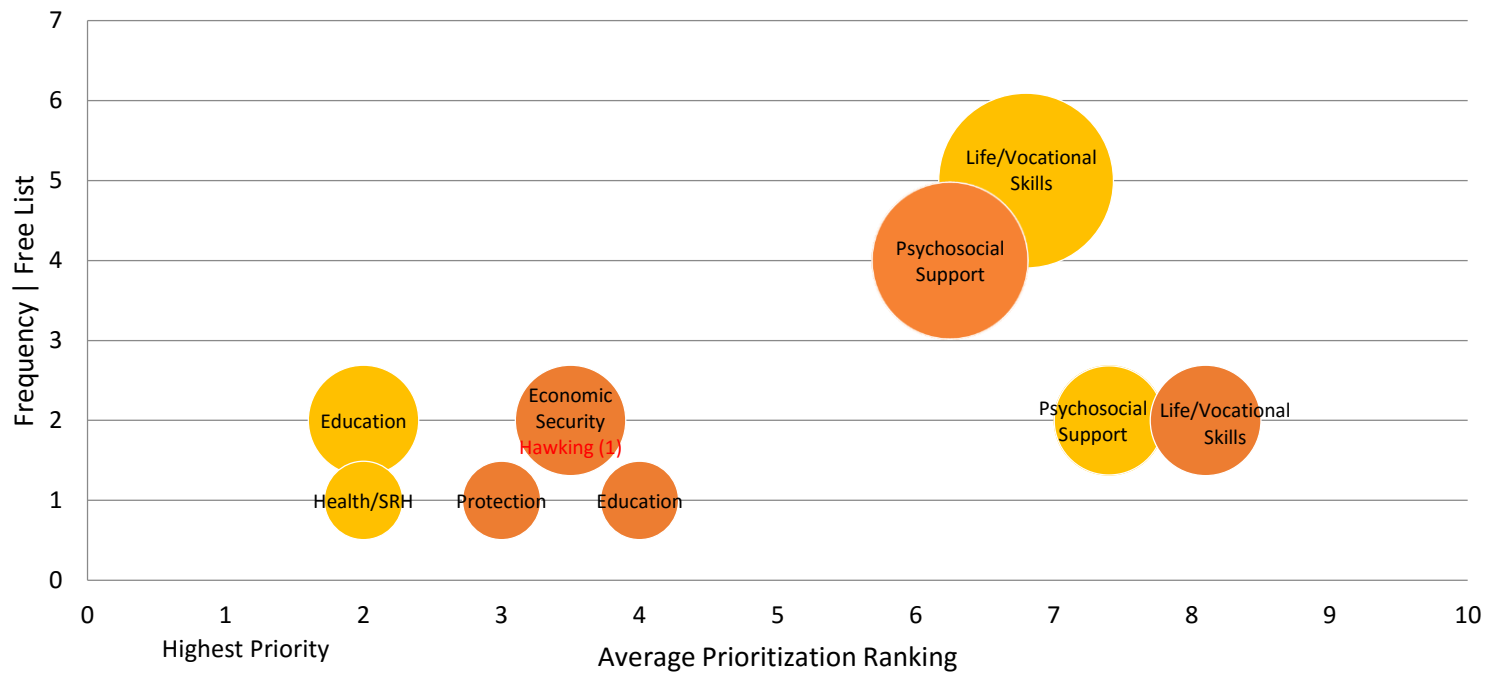


What are primary concerns and fears?  
 Prioritization of **adolescent girls** & **adolescent boys** responses  
 (14-17, out of school)  
 Gombe, Service Area #1 | March 2016



Gombe Area 1 – PRM Results for girls' caregivers (n=15) and boys' caregivers (n=15).

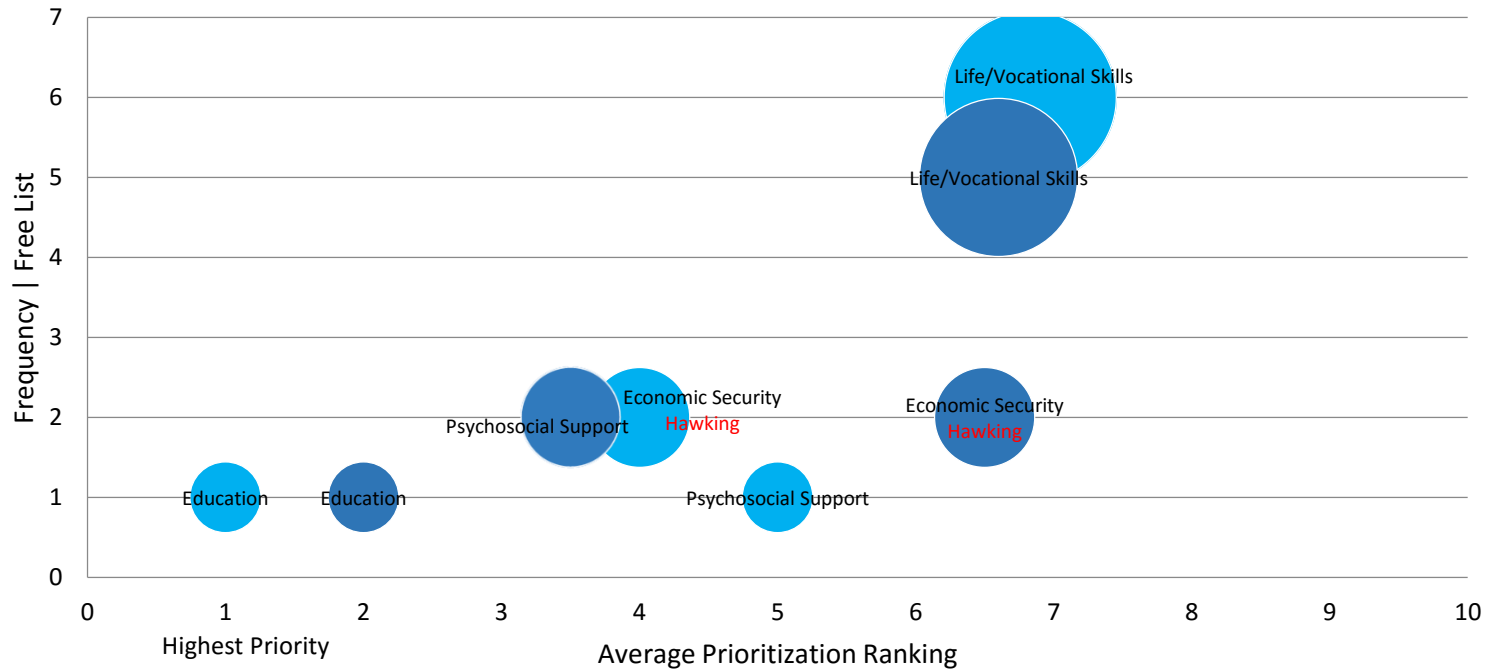
What are your primary concerns (for girls and boys)?  
Prioritization of girls' caregivers & boys' caregivers responses  
(14-17, out of school)  
Gombe, Service Area #1 | March 2016



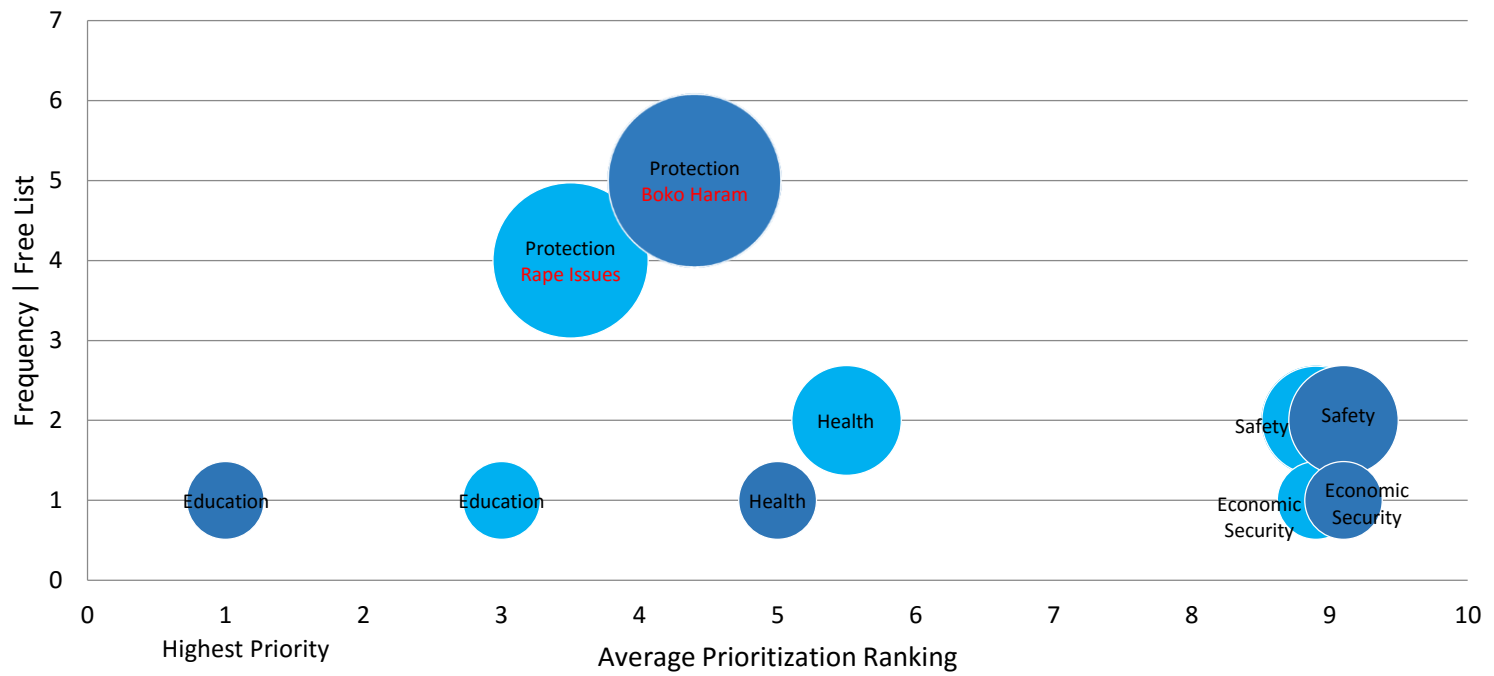


Gombe Area 2 – PRM Results for out-of-school young adolescent girls 10-14 years (n=15) and older adolescent grls 15-19 years (n=15)

### What support would you like to receive? Prioritization of adolescent girls responses (10-14 & 15-19, out of school) Gombe, Service Area #2 | March 2016



What are primary concerns and fears?  
 Prioritization of adolescent girls responses  
 (10-14 & 15-19, out of school)  
 Gombe, Service Area #2 | March 2016



Gombe Area 2 – PRM Results for young adolescent girls’ caregivers (n=15) and older adolescent girls’ caregivers (n=15).

What are your primary concerns (for adolescent girls)?  
 Prioritization of girls' caregivers responses  
 (10-14 & 15-19, out of school)  
 Gombe, Service Area #2 | March 2016

