

A Facilitator's Guide for Focus Group Discussion

Duration of the sessions: Between 60 and 90 minutes. Please allocate time for each topic to be covered.

1. **Selection of participants: 8 -10** participants, who live within the community.
- 2.
3. **Facilitator**
4. Ensure the right participants are properly selected and informed in good time
5. Select a conducive venue ...
6. **Prepare a Registration Sheet:** At the entrance, participants should be given an opportunity to register and identify their position and the institution they represent, telephone number.
7. **Introduce the session:** Share introduction instructions and start with yourself and the recorder. Explain the purpose of the Focus Group Discussion (FGD), the kind of information needed, and how the information will be used (confidentiality). Do not make any promises on the needs being made after the assessment.
8. **Encourage discussion:** be enthusiastic, lively and humorous. Formulate your questions and encourage as many participants as possible to express their views. Please remember, there are no "right" or "wrong" answers.
9. **Encourage involvement:** avoid a question-and-answer session. Ask for clarification, or reorient the discussion when it goes "off track". You can also use one participant's remark to direct a question to another. You need also to deal carefully with both dominant and reluctant participants.
10. **Build rapport:** observe non verbal communication. Be aware of your own tone of voice, facial expressions, body language, and those of participants.
11. **Avoid being placed in the role of expert or a judge:** remember that you are not there to educate or inform. Do try not to comment on the responses of FGD participants.
12. **Control the rhythm of the meeting and manage time:** listen carefully, and move the discussion from topic to topic. Subtly control the time allocated to various topics as to maintain interest.
13. **Take time at the end of the meeting to summarize, check for agreement and thank the participants:** summarize the main issues brought up, check whether all agree and ask for additional comments.
14. **Ensure recorder is actually recording well –especially when not being taped**
15. Thank the participants and let them know that their ideas have been a valuable contribution and will be used to adequately reflect the situation of the people in their State.
- 16.
17. **Recorder**
18. The recorder will keep the record of the content of the discussion as well as emotional and important aspects of group interaction.
19. Assessment of the emotional tone of the meeting and the group process will enable you to judge the validity of the information collected during the FGD.
20. To maintain consultation with facilitator in case of any straying or doubts in recording consensus
21. Items to be included in the record are:
22. Date, time (start/finish), place
23. Name and characteristics of participants
24. General description of group dynamics (level of participation, presence of a dominant participant, level of interest)
25. Opinions of participants, recorded as much as possible in their own words, especially for key statements
26. Emotional aspects (e.g., reluctance, strong feelings attached to certain opinions)
27. Vocabulary used
- 28.

Annex 1 (cont'd)

FGD Guidelines for heads of state MDAs, Permanent Secretaries, Directors and NGOs

Introduction (the facilitator to introduce herself and note taker)

Good morning/afternoon. My name is I will be asking you a few questions today. And this is (name) he will be taking down some notes of our discussions so that we can remember them later. Thank you for coming to talk to us today. We will try to limit our discussion to maximum of one and a half hours. We are here today to talk to you about the IDPs in this state.

Demography

1. Please tell us where the IDPs in this state come from.
2. Who or what are the causes of their displacement?
3. What would you say is the estimated number of the IDPs?
4. Where and where do they most settle in?
5. Since when have the IDPs been moving to the state?
6. Has the number been increasing, decreasing or fluctuating since they first started coming? Why?
7. How would you describe the demographic profile of the IDPs in terms of age, male/female, poor/rich/ somewhere in the middle?

Nature of Problems/Needs of the IDPs

8. Can we now discuss some of the challenges the IDPs are facing:
 1. Transportation?
 2. Communication services?
 3. Food security?
 4. Potable water?
 5. Health services?
 6. Sanitation and hygiene conditions?
 7. Their children's access to education?
 8. Safety and security issues, especially women, girls and children?

Provision of support and Impact on host community

9. What measures have you taken to relieve their situation? (please provide facts and figures)
10. How are they received in the host/ neighbouring communities?
11. How easy or difficult has it been for the host communities to support these IDPs? What are the difficulties?
12. In what specific ways have the host communities been able to help the IDPs?
13. Which partners (agencies, organizations, INGOs, NGOs) have helped the IDPs and how?
14. Suggest the best approaches that should be used to help meet the needs of the IDPs
15. What do you think the IDPs can do now to help themselves?
16. Please prioritize the needs of the entire community including the IDPs.
17. Any other comments you wish to share with us?

Annex 1 (cont'd)

FGD Guidelines for LGA Chairmen, Directors, Heads of NGOs

Introduction (the facilitator to introduce herself and note taker)

Good morning/afternoon. My name is I will be asking you a few questions today. And this is (name) he will be taking down some notes of our discussions so that we can remember them later. Thank you for coming to talk to us today. We will try to limit our discussion to maximum of one and a half hours. We are here today to talk to you about the IDPs in this Local Government Area.

Demography

1. Please tell us where the IDPs in this LGA come from.
2. Who or what are the causes of their displacement?
3. What would you say is the estimated number of the IDPs?
4. Where and where do they most settle in?
5. Since when have the IDPs been moving to the LGA?
6. Has the number been increasing, decreasing or fluctuating since they first started coming? Why?
7. How would you describe the demographic profile of the IDPs in terms of age, male/female, poor/rich/ somewhere in the middle?

Nature of Problems/Needs of the IDPs

8. Can we now discuss some of the challenges the IDPs are facing:
 1. Transportation?
 2. Communication services?
 3. Food security?
 4. Potable water?
 5. Health services?
 6. Sanitation and hygiene conditions?
 7. Their children's access to education?
 8. Safety and security issues, especially women, girls and children?

Provision of support and Impact on host community

9. What measures have you taken to relieve their situation? (please provide facts and figures)
10. How are they received in the host/ neighbouring communities?
11. How easy or difficult has it been for the host communities to support these IDPs? What are the difficulties?
12. In what specific ways have the host communities been able to help the IDPs?
13. Which partners (agencies, organizations, INGOs, NGOs) have helped the IDPs and how?
14. Suggest the best approaches that should be used to help meet the needs of the IDPs
15. What do you think the IDPs can do now to help themselves?
16. Please prioritize the needs of the entire community including the IDPs.
17. Any other comments you wish to share with us?

Annex 1 (cont'd)

FGD Guidelines for Adult Male Community Members

Demography

1. Please tell us where the IDPs in your community come from.
2. Who or what did you discover are the causes of their displacement?
3. What would you say is the estimated number of the IDPs?
4. Who and who do they tend to most settle with?
5. Since when have the IDPs been moving to your community?
6. Has the number been increasing, decreasing or fluctuating since they first started coming? Why?
7. How would you describe the type of people who have been arriving here? In terms of age, male/female, poor/rich/ somewhere in the middle?

Nature of Problems/Needs of the IDPs

8. Can we now discuss some of the challenges the IDPs are facing:
 1. Transportation?
 2. Communication services?
 3. Food security?
 4. Potable water?
 5. Health services?
 6. Sanitation and hygiene conditions?
 7. Their children's access to education?
 8. Safety and security issues, especially women, girls and children?

Provision of support and Impact on host community

9. How easy or difficult has it been for your people to host these IDPs? What are the difficulties?
10. How has the presence of the IDPs affected food, water, sanitation, schooling, safety and security in the community?
11. How has the community reacted to coping with these challenges?
12. Which agencies, NGOs, community-based organisations have helped the IDPs and how?
13. In what ways have the men in this community helped the IDPs?
14. What do you think the IDPs can do now to help themselves? The men in particular?
15. Suggest the best approaches that should be used when helping to meet the IDP needs
16. Please prioritize the needs of the entire community including the IDPs.
17. Any other comments you wish to share with us?

Annex 1 (cont'd)

FGD Guidelines for Adult Female Community Members

Demography

1. Please tell us where the IDPs in your community come from.
2. Who or what did you discover are the causes of their displacement?
3. What would you say is the estimated number of the IDPs?
4. Who and who do they tend to most settle with?
5. Since when have the IDPs been moving to your community?
6. Has the number been increasing, decreasing or fluctuating since they first started coming? Why?
7. How would you describe the type of people who have been arriving here? In terms of age, male/female, poor/rich/ somewhere in the middle?

Nature of Problems/Needs of the IDPs

8. Can we now discuss some of the challenges the IDPs are facing:
 1. Transportation?
 2. Communication services?
 3. Food security?
 4. Potable water?
 5. Health services?
 6. Sanitation and hygiene conditions?
 7. Their children's access to education?
 8. Safety and security issues, especially women, girls and children?

Provision of support and Impact on host community

9. How easy or difficult has it been for your people to host these IDPs? What are the difficulties?
10. How has the presence of the IDPs affected food, water, sanitation, schooling, safety and security in the community?
11. How has the community reacted to coping with these challenges?
12. Which agencies, NGOs, community-based organisations have helped the IDPs and how?
13. In what ways have the women in this community helped the IDPs?
14. What do you think the IDPs can do now to help themselves? The women in particular?
15. Suggest the best approaches that should be used when helping to meet the IDP needs
16. Please prioritize the needs of the entire community including the IDPs.
17. Any other comments you wish to share with us?

Annex 1 (cont'd)

FGD Guidelines for Youth in the Community

Demography

1. Please tell us where the IDPs in your community come from.
2. Who or what did you discover are the causes of their displacement?
3. What would you say is the estimated number of the IDPs?
4. Who and who do they tend to most settle with?
5. Since when have the IDPs been moving to your community?
6. Has the number been increasing, decreasing or fluctuating since they first started coming? Why?
7. How would you describe the type of people who have been arriving here? In terms of age, male/female, poor/rich/ somewhere in the middle?

Nature of Problems/Needs of the IDPs

8. Can we now discuss some of the challenges the IDPs are facing:
 1. Transportation?
 2. Communication services?
 3. Food security?
 4. Potable water?
 5. Health services?
 6. Sanitation and hygiene conditions?
 7. Their children's access to education?
 8. Safety and security issues, especially women, girls and children?

Provision of support and Impact on host community

9. How easy or difficult has it been for your people to host these IDPs? What are the difficulties?
10. How has the presence of the IDPs affected food, water, sanitation, schooling, safety and security in the community?
11. How has the community reacted to coping with these challenges?
12. Which agencies, NGOs, community-based organisations have helped the IDPs and how?
13. In what ways have the youths in this community helped the IDPs?
14. What do you think the IDPs can do now to help themselves? The youths in particular?
15. Suggest the best approaches that should be used when helping to meet the IDP needs
16. Please prioritize the needs of the entire community including the IDPs.
17. Any other comments you wish to share with us?

Annex 1 (cont'd)

FGD Guidelines for IDPs

(It is suggested that only one group of IDPS be engaged per community, i.e. Male adult IDPs in the first community; female adult IDPs in the second community; IDP Youths in the third community, and so forth).

Demography

1. Please tell us where the IDPs in this community come from.
2. Who or what are the causes of your displacement?
3. What would you say is the estimated number of the IDPs?
4. Who and who do they tend to most settle with?
5. As far as you can tell, since when have IDPs been moving to this community?
6. Has the number been increasing, decreasing or fluctuating since they first started coming? Why?
7. How would you describe the type of IDPs who have been arriving here? In terms of age, male/female, poor/rich/ somewhere in the middle?

Nature of Problems/Needs of the IDPs

8. Can we now discuss some of the challenges you as IDPs are facing here:
 1. Transportation?
 2. Communication services?
 3. Food security?
 4. Potable water?
 5. Health services?
 6. Sanitation and hygiene conditions?
 7. Their children's access to education?
 8. Safety and security issues, especially women, girls and children?

Provision of support and Impact on host community

9. How easy or difficult has it been for your host community to host you as IDPs? What are the difficulties?
10. How has your presence as IDPs affected food, water, sanitation, schooling, safety and security in the community?
11. How has the community reacted to coping with these challenges?
12. Which agencies, NGOs, community-based organisations have helped you IDPs and how?
13. In what specific ways have the people in this community helped you?
14. What do you think you as IDPs can do now to help yourselves? The women in particular?
15. Suggest the best approaches that can be used to help meet your needs
16. Please prioritize the needs of the entire community including the IDPs.
17. Any other comments you wish to share with us?

Assessment Information

Date, time & id/name (create a unique assessment ID/Name e.g.id_Biu_Town_01).

Date:

Time:

ID/Name:

AI. 1) Site GPS Coordinates:

Longitude X:

Latitude Y:

AI. 1.1) Are coordinates available?

Yes, available

Not available - Indoors

No response - Time out

AI. 2) State

AI. 3) LGA

AI. 4) Community

Team Leader (supervisor):

AI. 5.1) Name:

AI. 5.2) Organisation:

AI. 5.3) Title:

AI. 5.4) Phone & Email:

1st Interviewer:

AI. 6.1) Name:

AI. 6.2) Organisation:

AI. 6.3) Title:

AI. 6.4) Phone & Email:

2nd Interviewer:

AI. 7.1) Name:
AI. 7.2) Organisation:
AI. 7.3) Title:
AI. 7.4) Phone & Email:

AI. 8) Key informant name:

AI. 9.1) Sex of key informant: Male Female

AI. 10.1) Key informant contact number:

AI. 10.2) Key informant organization (choose below):

<input type="checkbox"/> State Emergency Management Agency	<input type="checkbox"/> National Emergency Management Agency
<input type="checkbox"/> Nigerian Red Cross	<input type="checkbox"/> State Ministry of Education
<input type="checkbox"/> State Ministry of Health	<input type="checkbox"/> State Ministry of Agriculture and Development
<input type="checkbox"/> Primary Health Care Board	<input type="checkbox"/> State Nutrition Officers
<input type="checkbox"/> IDPs in host Communities	<input type="checkbox"/> Local Government Authority
<input type="checkbox"/> Health Centres and clinics	<input type="checkbox"/> Host families
<input type="checkbox"/> Community or traditional leaders	<input type="checkbox"/> Community based organizations/FBOs
<input type="checkbox"/> State Ministry of water Res/RUWASA	
<input type="checkbox"/> Other, specify;	

General Information

GI. 1) Type of assessment site (observation):

- | | |
|---|--|
| <input type="checkbox"/> Spontaneous Settlement of IDPs in an urban area (camp) | <input type="checkbox"/> Spontaneous Settlement of IDPs in a rural area (camp) |
| <input type="checkbox"/> Affected area (affected by insurgent incident(s)) | <input type="checkbox"/> IDPs on the move (site where IDP's are transitioning to another site) |
| <input type="checkbox"/> IDPs living with host families in an urban area | <input type="checkbox"/> IDPs living with host families in rural area |
| <input type="checkbox"/> Other | <input type="checkbox"/> Returnee camp/transit site/way station |

Specify:

GI. 2) What kind of population is residing on the site?

- | | |
|--|--|
| <input type="checkbox"/> Host population directly affected by insurgency (either wounded/killed or targeted due to violence) | <input type="checkbox"/> Population on way back to area of origin (returning population which have not reached area of origin) |
| <input type="checkbox"/> IDPs directly affected by insurgency (either wounded/killed or target due to violence) | <input type="checkbox"/> Population recently returned to the area of origin |
| <input type="checkbox"/> Other: | <input type="checkbox"/> IDPs not directly affected by insurgency (fleeing area of origin due to insecurity/violence) |

If other specify:

GI. 3) Causes of the incident / displacement:

- | | |
|---|--|
| <input type="checkbox"/> Violence (Cattle raiding) | <input type="checkbox"/> Floods |
| <input type="checkbox"/> Violence (including military operations, small weapons, bombing, etc.) | <input type="checkbox"/> Fire |
| <input type="checkbox"/> Fear of attacks/violence | <input type="checkbox"/> Health epidemic |
| <input type="checkbox"/> Voluntarily returned home but land is occupied by other communities | <input type="checkbox"/> Food insecurity |

Dead last month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missing last 3 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Injured last 3 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dead last 3 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missing last 6 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Injured last 6 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dead last 6 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GI. 11) What kind & how many domestic animals the population have with them on site?

Animal	Number
<input type="checkbox"/> Cattle	
<input type="checkbox"/> Sheep	
<input type="checkbox"/> Goat	
<input type="checkbox"/> Camel	
<input type="checkbox"/> Chicken	
<input type="checkbox"/> Pigs	
<input type="checkbox"/> Bees	
<input type="checkbox"/> None	
<input type="checkbox"/> Other	

If other, specify:

GI. 12) Summarize your site findings for the de-briefing in bullet points:

Health

H.a) Is there a reliable informant/source for this section (refer to the assessment protocol, if no skip this section)?

Yes

No informant/source

If yes, specify:

H.b) Are there any health facilities/services in the community (if no, move to next section)?

Yes

No

H.1) What are the main health concerns, reported by health professionals or clinic records?

Disease	Number of cases	Number of deaths
	last 7 days	last 7 days
Measles		
Malaria		
Diarrhoea		
Acute Respiratory Infections		
Cholera		
Injuries		
Pregnancy-related conditions		
Other		

If other specify:

H.2.1) Any increase of number of consultation compared to the last six months?

Yes

No

Don't know

H.2.2) If yes, how many additional consultations per day?

H. 3.1) Have there been reports of any increase of rumours of outbreaks of any disease?

Yes

No

Don't know

H. 3.2) Have there been reports of any unusual increases of illnesses?

Yes

No

Don't know

H. 3.3) If yes to any of the above two questions, describe:

Which disease?

Since when?

Location/settlement?

How many cases if known?

How many deaths if known?

H. 5) Other relevant information:

H. 5.1) How many total births have been reported during the last 7 days?

H.5.2) How many of these births were with skilled attendant?

H. 7) Where is the closest health facility to the crisis-affected population/where displaced people are currently located?

In the same site/village

In another location

H. 8) If the health facility is in another location / village, how long does it take to walk there?

Less than 30 minutes

1-2 hours

2-4 hours

More than 4 hours

H. 9.1) Are services provided at a cost?

Yes

No

Don't know

H. 9.2) If yes how much for:

Price in NGN:

Malaria	
Antenatal care	
Other disease with antibiotics (or serious illness)	
Admission	

H. 10.1) Is the crisis-affected / displaced population using the health services at the facility?

Yes

No

H. 10.2) If no, why not?

Cannot pay

Too far

No drugs/ doctor/
nurse available

Not permitted
by health staff

Don't
know

Other

If other describe:

H. 11) What type of health facility is closest to the crisis-affected / displaced people?

Hospital

PHC Centre

PHC Clinic

PHC Post

Mobile clinic only

Other – please specify:

H. 13.1) What is the name of facility for the closest referral facility?

H. 13.2) What is the distance between the facility and the referral facility by walk?

> than 30 minutes

1-2 hours

2-4 hours

More than 4 hours

H. 13.3) What is the type of facility for the closest referral facility?

Hospital

PHCC

PHCU

H. 14) What type of staff provides health care in this facility?

- Stock out of materials to attend patients
 - Stock out of materials to attend pregnant women
 - More patients attending the facility
 - Facility attacked
 - No cold chain for immigration sessions
 - Don't know
 - Services are charged (no money to pay)
 - If other specify:
-

Nutrition

N.a) Is there a reliable informant/source for this section (refer to the assessment protocol, if no skip this section)?

- Yes No informant/source

If yes, specify:

N.b) Are there any health facilities/services in the community?

- Yes No

N.1.1) Have infant milk products and/or baby bottles/teats been distributed since the beginning of the emergency displacement?

- Yes No Don't know
-

N.1.2) If yes, by whom:

N. 2) Has the community/health staff identified any problems in feeding children <2 years since crisis started?

Exclusive breast feeding (0-6months) Yes No Don't know

If yes, why?

Initiation of complementary feeding (6-8 months) Yes No Don't know

If yes, why?

Child feeding practices (9-23 months) Yes No Don't know

If yes, why?

N. 3.1) Management of severe acute malnutrition (facility or community based)

Inpatient therapeutic feeding (TF) only In- & outpatient TF Outpatient TF only

N. 3.2) Micronutrient supplementation programs (e.g., vitamin A, iron)

Yes No Don't know

N. 3.3) General food distribution

Yes No Don't know

N. 3.4) Other nutrition programs? Please specify:

N. 4) Any CMAM centre in available?

Yes No

N. 5) Any increase of number of under five children in CMAM centres?

Yes No Don't know

If yes: 1. Not significant 2 3 4 5. Significant

N. 6) What are the stock level of the nutrition supplies (RUTF)?

Food Security

FS) Is there a reliable informant/source for this section (refer to the assessment protocol, if no skip this section)?

Yes No informant/source

If yes, specify:

FS. 1) What are the main foods normally consumed by the population? Rank in order of importance, with 5 being the most important.

Sorghum



Maize



Millet



Rice



Cassava



Sweet potato



Potato

Not used 1. 2. 3. 4. 5.

Beans

Not used 1. 2. 3. 4. 5.

Fish

Not used 1. 2. 3. 4. 5.

Meat

Not used 1. 2. 3. 4. 5.

Oil

Not used 1. 2. 3. 4. 5.

Vegetable & Fruits

Not used 1. 2. 3. 4. 5.

If other, explain:

Other

Not used 1. 2. 3. 4. 5.

FS.2) What access does the affected population have to food commodities?

Sorghum

Maize

<input type="checkbox"/> Own production	<input type="checkbox"/> Market	<input type="checkbox"/> Own production	<input type="checkbox"/> Market
<input type="checkbox"/> Gathering/collecting	<input type="checkbox"/> No access	<input type="checkbox"/> Gathering/collecting	<input type="checkbox"/> No access

Millet

Rice

<input type="checkbox"/> Own production	<input type="checkbox"/> Market	<input type="checkbox"/> Own production	<input type="checkbox"/> Market
<input type="checkbox"/> Gathering/collecting	<input type="checkbox"/> No access	<input type="checkbox"/> Gathering/collecting	<input type="checkbox"/> No access

Cassava

Sweet Potato

<input type="checkbox"/> Own production	<input type="checkbox"/> Market	<input type="checkbox"/> Own production	<input type="checkbox"/> Market
<input type="checkbox"/> Gathering/collecting	<input type="checkbox"/> No access	<input type="checkbox"/> Gathering/collecting	<input type="checkbox"/> No access

Potato

Beans

<input type="checkbox"/> Own production	<input type="checkbox"/> Market	<input type="checkbox"/> Own production	<input type="checkbox"/> Market
<input type="checkbox"/> Gathering/collecting	<input type="checkbox"/> No access	<input type="checkbox"/> Gathering/collecting	<input type="checkbox"/> No access

Vegetable & fruits

Fish

<input type="checkbox"/> Own production	<input type="checkbox"/> Market	<input type="checkbox"/> Own production	<input type="checkbox"/> Market
<input type="checkbox"/> Gathering/collecting	<input type="checkbox"/> No access	<input type="checkbox"/> Gathering/collecting/Fishing	<input type="checkbox"/> No access

Meat

Oil

<input type="checkbox"/> Own production	<input type="checkbox"/> Market	<input type="checkbox"/> Own production	<input type="checkbox"/> Market
<input type="checkbox"/> Gathering/collecting/Hunting	<input type="checkbox"/> No access	<input type="checkbox"/> Gathering/collecting/fishing	<input type="checkbox"/> No access

Other

<input type="checkbox"/> Own production	<input type="checkbox"/> Market	<input type="checkbox"/> Gathering/collecting/hunting/fishing	<input type="checkbox"/> No access
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If other, specify:

FS. 3) Has the amount of food that people are eating since the crisis /displacement began changed, on average:

Increased

Decreased

About the same

FS. 4) On average, how long will food stocks last in the households, according to the community? (ask key informant, but also visit some households to triangulate the information)

	> 1 week	1-2 weeks	< 2 week
Cereals & roots/tubers			
Pulses and legumes			
Oils and fats			

FS. 5) If the households do not have enough food or money to buy food, how do they cope with the situation?

	Frequency (days per week)
<input type="checkbox"/> Rely on less preferred and less expensive food	
<input type="checkbox"/> Borrow food, or rely on help from friends or relatives	
<input type="checkbox"/> Limit portion size at meals	
<input type="checkbox"/> Restrict consumption by adults in order for small children to eat	
<input type="checkbox"/> Reduce number of meals eaten per day	
<input type="checkbox"/> Do not eat the whole day	
<input type="checkbox"/> Collect more wild foods than usual for the season	
<input type="checkbox"/> Sell more animals than usual	
<input type="checkbox"/> Consume seed stocks held for the next season	

FS. 6) Currently what are the livelihood sources? (Ask about post crisis / displacement situation)

Agriculture

Livestock

Fishery

Trade

Remittance

Bee keeping

Small business

Casual wage labour

Regular salaried employment

Livelihood disrupted due to crisis

Selling of natural resources (charcoal, grass, firewood etc.)

Others, specify:

**FS.7) What are the priorities expressed by the population concerning livelihoods and food security?
Summary of food security section:**

FS.8) List 3 key partners on food security and livelihood sector for response:

Non Food Items

NFI) Is there a reliable informant/source for this section (refer to the assessment protocol, if no skip this section)?

Yes

No informant/source

If yes, specify:

NFI. 1) Total number of houses in the area:

NFI. 2) Average number of people sleeping in each house/shelter:

NFI. 3) Main type of shelter used by local population group?

Hut

Mud Block House

Cement block structures

Larger collection centre

Tent

Other

If other, please specify:

NFI. 4) Are local materials available to build shelters?

Yes

No

Don't know

NFI. 5) Are shelter materials available at the local market?

Yes

No

Don't know

If yes, list which materials are available:

NFI. 6) Do the crisis affected or displaced population have:

	Yes	No	Don't know	Distributed by
Basic cooking appliances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plastic sheeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Blankets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sleeping mats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mosquito nets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bucket 10 litres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Soap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

NFI.7) For households that have NFIs, how did they obtain the NFIs?

Brought from home

Purchased at the local market

Donated by local community

Distributed by an aid agency

NFI. 8) How many of the crisis affected / displaced households need NFI kits?

NFI. 9) How many of the crisis affected / displaced households need loose items?

NFI. 9.1) What loose items are needed describe?

Logistics

LA) Is there a reliable informant/source for this section (refer to the assessment protocol, if no skip this section)?

Yes

No informant/source

If yes, specify:

LA.1) Is the location currently accessible by:

Road	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Never
River	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Never
Air	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Never

LA. 2) Is there warehouse capacity in this location?

Yes

No

LA. 2.1) If yes, answer the following:

Capacity (cubic meters):	
Condition:	
Security condition:	

LA. 3) Is the location currently covered by mobile phone network?

Yes

No

Don't know

LA. 3.1) If yes, which networks?

LA. 3.2) Specify the quality:

Good

Poor

LA. 3.3) If no, what is it covered before by mobile phone network?

LA. 3.4) When was the network disconnected?

Wash

N.a) Is there a reliable informant/source for this section (refer to the assessment protocol, if no skip this section)?

Yes

No informant/source

If yes, specify:

W. 1) Who mainly collects the water in this community?

Women

Girls

Boys

Men

W.2) On average, how many minutes does it take for the crisis-affected displaced community to fetch water needed for a household (incl. travel, waiting and filling the containers)?

Less than 30
minutes

30 minutes to
one hour

1-2 hours

2-4 hours

more than 4
hours

W.3) Define the average jerry can size (in litre) for fetching water.

less than 15

15

20

30

more than 30

W.3.1) On an average how many jerry cans do households use / day

1 – 3

4 – 6

7 - 9

< 9

W.4) Is there a risk that inadequate water supply will occur within the next month?

Yes

No

Don't know

W.5) What are the available sources of water for the crisis-affected / displaced population?

Source	Is the source working?	Number of sources	What proportion of the population is using this source?
Hand pump	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		<input type="checkbox"/> less than 1/4 <input type="checkbox"/> 1/4 <input type="checkbox"/> half <input type="checkbox"/> 3/4 <input type="checkbox"/> more than 3/4
Hand-dug wells (protected)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		<input type="checkbox"/> less than 1/4 <input type="checkbox"/> 1/4 <input type="checkbox"/> half <input type="checkbox"/> 3/4 <input type="checkbox"/> more than 3/4

Hand-dug wells (unprotected)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		<input type="checkbox"/> less than 1/4 <input type="checkbox"/> 1/4 <input type="checkbox"/> half <input type="checkbox"/> 3/4 <input type="checkbox"/> more than 3/4
Surface water/seasonal pond/stream/river	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		<input type="checkbox"/> less than 1/4 <input type="checkbox"/> 1/4 <input type="checkbox"/> half <input type="checkbox"/> 3/4 <input type="checkbox"/> more than 3/4
Piped house connection	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		<input type="checkbox"/> less than 1/4 <input type="checkbox"/> 1/4 <input type="checkbox"/> half <input type="checkbox"/> 3/4 <input type="checkbox"/> more than 3/4
Public stand post	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		<input type="checkbox"/> less than 1/4 <input type="checkbox"/> 1/4 <input type="checkbox"/> half <input type="checkbox"/> 3/4 <input type="checkbox"/> more than 3/4
Rain water	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		<input type="checkbox"/> less than 1/4 <input type="checkbox"/> 1/4 <input type="checkbox"/> half <input type="checkbox"/> 3/4 <input type="checkbox"/> more than 3/4
Other sources	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		<input type="checkbox"/> less than 1/4 <input type="checkbox"/> 1/4 <input type="checkbox"/> half <input type="checkbox"/> 3/4 <input type="checkbox"/> more than 3/4
If other, Specify			

W.6.1) From the host Community, where do the most people defecate?

In household latrines	Children	Adults
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
In shared or public latrines	Children	Adults
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know

Bush, In the open, not in a defined and managed defecation area.	Children	Adults
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know

W.6.2) From IDPs/refugees/returnees, where do the most people defecate?

In household latrines	Children	Adults
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
In shared or public latrines	Children	Adults
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
Bush, In the open, not in a defined and managed defecation area.	Children	Adults
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know

W.7) Is there evidence of open defecation?

Along the roads	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't Know
Along the foot paths	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't Know
Near the water source	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't Know
In/near the fields	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't Know
Outside the houses / shelters	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't Know
Other	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't Know

W.7.1) If other, specify:

Exploitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other

specify:

What are the threats at the current location (mark below who are affected)?

	Women	Girls	Boys	Men	IDP	Minority groups	Persons with disability
Inter-communal violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence by armed groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forced Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forced displacement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Banditry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exploitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other

specify:

Comments:

--

P.4) What help can you get in your community if you are affected by any of the above?

- Where to get medical treatment
- Legal assistance
- Assistance from police/security agencies
- Psychosocial support
- Traditional/community leader assistance

P.5) What is the impact of the security situation on the affected population?

Impact	Who is/are threatening?
<input type="checkbox"/> Restricted access for humanitarian workers	
<input type="checkbox"/> Forced displacement	
<input type="checkbox"/> Restricted movement of civilians	
<input type="checkbox"/> Discrimination in access to services	
<input type="checkbox"/> Trafficking	
<input type="checkbox"/> Other. If other please specify:	

P.6) (Using your observation only) Have you seen or heard of any boys and/or girls under 18 being directly or indirectly associated with the armed forces or groups?

- Yes
- No
- N/A

If yes. Estimated number of children

What are the causes of children being separated/unaccompanied/orphaned/missing since the incident (specify numbers if possible)?

P.7) Causes of separation

Separated children (no parents at site but with other adults)	Estimated number of children
<input type="checkbox"/> Death of parents	
<input type="checkbox"/> Evacuation of the children	
<input type="checkbox"/> Disorganized fight or movement	
<input type="checkbox"/> Release/escape from institution and/or armed forces/groups	
<input type="checkbox"/> Other cause (please specify)	

Unaccompanied children (no parents and no adult accompanying)	Estimated number of children
<input type="checkbox"/> Death of parents	
<input type="checkbox"/> Evacuation of the children	
<input type="checkbox"/> Disorganized fight or movement	
<input type="checkbox"/> Release/escape from institution and/or armed forces/groups	
<input type="checkbox"/> Other cause (please specify)	

Orphan children (parents deceased)	Estimated number of children
<input type="checkbox"/> Death of parents	
<input type="checkbox"/> Evacuation of the children	
<input type="checkbox"/> Disorganized fight or movement	
<input type="checkbox"/> Release/escape from institution and/or armed forces/groups	
<input type="checkbox"/> Other cause (please specify)	

Other category of children without parents (specify):	Estimated number of children
<input type="checkbox"/> Death of parents	
<input type="checkbox"/> Evacuation of the children	
<input type="checkbox"/> Disorganized fight or movement	
<input type="checkbox"/> Release/escape from institution and/or armed forces/groups	
<input type="checkbox"/> Other cause (please specify)	

P.8) What kind of support do the community need to reduce protection risks?

- Access to land
 Improved security
 Access to information
 Official documentation
 Other, specify:
-

P.9) What are the negative coping mechanism used in the community to handle displacement?

- Survival sex
 Heavier workload
 Children sent away to relatives/friends
 Child labour
 Family separation
 Others, specify:
-

P.10) Summary of Protection concerns

Education

ED) Are/is there a reliable informant/source for this section (refer to the assessment protocol, if no skip this section)?

Yes

No informant/source

If yes, specify:

ED. 1) Are there school-aged children in crisis-affected or displaced population?

Yes

No

Don't know

ED. 1.2) If yes: Number of girls

ED. 1.3) If yes: Number of boys

ED. 1.4) Number of children with disabilities among the displaced population in host community attending school

Approximate number of girls:

Approximate number of boys:

ED. 2) If children are attending school, where do they attend school?

In host community schools (if the population is displaced from an crisis-affected area)

In their own, normal schools (population NOT displaced)

In IDP-specific schools

Other community schools. Unaffected by crisis.

None

Other if other, specify:

ED. 2.1 Number of school available in this community/site?

ED. 3) If children are attending school in crisis-affected community, where do they attend school?

In host community schools (if the population is displaced from an crisis-affected area)

In IDP-specific schools

None

In their own, normal schools (population NOT displaced)

Other community schools. Unaffected by crisis.

Other, specify:

ED. 4) What types of school/classes are available at this site?

Type of school	Name of the school/s
<input type="checkbox"/> Preschool/early childhood development	
<input type="checkbox"/> Primary	
<input type="checkbox"/> Secondary	
<input type="checkbox"/> Non-formal	
<input type="checkbox"/> No school is available in this community/site	
<input type="checkbox"/> Other, specify:	

ED. 5) Do the crisis-affected / displaced children and teachers have learning materials?

- Yes No, they were left behind in the home community (displaced children)
- No, they were destroyed during the crisis Don't know

ED. 6) How many schools/learning spaces are available or have capacity to receive IDP children from same LGA or neighbouring LGA within same state?

In the home community:	Number of classrooms / learning spaces
<input type="checkbox"/> Schools not accommodating IDP children	
<input type="checkbox"/> Schools accommodating IDP children	
<input type="checkbox"/> Schools/learning spaces overpopulated by IDP children	
<input type="checkbox"/> Occupied by armed forces	

In the host community (for situation of displacement only). **Number of classrooms / learning spaces**

<input type="checkbox"/> Totally destroyed/not usable	
<input type="checkbox"/> Damaged, but still usable with some repairs	
<input type="checkbox"/> Occupied by armed forces	
<input type="checkbox"/> Not damaged	

ED. 6.8.2) If occupied: Start date of occupation:

ED. 7) Have any children been affected by the incidents?

- Yes No Don't know
-

ED. 7.1) If yes. How many children were affected? Indicate below.

Reallocated to other school/s:



Abducted:



Injured:



Killed:



ED. 7.2.1) Have any teachers been affected by the incidents?

Yes

No

Don't know

ED. 7.2.2) I yes. How many teachers were affected? Indicate below.

Reallocated to other school/s:



Abducted:



Injured:



Killed:



ED. 8) Are schools occupied? If yes choose one option.

Yes

No

Don't know

If yes, what are they used for?

As IDP camps

Armed forces facility

Don't know

ED. 8.1) Are there any teachers among the displaced or crisis-affected population?

Yes

No

Don't know

ED. 8.2) If, yes. Number of male:

ED. 8.3) If, yes. Number of female:

ED. 8.4) At what level are they?

Level	Number of teachers
<input type="checkbox"/> Pre-school teachers	
<input type="checkbox"/> Primary school teachers	
<input type="checkbox"/> Secondary school teachers	
<input type="checkbox"/> Non-formal education facilitators	

ED. 9) Summary of education concerns

ED. 10) List 3 key partners on education sector you recommend for response

- Agency for Mass Education
 Kafin Hausa LGEA
 Ministry of Education
 SEMA
 SUBEB
 Other, specify:

ED. 11) What are the threats at current location?

ED. 12) Comments:

Annex 3: List of members of the Teams

Role	Institution	First Name	Last Name	Title	Email Address	Phone Number
Overall Coordination						
UNOCHA/EPRWG: Ayobamidele Ajayi, Humanitarian Officer						
Overall Planning						
UNICEF/EPRWG: Samuel Momanyi, Deputy Representative						
UNOCHA/EPRWG: Ayobamidele Ajayi, Humanitarian Officer						
State Coordination & Technical Planning						
Adamawa State						
Team Leader	FAO	Yahaya	Husseini	Consultant	yahussein@yahoo.com	08033363352
Co-Team Leader	SEMA	Aruna	Furo	Executive Secretary	adsemayola@yahoo.com	08036171489
Other Members	UNOCHA	Ayo	Ajayi	Humanitarian Officer	ayobamidele@un.org	08065392425
	UNICEF	Danjuma	Almustafa	PME Specialist	dalmustafa@unicef.org	08035350959
	WHO			State Coordinator		
Field Team Members	SEMA	Jesse Dogo	Mshelia		adsemayoa@yahoo.com	07064644784
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	WHO					
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	SUBEB	Hudu	Bala		balahudu@ymail.com	07016838486 07030431962

Role	Institution	First Name	Last Name	Title	Email Address	Phone Number
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Co-Team Leader	SEMA	Paul	Tino	Executive Secretary	paulmtino2013@gmail.com	07035005464

Role	Institution	First Name	Last Name	Title	Email Address	Phone Number
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Yobe State						
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Co-Team Leader	SEMA	Zabu	Buba	Permanent Secretary	musaidi74@gmail.com	08026636636
Other Members	UNICEF	Olusoji	Adeniyi	M&E Specialist	oadeniyi@unicef.org	08034820887
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	WHO			State Coordinator		
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