

EDUCATION CRISIS RESPONSE

Quarterly Report: January 1 to March 31, 2015



Cooperative Agreement: #AID-620-A-15-00001 Education Crisis Response

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Quarterly Report
Second Quarter - January 1 to March 31, 2015

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Activity Start Date and End Date: January 1 to March 31, 2015
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ANNEX A: PROGRESS SUMMARY	

Acronyms

AE	Alternative Education
CAN	Christian Association of Nigeria
CC	Community Coalition
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organization
FBO	Faith Based Organization
FOMWAN	Federation of Muslim Women Associations in Nigeria
FS	Formal School
FY	Fiscal Year
IDP	Internally Displaced Persons
IP	Implementing Partner
IQTE	Integrated Qur'anic and Tsangaya Education
JNI	Jama'atu Nasril Islam
LC	Learning Center
LF	Learning Facilitator
LGA	Local Government Area
LGEA	Local Government Education Authority
MDAs	Ministries, Departments and Agencies
MOE	Ministry of Education
MOF	Ministry of Finance
NFE	Non-Formal education
NFLC	Non-Formal Learning Center
OVC	Orphans and Vulnerable Children
PIRS	Performance Indicator Reference Sheets
PCG	Project Consultative Group
PY	Program Year
Q1	Quarter 1
Q2	Quarter 2
Q3	Quarter 3
Q4	Quarter 4
SEL	Social and Emotional Learning
SBMC	School Based Management Committee
SEMA	State Emergency Management Agency
STTA	Short Term Technical Assistance
SUBEB	State Universal Basic Education Board
TE	Teacher Education
TWG	Technical Working Group
UBEC	Universal Basic Education Commission
YLC	Youth Learning Center

PROGRAM OVERVIEW/SUMMARY

Program Description/Introduction

Program Name:	Education Crisis Response
Activity Start Date And End Date:	January 1– March 31, 2015
Name of Prime Implementing Partner:	Creative Associates International Inc.
Contract/Agreement Number:	#AID-620-A-15-00001
Name of Sub-awardees	<ol style="list-style-type: none"> 1. International Rescue Committee 2. Florida State University
Major Counterpart Organizations	State Ministries of Education (SMOE) , State Agencies for Mass Education (SAME), State Emergency Management Agencies (SEMA), State Universal Basic Education Boards (SUBEB), State Ministries of Religious Affairs (MOFA), Agencies working with youth, Civil Society Action Coalition on Education for All (CSACEFA), Federation of Muslim Women Associations in Nigeria (FOMWAN)
Geographic Coverage (cities and/or countries)	Adamawa, Bauchi and Gombe states of Nigeria

The Education Crisis Response Project’s overall goal is to expand access to quality, protective, and relevant non-formal education (NFE) and alternative education (AE) opportunities for internally displaced persons (IDP) and out-of-school children ages 6-17, in Adamawa, Bauchi and Gombe states.

The project is designed to address the main learning needs of IDP and host learners affected by the crisis in Northern Nigeria, through non-formal learning centers (NFLCs) (serving both Muslim and Christian communities), Youth Learning Centers (YLCs), and Adolescent Girls Learning Centers (AGLCs). These alternative opportunities include NFLCs or other venues such as formal schools, churches, community centers, and other available alternate learning centers that address the needs of IDP children and youth, OVCs, and other vulnerable and deprived children. The project also seeks to collaborate with other implementing partners in the focus states with effective interventions in child protection and safe learning environments. The project will provide learning in protective centers in urban areas, support formal schools to function in shifts where classrooms are overcrowded, and work within host communities who

have taken IDPs into their homes, and in communities where IDPs live together in settlement-type housing.

The Education Crisis Response project will improve quality and relevant instructional practices to update and/or newly develop teaching-learning materials for literacy, numeracy, life skills, SEL competencies and psychosocial support services in NFE and alternative education options. The project will recruit, train, and coach NFLC Learning Facilitators (LFs) to provide quality instruction and ensure Technical Working Groups (TWGs) make relevant teaching-learning materials available. The project will also increase community engagement and support of schooling in targeted NFE and alternative education learning center communities so that there is heightened awareness of these new and enhanced educational opportunities, improve the value placed on education and provide IDP and host community girls, boys and youth with a way to sustain their education.

Education Crisis Response will also work to increase state and local government and civil society support for NFE and alternative education options so that they collaborate, coordinate and provide government funding and policy support to sustain and expand non-formal education.

Summary of Results to Date

Standard Indicators	Baseline FY 2014	FY14 Annual Target	Q1 FY14	Q2 FY14	Q3 FY14	Q4 FY14	Annual Target Achieved up to Q2 end (%)	On Target (Y/N)
1. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	11,760	11,760	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)			8%	On target. Quick Win target met.
2. #/% of new entrants in NFLCs and AEs*	11,760	11,760	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)			8%	On target. Quick Win target met.
3. #/% of learners receiving reading interventions at the primary or equivalent level in NFLS & AEs**	11,760	11,760	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)			8%	On target. Quick Win target met.
4. #/% of learners who complete the NFE/AE program *	65%	65%	0	N/A			0%	Annual target. available in Q4
5. #/% of students who, by the end of one full year of NFE education, demonstrate that they can read and understand the meaning of grade level equivalent text *	30%	30%	0	N/A			0%	Annual target. available in Q4

6. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	65%	65%	0	N/A			0%	Annual target. available in Q4
7. #/% of NFLC/AE students transitioning to formal schooling (FS)	10%	10%	0	N/A			0%	Annual target. available in Q4
8. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	65%	65%	0	N/A			0%	Annual target. available in Q4
9. #/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*	65%	65%	0	19 (6%)			6%	On target. Quick Win target met.
10. #/% of LCs, coaches & supervisors in project NFLC/AEs who successfully complete training**	348	348	0	19 (5%) (15m, 4f)			5%	On target. Quick Win target met.
11. # of teaching (T) & learning (L) materials distributed to NFLC/AEs **	L: 11,760 T: 348	L: 11,760 T: 348	0	L 953 T 19			L 6% T 5%	On target. Quick Win target met.
12. #/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	13	13	0	3 (23%)			23%	On target. Quick Win target met.
13. # of NFLC/AE/FSs supported by CCs	NFLC: 294 FS: 40	NFLC: 94 FS: 40	0	19 NFLC FS 0			NFLC 6% FS 0%	On target. Quick Win target met.
14. # of policies, guidelines, standard, transition plans, etc. developed/modified to support conflict-sensitive education in NFLC/AE/FSs*	3	23	0	0			0%	On target. Quick Win target met.
15. # NFLC/AEs supported by project that receive resources from the government	294	294	0	19			6%	On target. Quick Win target met.

Note: The Results Performance Column depicts level of achievement expressed as a percentage of Actual versus Planned.

ACTIVITY IMPLEMENTATION PROGRESS

1.1 Progress Narrative

Community Education and Conflict Assessment (CECA): Activities and Findings

A Community Education and Conflict Assessment (CECA) was conducted to map and enumerate formal and non-formal schools as well as their catchment areas, develop IDP profiles, determine NFE availability, and determine community ability and willingness to host AGLCs and YLCs. In all, 35 enumerators comprising of 24 males and 11 females were trained and mobilized to collect data in 30 communities (10 from seven LGAs in Adamawa, 10 from seven LGAs in Bauchi and 10 from seven LGAs in Gombe states).

Some 1,369 informants participated in the focus group discussions (FGD) held with various groups, including 280 IDP girls, 279 IDP boys, 260 IDP mothers and 250 fathers, and 300 host teachers (150 male, 150 female). An equivalent group of host community boys and host community girls were also involved in FGDs. In all, a total of 192 focus group discussions were conducted (Adamawa N=65, Gombe N=63, Bauchi, N=64). The focus group discussions were conducted in 30 select locations. Additionally, a total of 256 in-depth interviews (IDIs) were conducted with six different key informants, including an education secretary, and economic and social development representatives in 35 locations across Adamawa, Gombe and Bauchi states. The additional five locations for IDIs, as compared with the FGD sites, were locations in urban centers where there were more key informants. These additional informants included NGOs, CBOs and other additional actors found in the communities.

The assessment revealed that the IDP numbers in Bauchi, Gombe and Adamawa states vary significantly. There are also higher numbers in some communities (within states) than other communities whereby the highest numbers of IDPs tend to gravitate toward the main urban center in each state. IDP living arrangements vary widely from location to location. There is a mix of camp-based living for some groups of IDPs, while other groups reside within communities, either separately in their own housing or 'settlements' or inside family and relatives' homes. The latter situation is referred to as 'integrated' living and commonly 10-15 people move into small households with limited capacity. In all, some 40,622 IDPs were recorded by the CECA in the 21 project LGAs.

IDP learners' experiences are shaped by factors such as socio-economic class, race, ethnicity, migration status, age, education and gender from various origins having experienced diverse events. Even though there are formal schools functioning in all IDP locations, IDPs were largely not in school. Some 10 percent of schools offered non-formal education and only three percent offered any other forms of education for girls, youth or the provision of skills training. The assessment found that a variety of interconnected factors were responsible for IDPs not going to school. Some of the reasons given include 1) because they are IDPs; 2) they are viewed as different, or lesser, and sometimes feared so they are not welcome in the local school; and 3) IDP parents cannot afford to send their children to school, even where the school environment is welcoming to IDPs.



IDP learners at Malkohi center, Adamawa, receiving books from their facilitator (L). An IDP learner reads numbers at Bajabure center, Adamawa (R).

Quick Win Accomplishments

Six learning centers were identified in Bauchi; six in Gombe and seven in Yola. All of these centers were identified within state capitals. A non-formal education facilitator for each of the 19 centers was identified by community stakeholders and trained by the project on the delivery of the enhanced accelerated learning program which includes components on social and emotional learning (SEL) and conflict resolution. Training of facilitators took place in the three states January 15-18, 2015. The learning facilitators also acquired skills on developing a good lesson plan, scheme of work and the qualities of a good counselor and facilitator. An overview of the Education Crisis Response project was given and participants asked questions and discussed the project and what is expected of them as facilitators.

Below is the enrollment of IDPs in the 19 centers by the end of the quarter (March, 2015):

S/N	Center Name	Community	Learners Enrolled	Topics taught	Remarks/Challenges/Success Story
Adamawa State					
1.	Malkohi	Yola North	50 (34m, 16f)	Counting numbers 100-150, primary and secondary vowels, identification of objects, life skills (yin zabubbuka).	Learners understand lessons.
2.	St. Theresa	Luggere	50 (31m, 19f)	Counting numbers 200-270, learners demonstrate on blackboard, simple words, life skills (yin zabubbuka).	Learners happy with support packages received.
3.	Bole	Shagari	50 (29m, 21f)	Counting numbers 100-150, learners demonstrate on blackboard, primary and secondary vowels, life skills (dawa zan kashe lokaci na yau).	Three learners returned to their home towns with their caregivers.
4.	Vunoklang	Damare	50 (28m, 22f)	Counting numbers 200-300, consonant sound, simple words.	Learners participate during teaching.
5.	Girei II	Girei	50 (31m, 19f)	Counting numbers 200-300, consonant sound, simple words.	Learners participate during teaching.
6.	Bajabure	Damare	50 (28m, 22f)	Counting numbers 200-300, learners demonstrate on blackboard, consonant sounds.	Learners participate during teaching.

S/N	Center Name	Community	Learners Enrolled	Topics taught	Remarks/Challenges/ Success Story
7	Girei I	Girei	50 (27m,23f)	Consonant sounds, adding two digit numbers.	Learners participate during teaching.
Adamawa Total: 353 (198m, 155f)					
Bauchi State					
1	EYN Church	Sabon Kaura	50 (28m, 22f)	Subtraction, counting numbers 100-400, secondary consonants.	Facilitator proposes closure of center until after elections.
2	Tirwum	Tirwum	50 (17m, 33f)	Counting numbers 100-350, secondary consonants, Bayana Matsayi da sanin ciwon kai.	Maximum enrollment attained.
3	Zannuwa Primary School	Unguwan Dawaki	50 (30m, 20f)	Counting numbers 100- 350, secondary vowels, wa zan kasha lokaci na a yau.	Instruction going well.
4	Unguwan Turaki	Turaki Ward	50 (25m, 25f)	Counting numbers 100-360, secondary vowels, Yayin da na ji rashin Dadi.	Instruction going well.
5	Gwallaga "A"	Gwallaga	50 (18m, 32f)	Counting numbers 100-360, secondary vowels, sanin iri irin ayyuka da sana'o'I da a ked a su.	Center closed for elections as venue is to be used as voting station.
6	Gwallaga "B"	Gwallaga Ward	50 (26m, 24f)	Counting numbers 100-360, secondary vowels, sanin iri irin ayyuka da sana'o'I da a ke da su.	Center closed for elections as venue is to be used as voting station.
Bauchi Total: 300 (144m, 156f)					
Gombe State					
1	Shamaki NFLC	Tudun Wada	50 (33m, 17f)	Numeracy, literacy, life skills	Pupils can read short sentences on the board and in their primers.
2	Herwa-Gana NFLC	Herwa Gana	50 (32m, 18f)	Numeracy, literacy, life skills	Learners happy with center's relocation from district head's house to Central Primary school.
3	Nasarawo NFLC	Nasarawo	50 (27m, 23f)	Numeracy, literacy, life skills	Learners happy with teaching.
4	Manawashi NFLC	Pantami	50 (22m, 28f)	Numeracy, literacy, life skills	Learners better adjusted and receptive to teaching.
5	Jekadafari NFLC	Jekadafari	50 (33m, 17f)	Numeracy, literacy, life skills	Learners responding well to teaching.
6	Kamara NFLC	Bolari	50 (28m, 22f)	Numeracy, literacy, life skills	Teaching on-going. Learners happy with free school supplies and school lunch.
Gombe Total: 300 (175m, 125f)					
Project Total: 953 (517m, 436f)					

Assessment of NGO Sub-grantees

A Request for Application (RFA) was published in a national newspaper for qualified NGOs and organizations to apply. Twenty-five, seventeen and thirteen proposals were received from Adamawa, Bauchi and Gombe states respectively. The RFAs were aimed at managing Non-formal Learning Centers (NFLCs), Community Coalitions (CCs), Adolescent Girls Learning Centers (AGLCs) and Youth Learning Centers (YLCs) in 21 selected LGAs. Proposals were received and screened by a Technical Evaluation Committee (TEC) comprising government partners and project representatives as specified in the USAID-approved grants manual, and a total of fourteen local NGOs (five in Adamawa, five in Gombe and four in Bauchi) were selected for the award. The report was submitted for USAID approval. NGOs receiving sub-grants will administer the project scale-up from 19 to 294 learning centers in three states.



NGO officers in Gombe listen to a presentation on USAID sub-grants requirements. PHOTO: TIMOTHY MADAKI

Establishment of NFE TWGs

Two Non-Formal Education Technical Working Groups (NFE TWGs) were inaugurated in Bauchi and Adamawa states to support project technical activities that relate to non-formal learning centers in the project states, especially in the areas of teacher training, instructional materials development and benchmarks/standards for implementation. In Bauchi state, its formation and inauguration was led by the Bauchi State Agency for Mass Education (BASAME). The NFE TWG comprises four master trainers, members from SUBEB, ANFEA, SMOE, SEMA, Ministry of Budget and Economic Planning, National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) Zonal office and representatives of NGOs. The commissioner of Education, staff from SUBEB, MOE, NMEC, College of Education Azare, UNICEF Bauchi office, Adult and Non-formal Education Institute, Kangare, FOMWAN, CSACEFA and Bauchi State Network of NGOs attended the inauguration event on February 12, 2015.

1.2 Implementation Status

IR 1: Increased availability of safe, quality and relevant NFE and alternative education opportunities (schools, centers)

Education Crisis Response issued an RFA in a national daily (The Guardian) for qualifying organizations to apply in the supervision of project centers in 21 selected LGAs of the three project states. A pre-application meeting was organized for all interested NGOs, and grants application guidelines were made available both in hard and soft copies to all interested applicants. The pre-application meeting in each of the three states provided information on the application procedure. Applications were received and screened from fifty-five NGOs in the

three states (25 from Adamawa, 17 from Bauchi and 13 from Gombe).

A National Benchmark produced by the NMEC has been reviewed to suit local implementation in the three participating states, and will serve as a guideline in terms of standards for recruitment of learning facilitators, job description and remuneration.

A Teacher Education TWG was formed and inaugurated in Bauchi state the same day the NFE TWG was inaugurated and the membership includes the four master trainers, representatives from the SMOE, SUBEB and SAME, and a representative of the Local Government Education Authority (LGEA) Education Secretaries while the project's Teacher Education Adviser acted as the secretary.



Technical Evaluation Committee and Government officials at the NGO Assessment. Picture: Ibrahim Abdu, Com. Mob. Advisor, Adamawa

IR 2: Increased quality and relevant instruction and teaching-learning materials for literacy, numeracy and life skills in NFE and alternative education schools/centers

Nineteen Learning Facilitators were engaged and began instruction in all 19 NFLCs during the Quick Win period. The LFs attended an initial training on the NFE Curriculum organized in Gombe. The project also distributed instructional and learning materials to learners at the 19 NFLCs.

The project is training 294 LFs from the three states' NFLCs on the enhanced NFE curriculum developed by the TWG, as well as classroom management techniques. The project will also distribute additional teaching and learning materials to these newly supported centers.

Twelve (9m, 3f) master trainers and 42 (36m, 6f) LGEA mentor teachers were identified and recruited. There are four master trainers drawn from each of the three states. Two mentor teachers were identified from each focus LGA (21 LGAs). Out of the 12 master trainers, three are females and the remaining nine are males.

Under Quick Win, the National Benchmark produced by NMEC was reviewed and is expected to serve as a guideline in terms of standards for recruitment of learning facilitators, job descriptions and remuneration.

In addition, a Teacher Education TWG was formed in Bauchi state whose membership included four master trainers, representatives from SMoE, SUBEB, SAME, the LGEA Education Secretaries. The project's Teacher Education Adviser serves as the secretary for this group.

IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education school/center-communities

In order to encourage community involvement and foster buy-in and project sustainability, existing Community Coalitions (CC) and community groups were identified in the 19 communities where Quick Win centers were established. In Bauchi, 12 community groups were identified. These communities came together to form a Community Coalition (CC), with responsibility for the management, resource mobilization and coordination of project activities in the six centers of the state.

The CCs in Gombe comprise 14 Community Based Organizations (CBOs) as members. The CBOs are based in the six Quick Win centers established in the state. The CC has the responsibility of monitoring, resource mobilization and supporting the six learning centers in the state.

In Adamawa state, CBOs were also identified around the seven Quick Win centers. Together they formed Yola CC, responsible for managing the Quick Win centers in the state.

The project provided orientation (with a focus on how to manage their activities) to the three CCs set up in the three states. These CCs will be scaled up to forty-two in the next quarter and training will be provided to enable them fully manage the additional 191 learning centers to be set up in Q3.



Community Coalition Chairman Alhaji Musa Malkohi monitoring the distribution of school bags to IDP learners at Malkohi learning center, Adamawa (L). Facilitator assists learner on how to count numbers at the center (R).

IR 4: Increased state and local government and civil society support for NFE and alternative education schools/centers

The Education Crisis Response engaged government partners in all project activities. This facilitated and encouraged buy-in and support for the project. For example, during CECA, government partners were in the field with project staff to collect data. Likewise, TWGs that were

formed in the three states had state partners providing leadership. In addition, the project convened a series of meetings with community groups, including the Christian Association of Nigeria (CAN), Jamatul Nasril Islam (JNI) and other stakeholders to introduce them to project objectives and to seek their support in the pursuit of these objectives. Stakeholders and community groups expressed their support for the project. These groups are expected to be actively engaged in the implementation of project activities.

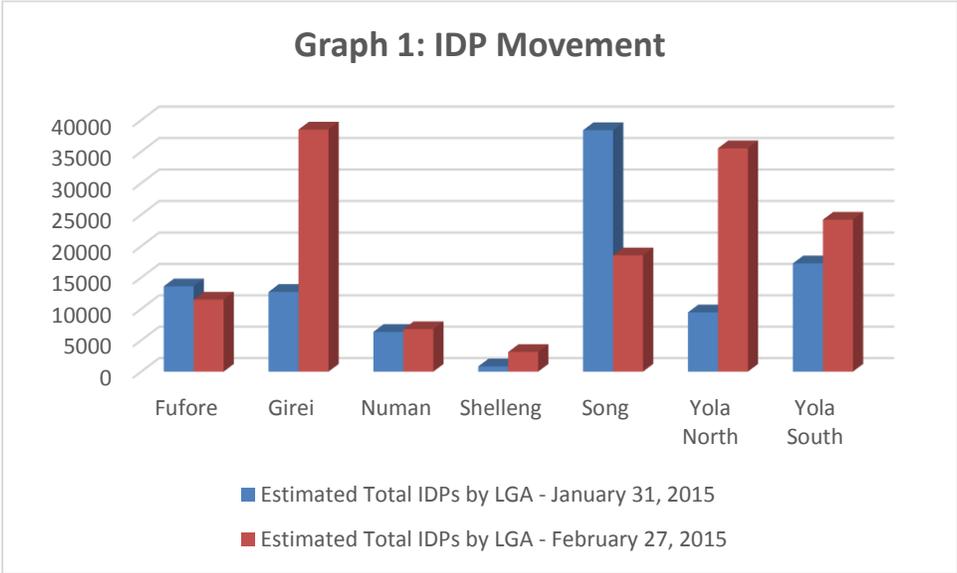
As we scale up in quarter three, the project will continue to generate coordination and dialogue, engaging relevant community stakeholders and education authorities in the pursuit of the project objectives.

1.3 Implementation challenges

The project experienced the following implementation challenges during the second quarter:

- As centers began to open, the project faced increasing pressure from host communities who wanted to enroll their children. This challenge was resolved when USAID approved the inclusion of host community children in the centers.
- Data collection posed another challenge. The reliability of the data collected leaves much to be desired since the sources did not have a rigorous monitoring mechanism in place.
- Internally displaced learners at Bole center in Adamawa experienced bullying from some host community children. However, this was addressed and resolved after intervention by the project team and community leaders.
- The Girei 2 NFLC was set up in the Girei 2 IDP camp, which occupies the facilities of a local school. Because IDPs are living in the classrooms, the learning center did not have an appropriate shelter in which to host project activities or learners once it was opened. The project team elicited support from the IRC's water and sanitation department who were able to provide and erect a tent to host the NFLC. As a result, attendance rates and requests for enrollment in the center have dramatically increased.
- At camps where an operational NFLC exists (as in Yola), there are still more than 560 unenrolled children. The strong demand for education has been difficult for project partners to manage as non-enrolled children still come to the center, observing instruction through the windows and at times distracting the learners in the classroom. The project team raised this issue with the neighboring communities which in turn helped to bring the situation under control. In order to respond to this large demand of unenrolled children, the project team will prioritize scaling up at centers like this. In the meantime, the IRC's Child Protection program has introduced recreational activities that engage the unenrolled children to mediate this challenge.
- Between January and February, the project observed a large influx of IDPs to certain LGAs and a drop in IDP populations in others. In March, increased military action to reclaim Madagali, Michika and Mubi LGAs in the run-up to the elections created opportunities for the IDP children to move back home with their parents. As a result, many of the learners

might return home. The project has documented initial reports indicating that IDP populations have dropped as much as 75% in some IDP camps and host communities. In Q3, the project will work to develop strategies to manage this challenge while maintaining a focus on achieving the project targets. The rolling assessment planned for July will provide vital information for the program if any changes to the implementation strategy are needed.



1.4 M& E Plan Update

The M&E plan was updated during this quarter after receiving feedback from USAID. The M&E Plan was transferred to the appropriate USAID template, and the team also updated the extent of amendments to some of the performance indicator definitions and units of analysis as well as some issues around data collection for reporting and data limitation issues as contained in the PIRS. The team also developed an appropriate logical framework for the project.

INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

2.1 Gender Equality and Female Empowerment

The selection or formation of learning centers was dependent on the high concentration of IDPs in a community and the provision of a suitable facility or space provided by the host community. Recruitment of learners was restricted to IDPs and children of host communities that were out of school. In this respect, boys and girls were enrolled without discrimination. While the project has made a conscious and deliberate effort to provide equal opportunity to boys and girls, the project recognizes that more boys are enrolling than girls. During the next quarter the project will take action to better understand these differences in order to see if changes to the enrollment processes will need to be made. Similarly, though the recruitment for facilitators was open to both males and females, only four females made it to the finals or were hired. Learning facilitators were always drawn from the host community through a competitive and transparent process. Delivery of instruction depended on the content of the curriculum and how it was broken down to a scheme of work on a weekly basis.



Learners in Tirwum center in a numeracy lesson with facilitator, Malama Amina Abdulsalam. PHOTO: LADI ABUBAKAR

The project relied on the communities and local education authorities to mobilize interested candidates to sit for the aptitude test, which determined selection as LFs. Only four out of 21 candidates presented were female and those who sat for the test performed poorly. As the project scales up, the teacher recruitment process will be adapted to include an open recruitment process that will provide more opportunities for females to apply. In addition, the written test will be coupled with a practical interview that will better identify a wide range of skills needed for instruction. The project team hopes that these efforts will improve the project's efforts to promote equality and equity.

2.2 Sustainability Mechanisms

From inception, the project has collaborated with a wide range of stakeholders. The "Quick Win" was a product of such an engagement and enabled the project to obtain buy-in from government, traditional and religious leaders to support the provision of quality, protective education to IDP children within their communities. The setting up of NFE, formation of CCs, and the request for the provision of scholastic support from government institutions were deliberate efforts aimed at ensuring ownership and sustainability from the very beginning of the project. As a mechanism for the sustainability of program interventions, local CBOs identified around Quick Win centers were encouraged to form a CC to manage and coordinate the activities of the learning centers. This allowed for community engagement in the running and administration of the centers to instill a sense of program ownership.

The project worked closely with education authorities at state and local government levels as well as communities to recruit learning facilitators (LFs). Centers were also supported with instructional materials by several government counterparts. Government agencies involved in basic education provided black boards, primers, Hausa readers (Koyon Karartu) and Hausa arithmetic (Koyon Lissafi) books for the 953 (517 m, 436f) IDP learners and the 19 (15m, 4f) center facilitators. Government involvement in routine monitoring of the learning centers and participation in the screening of NGO sub-grantees are also geared towards the sustainability of these processes. The active engagement of community and government stakeholders will lay a strong foundation from which sustainability will be built over the coming quarters.

2.3 Youth Development

Youth development for economic empowerment is central to the work plan for this project. Through the 42 Youth Centers and 42 Adolescent Girls Learning Centers that will be established in the three project states, youth will have access to greater entrepreneurship and life skills training opportunities which the sub-grantee NGOs will manage in the next six months.

2.4 Policy and Government

The relevant government agencies are involved in the formation, implementation, organization, coordination and running of the learning centers. They are also involved in teacher training, mentoring of facilitators, and in the development of curriculum, manuals, and guides.

2.5 Local Capacity Development

CSACEFA and FOMWAN have a wide range of membership in the three states, and the project is seizing this opportunity to build their capacity in project management and resource mobilization. These local partners have been actively involved in the planning, implementation and reporting on all project activities during Quick Win. The project team conducts regular field visits to the NFLCs managed by each partner and provides regular feedback to improve the quality of instruction and management of the NFLCs. In Quarter 3, fourteen more local NGOs will be awarded sub-grants to manage and scale up the project from 19 to 294 centers across the three intervention states. In order to ensure they deliver effectively, an assessment of their capacity will be conducted and training will be provided in areas of needs as assessed through an institutional capacity assessment. The project will also receive short-term technical assistance from Creative HQ in this area.

STAKEHOLDER PARTICIPATION AND INVOLVEMENT

3.1 State Institutions

State partners are involved in project activities from the planning stage to implementation. This is evident in the membership of the NFE TWG, TE TWG and project consultative groups who all provide their support and share their experience with the project.

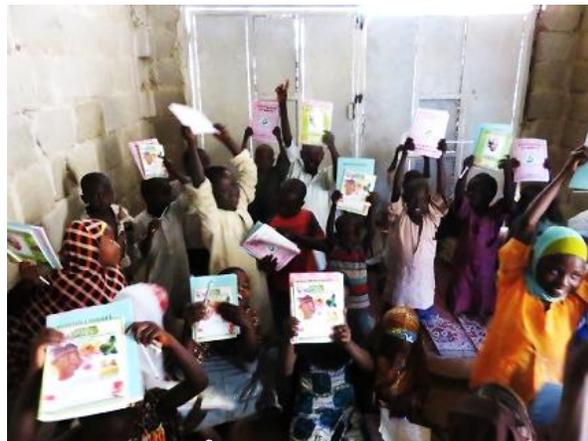
SUBEB in Bauchi donated 14 blackboards, seven cartons of chalk, 14 school registers and 14 school diaries to the learning centers. The Adult and Non-formal Education Agency (ANFEA) in Gombe donated 431 copies of Basic Literacy English Primers, 46 copies of Hausa primers (Koyon Karatu da Rubutu), 146 copies of literacy by radio primers (Koyon Karatu ta Hanyar Radiyo), 248 Post Literacy English Primers, 104 copies of a Non-formal Education data collection instrument and 347 copies of a Non-formal Education curriculum for out-of-school boys. Some of the donated instructional materials would be taken up by the 76 youth centers and adolescent girls' centers to be set up by the project in Q3 to provide skills training for out-of-school learners.



Instructional materials donated to USAID Education Crisis Response centers by ANFEA Gombe

At every step of Quick Win, the project collaborated with the SMOEs, State Ministries of Women Affairs (SMOWA), SAME, and other agencies. For example, MOWA in Adamawa state organized psychosocial activities for learners and other children in project learning centers.

Parents are also encouraging their children to attend classes. An IDP caregiver is supporting learners' attendance by offering his bus to drive IDP children who live far away from the center. "Some of the IDP parents said that some of their children have not been able to attend school for over a year," explains the center facilitator. "But with the introduction of this program their children have been able to go back to school."



Children show off their materials in a learning center

In Adamawa state, the project has seven centers running, providing literacy and numeracy instruction to 312 (191m, 121f) IDP learners. At Girei II center in Girei community where 50 (33m, 17f) IDP learners are enrolled, community members are happy that their children will no longer be idle and the instruction at the center will improve children's knowledge.

At Girei I center with 50 (27m, 23f) learners and at Malkohi center in Yola also with 50 (34m, 16f) IDP learners, IDP pupils are adjusting to the new environment. At Bajabure center with 40 (25m, 15f) IDP learners in Damare community and at Bole center with 25 (12m, 13f) in Yola, pupils are adjusting to the new environment and there is evident behavioral change among the pupils as they are more receptive to learning. Enrollment is still ongoing at Bole to reach the class maximum of

40 pupils. Teaching is ongoing in the other three centers: Girei II center, Vunoklang center with 50 (31m, 19f) learners in Damare community and St. Theresa center, Yola, with 50 (31m, 19f) learners.

3.2 Collaboration with USAID and other Implementing Partner projects

Partners	Scope	Location	Collaboration/complementarities/leverage for ECR	Remarks
North East Regional Initiative	<ul style="list-style-type: none"> Youth capacity building 	Adamawa, Yobe and Borno	<ul style="list-style-type: none"> support to NFLCs in provision of temporary sheds and learning materials support to AGLCs, YLCS for skills acquisition and peace building initiative work to build capacity of government institutions and NGOs in Adamawa state 	-North East Regional Initiative
Reading and Access Research Activity (RARA)	<ul style="list-style-type: none"> Research on Access and Reading CSO capacity mapping in Bauchi 	Bauchi	<ul style="list-style-type: none"> Although Education Crisis Response and RARA agree that there are limited areas of collaboration between the two programs, Education Crisis Response will obtain the CSO capacity mapping report and explore adaption of the reading materials developed by RARA for teachers, learners and LGEA supervisors where it fits into ECR 	-Met with Drake and staff
Save the Children	<ul style="list-style-type: none"> OVC and Child Protection-Systems Transformed for Enhancing Enabling Responses (STEER) project 	Bauchi (STEER) and Gombe (OVC)	<ul style="list-style-type: none"> Explored the use of SAVE strategies for provision of wrap around services like clothing, health etc.; Explore SAVE's provision of robust health and nutrition programs that save children's lives and ensure they grow up healthy for ECR NFE Centers 	
Mercy Corps	<ul style="list-style-type: none"> Supporting IDPs by building peace through economic development, access to financial services and greater opportunities for adolescent girls through skills 	Gombe (relief materials and psychosocial services)	<ul style="list-style-type: none"> infuse its best practices/strategies for delivering wrap around services Exploring MC livelihood support to IDPs families Seeking material support for NFLCs children, harmonized entry points for engaging community stakeholders with other partners who are working in the same local governments and communities 	- Kaja attended ECR LGA selection in Gombe - Engaged Iveta and Lisa on email
Adamawa Peace Initiative- American University of Nigeria (AUN)	<ul style="list-style-type: none"> Peace building among diverse organizations and religious groups in Adamawa 	Yola- State capital	<ul style="list-style-type: none"> Planned to work with API to bring its members hosting IDPs on board for support to children in NFE centers Exploring possibility of setting up similar structures in Gombe 	

Partners	Scope	Location	Collaboration/complementarities/ leverage for ECR	Remarks
			and Bauchi or through some IPs programming	
DFID/SSI/ UNICEF (Safe School Initiative)	<ul style="list-style-type: none"> Support IDPs in camps and mainstream into formal school 	Gombe & Adamawa	<ul style="list-style-type: none"> Adapted and utilized its instrument used for IDP mapping and adopted some of their findings appropriate for support to IDPs in NFLCs. Exploring provision of school in the Box kits for learners to be mainstreamed to formal schools. Harmonized entry points for engaging community stakeholders (SBMCs, CBMCs, Mothers Clubs) 	- Met Chester, Laura
UNICEF/GEP	<ul style="list-style-type: none"> Girls Education, child protection 	Bauchi, Gombe, Adamawa	<ul style="list-style-type: none"> UNICEF on child protection services, Exploring collaboration with UNICEF for providing water sanitation and hygiene around the learning centers. 	- Interacted with Terry, while Mairama and Shehu attended ECR WP meeting
IRC in Mubi	<ul style="list-style-type: none"> Relief materials, food distribution & WASH 	Adamawa	<ul style="list-style-type: none"> Leverage food and relief materials distribution in NFE centers Adapt WASH materials & leverage WASH facilities and equipment in NFE centers 	- IRC is a sub in ECR with good understanding
National Mass Education Commission (NMEC)	<ul style="list-style-type: none"> Oversight function for policy and implementation of NFE in Nigeria 	Abuja	<ul style="list-style-type: none"> obtain its revised copy of NFE Policy and guidelines and adapt the national benchmark on NFE and IQTE in line with the findings of the assessment in each of the states provision of primers and NFE facilitator training manuals; 	- In close consultation with the Executive Secretary, NMEC
Nat. Emergency Management Agency (NEMA) & National Commission for Refugees (NCR)	<ul style="list-style-type: none"> Oversight function for policy and management of Emergency situation in Nigeria 	Abuja	<ul style="list-style-type: none"> explore with NEMA and the National Commission for Refugees options for direct provision of relief materials to IDPs through state relief agencies 	-In close consultation with the State agency- SEMA
International Committee for Red Cross (state chapter)		Adamawa, Bauchi and Gombe	<ul style="list-style-type: none"> seek its provision of first aid information and equipment to IDPs in NFE centers 	-Had support of Bauchi focal officer

MANAGEMENT AND ADMINISTRATIVE ISSUES

During the second quarter, the project successfully hired key project team members in the three states. A few others will start in quarter three. Key personnel from the Adamawa state team were

taken through various orientations at the Bauchi office, which has helped them become familiar with the project.

LESSONS LEARNED

The lessons learned during this period are as follows:

- Involving community stakeholders and government partners at every stage of project implementation encourages a sense of ownership and spurs them into actions that benefit the program.
- Recruitment of Learning Facilitators in an open and transparent manner is an effective way of obtaining community support.

PLANNED ACTIVITIES FOR NEXT QUARTER

Result 1: Increased availability of quality, protective and relevant NFE and alternative education opportunities

A total of 294 learning centers, Youth Learning Centers and Adolescent Girls Learning Centers will be established or strengthened in the next quarter. These new centers will provide accelerated learning of literacy, numeracy and life skills to IDP learners as well as skills acquisition for youth and young women. To ensure that the centers are properly managed, the project will meet with the sub-grants awardees and orient them on project goals, establish good rapport between NGOs and community stakeholders and encourage the emergence of leaders within host and IDP communities where there are none.

Result 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities

To build the capacity of communities to monitor and supervise the new centers to be established in their communities, the project will identify existing CCs and community groups, establish 42 CCs in the 21 selected LGAs of the three states, and train 63 master trainers and select officers of the CCs or other local education support groups on the Community Action Cycle (CAC), to strengthen their capacity. The project will also organize a study tour for ANFEA/SAME, SUBEB and community members to older CCs in Bauchi that were established during the USAID-Nigeria Northern Education Initiative (NEI). This will provide them hands-on field experience of a fully functional and active CC in order to replicate promising practices in their own communities. After this, a three-day workshop will be conducted to document lessons learned from the study tour in a Community Education Handbook that will be a permanent reference.

The project will continue its collaboration with CSACEFA and FOMWAN, to support CSOs and CCs in mobilizing communities on the importance of enabling equitable access to quality, safe and practical education as well as support CCs to form youth groups to sensitize village/ward heads, religious gatekeepers and local education stakeholders (SMBCs, mothers clubs, CSOs) to demand for education services.

IR 4: Increased state and local government and civil society support for NFE and alternative education schools/centers

The project will collaborate with community groups, CAN, JNI and other stakeholders to sensitize communities on the importance of reconciliation and peace-building. Advocacy visits will be conducted to State Houses of Assembly, SAME, SUBEB, MOF, MOE, Directorate of Tsangaya Education/Tsangaya Association and LGEAs to ensure buy-in. Quarterly coordination meetings will be held with representatives of the various MDAs to review and align current policies that support Integrated NFE and other education options.

NFE TWG as well as a Project Consultative Group (PCG) will be consulted in collaboration with representatives of the various MDAs responsible for NFE, LGEAs, CSOs and CCs. The project will support PCG and TWG to conduct monthly and quarterly meetings to bring critical decision makers from state and local government agencies together to provide advice on and learn from project activities.

ANNEX A: PROGRESS SUMMARY

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Goal: Expand access to quality, relevant non-formal education (NFE) and alternative education opportunities for out-of-(formal) school children; age 6-17 in target sites.											
1. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	NIL	FY14	11,760	11,760	0	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)			8%	125% of Quick Win target achieved.
2. #/% of new entrants in NFLCs and AEs*	NIL	FY14	11,760	11,760	0	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)			8%	125% of Quick Win target achieved.
3. #/% of learners receiving reading interventions at the primary or equivalent level in NFLS & AEs**	NIL	FY14	11,760	11,760	0	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)			8%	125% of Quick Win target achieved.

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
4. #/% of learners who complete the NFE/AE program *	NIL	FY14	65%	65%	0	0	NA			*	Annual target available in Q4
5. #/% of students who, by the end of one full year of NFE education, demonstrate that they can read and understand the meaning of grade level equivalent text *	NIL	FY14	30%	30%	0	0	NA			*	Annual target available in Q4
6. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional	NIL	FY14	65%	65%	0	0	NA			*	Annual target available in Q4
7. #/% of NFLC/AE students transitioning to formal schooling (FS)	NIL	FY14	10%	10%	0	0	NA			*	Annual target available in Q4
8. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	NIL	FY14	65%	65%	0	0	NA			*	Annual target available in Q4
IR 1: Increased availability of safe, quality and relevant NFE and alternative education opportunities (schools, centers)											
Sub-IR 1.1: Establish safe, protective non-formal and alternative education opportunities											
9. #/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*	NIL	FY14	65%	65%	0	0	(19) 6%			6%	Quick Win target met.

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Sub-IR 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic programs, life skills and wrap-around services into NFE and alternative learning programs											
IR 2: Increased quality of relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wrap-around services in NFE and alternative education programs											
Sub-IR 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide wraparound											
10. #/% of LCs, coaches & supervisors in project NFLC/AEs who successfully complete training**	NIL	FY14	348	348	0	0	19 (5%) (15m, 4f)			5%	Quick Win target met.
Sub-IR 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning center											
Sub-IR 2.3: Develop/adapt and distribute quality teaching and learning materials for literacy, numeracy, life skills and wraparound services in NFE and alternative learning centers											
11. # of teaching (T) & learning (L) materials distributed to NFLC/AEs **	NIL	FY14	S: 11,760 T: 348	S: 11,760 T: 348	0	0	L 953 T 19			L 6% T 5%	Quick Win target met.
IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities											
Sub-IR 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities											
Sub-IR 3.2: Strengthen or activate community education support groups/committees											
12. #/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	NIL	FY14	13	13	0	0	3 (23%)			23%	Quick Win target met.
Sub-IR 3.3: Establish community-implemented support programs for NFE or alternative learning centers											
13. # of NFLC/AE/FSs supported by CCs	NIL	FY14	NFLC: 294 FS: 40	NFLC: 294 FS: 40	0	0	19 NFLC FS 0			NFLC 6% FS 0%*	Quick Win target met.

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
IR 4: Increased state and local government and civil society support for NFE and alternative education options											
Sub-IR 4.1: Establish opportunities for dialogue among government agencies, NFE alternative education providers, and civil society on increasing equitable access											
Sub-IR 4.2: Align and operationalize policies to support NFE and alternative learning centers											
Sub-IR 4.3: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options											
Sub-IR 4.4: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers											
14. # of policies, guidelines, standard, transition plans, etc. developed/modified to support conflict-sensitive education in NFLC/AE/FSS*	NIL	FY14	3	3	0	0	0			N/A	Annual target available in Q4
15. # NFLC/AEs supported by project that receive resources from the government	NIL	FY14	294	294	0	0	19			6%	Quick Win target met.