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EDUCATION CRISIS RESPONSE

Annual Report: October 27, 2014 – September 30, 2015



USAID/EDUCATION CRISIS RESPONSE

Cooperative Agreement No.: AID-620-A-15-00001

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EDUCATION CRISIS RESPONSE

Year One Annual Report

October 27, 2014 to September 30, 2015

Submission Date: November 30, 2015

Cooperative Agreement: #AID-620-A-15-00001
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ACRONYMS

AE	Alternative Education
AGLC	Adolescent Girls Learning Center
ASER	Annual Status Education Report
CAN	Christian Association of Nigeria
CC	Community Coalition
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organization
CPC	Center for Physically Challenged
DFID	Department for International Development
FBO	Faith Based Organization
FGON	Federal Government of Nigeria
FOMWAN	Federation of Muslim Women Associations in Nigeria
FS	Formal School
FY	Fiscal Year
IDP	Internally Displaced Persons
IP	Implementing Partner
IR	Intermediate Results
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
LMD	Learning Material Development
m, f	male, female
MDAs	Ministries, Departments and Agencies
MEMS	Monitoring and Evaluation Management Services
MOE	Ministry of Education
MOF	Ministry of Finance
MTs	Master Trainers
NFE	Non-Formal Education
NFLC	Non-Formal Learning Center
OFDA	Office of U.S. Foreign Disaster Assistance
OVC	Orphans and Vulnerable Children
PIRS	Performance Indicator Reference Sheets
PCG	Project Consultative Group
PY	Program Year
RF	Results Framework
RSA	Rapid Situation Analysis
SAME	State Agency for Mass Education
SBMC	School Based Management Committee
SDQ	Strengths and Difficulties Questionnaire

SEL	Social and Emotional Learning
SEMA	State Emergency Management Agency
SGBV	Sexual and Gender Based Violence
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:	October 27, 2014 to September 30, 2015
Name of Prime Implementing Partner:	Creative Associates International
Contract/Agreement Number:	#AID-620-A-15-00001
Name of Sub-awardees	1. International Rescue Committee 2. Florida State University
Major Counterpart Organizations	State Ministries of Education (MOE) , State Agencies for Mass Education (SAME), State Emergency Management Agencies (SEMA), State Universal Basic Education Boards (SUBEB), State Ministries of Education, Youth, Women Affairs and Religious Affairs, Civil Society Action Coalition on Education for All (CSACEFA), Federation of Muslim Women Associations in Nigeria (FOMWAN) and 14 Non-governmental Organizations (NGOs) Sub-grantees
Geographic Coverage (cities and/or countries)	Adamawa, Bauchi, Gombe, and Yobe states of Nigeria

The Education Crisis Response Project is aimed at expanding access to quality, protective, and relevant non-formal education (NFE) and alternative education (AE) opportunities for internally displaced out-of-school children and youth within the age range of 6-17, in Adamawa, Bauchi, Gombe and Yobe states.

The project is designed to address the main learning needs of internally displaced children and host learners affected by the crisis in North Eastern Nigeria by establishing Non-formal Learning Centers (NFLCs), Youth Learning Centers (YLCs), and Adolescent Girls Learning Centers (AGLCs). These alternative educational opportunities are carried out in church schools, community centers, formal schools (using shift systems where classrooms are overcrowded), and other available alternate learning centers. The project also seeks to collaborate with other implementing partners in the focus states in pursuit of its objectives. Furthermore, it joins forces with host communities who have taken Internally Displaced Persons (IDPs) into their homes, and in communities where IDPs live in temporary settlements.

The project improves quality and relevant instructional practices by updating and developing teaching-learning materials for literacy, numeracy, life skills, SEL competencies and psychosocial support services. It recruits, trains, and mentors Learning Facilitators (LFs) to provide quality instruction. It works through Technical Working Groups (TWGs) to ensure local ownership of the program and makes teaching-learning materials available to NFLCs. The project raises awareness amongst communities to support expanded educational opportunities, improve the value placed on education, and to encourage IDP and host community girls, boys and youth to sustain this program.

Education Crisis Response also collaborates with state and local government authorities and civil society to support NFE and alternative education options with a view to ensuring 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 FY15	Q2 FY15	Q3 FY15	Q4 FY15	Annual Target Achieved up to Q4 end (%)	On Target (Y/N)
# of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14)	11,760	11,760	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)	14,029 (7678m, 6351f):Bau 4477, (2243m, 2234f);Gom 4905 (2788m, 2117f);Adam 4647 (2647m, 2000f)	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam 4666 (2439m, 2227f)	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam 4666 (2439m, 2227f)	Target exceeded by 22%: Influx of IDPs and community involvement in, and support for ECR activities. Also additional 2 centers for physically challenged children with total enrolment of 99 (Gom 49,24m, 25f; Ada 50 32m, 18f) were established in Gombe and Adamawa
# of new entrants in non-formal learning centers (NFLCs) and alternative education (AE) centers*	11,760	11,760	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)	14,029 (7678m, 6351f):Bau 4477, (2243m, 2234f);Gom 4905 (2788m, 2117f);Adam 4647 (2647m, 2000f)	767 (266m, 501f): Bau 274 (266m, 8f); Gom 266 (0m, 266f); Ada 227 (0m, 227f)	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam 4666 (2439m, 2227f)	Target exceeded by 22%: Project scaled up in Q3 and additional 13,076 IDPs enrolled with support of community involvement to initial 953 from Quick Win centers. Also as result of having peace return to some communities 475 learners dropped to returned to their various communities, but replacement was made making a total number of 14,321 learners
# of learners receiving reading interventions at the primary or equivalent level** (3.12.1-35)	11,760	11,760	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)	14,029 (7678m, 6351f):Bau 4477, (2243m, 2234f); Gom 4905 (2788m, 2117f); Adam 4647 (2647m, 2000f)	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam 4666 (2439m, 2227f)	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam 4666 (2439m, 2227f)	Target exceeded by 22%: Influx of IDPs and community involvement in, and support for ECR activities.
#!/% of learners who complete the NFE/AE program *	65%	65%	0	N/A	NA	12,594 (88%) (6585m, 6009f); Bau 4190 (88%), (2108m, 2082f); Gom 4270 (87%) (2191m, 2097f); Adam 4134 (89%) (2286m, 1848f)	12,594 (88%) (6585m, 6009f); Bau 4190 (88%), (2108m, 2082f); Gom 4270 (87%) (2191m, 2097f); Adam 4134 (89%) (2286m, 1848f)	Target exceeded by 22%. Learners got interested in ECR learning program
Proportion of students who, by the end of one full year of NFE education (equivalent to Grade 2), demonstrate that they can read and understand the meaning of grade level equivalent text *(3.12.1-27)	30%	30%	0	N/A	N/A	32% (Ada 28%; Bau 36%; Gom 33%)	32% (Ada 28%; Bau 36%; Gom 33%)	Target exceeded by 2%. The enhanced curriculum and our methodologies put in place were successful
#!/% of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	65%	65%	0	N/A	N/A	69% (Ada 97%; Bau 50%; Gom 66%)	69% (Ada 97%; Bau 50%; Gom 66%)	Target exceeded by 4%. Learners were becoming used to their new environment and to one another and regular instruction on SEL contribute to this achievement
#!/% of NFLC/AE learners transitioning to formal schooling (FS)	10%	10%	0	N/A	N/A	14% (Ada 12%; Bau 17%; Gom 14%)	14% (Ada 12%; Bau 17%; Gom 14%)	Target exceeded by 4%. State agencies joined in seeing to learners being mainstreamed into formal schools
% of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	65%	65%	0	N/A	N/A	67% (Ada 75%; Bau 67%; Gom 63%)	67% (Ada 75%; Bau 67%; Gom 63%)	Target exceeded by 2%. The LFs have mentors who visited them regularly to provide support and training
# of USG supported learning spaces meeting criteria for safe schools program* (3.2.1- 40)	65%	65%	0	19 (6%)	268 (91%)	296 (100%)	296 (100%)	Target exceeded by 35%. The criteria were discussed and strictly followed in ECR's establishment of learning centers. They include safety, flexibility, accessibility, child rights protection, child-centered, gender-sensitive and girl-friendly, promote quality learning, promote physical and mental well-being

# of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support** (3.2.1-31)	348	348	0	19 (5%) (15m, 4f)	464 (343m, 121f): Bau 153 (118m, 35f); Gom 154 (117m, 37f); Ada 157 (108m, 49f)	41(36m, 5f) Bau 14(13m, 1f); Gom 13(10m, 3f); Ada 14 (13m, 1f)	464 (343m, 121f): Bau 153 (118m, 35f); Gom 154 (117m, 37f); Ada 157 (108m, 49f)	Target Exceeded by 33%. LFs completed intensive five-day training. Nine contacts was also given under Supplementary mentorship program. Master trainers were trained on the materials development, and trained to step down training. Also Mentor teachers were training on the methodology, SEL and mentoring techniques.
# of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)	L: 11,760 T: 348	L: 11,760 T: 348	0	L 953 T 19	L 14,029 T: 296	L: 767 T: 126	L: 14,321 T: 422	Target exceeded: Influx of IDPs, which was anticipated at procurement stage and providing some materials to teachers at the identified catchment public school to cater for the mainstreamed learners
##% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	13	13	0	3 (23%)	56:14 NGOs (Bau 4, Gom 5, Ada 5); 42 CCs (Bau 14, Gom 14, Ada 14)	56:14 NGOs (Bau 4, Gom 5, Ada 5); 42 CCs (Bau 14, Gom 14, Ada 14)	56:14 NGOs (Bau 4, Gom 5, Ada 5); 42 CCs (Bau 14, Gom 14, Ada 14)	Target met
# of NFLC/AE/FSs supported by CCs	NFLC: 294 FS: 40	NFLC: 294 FS: 40	0	19 NFLC FS 0	338 (294 NFLC, 42FS, 2 CPC): (Bau: 98 NFLC, 14FS;Gom: 98 NFLC, 14FS, 1 CPC; Ada: 98 NFLC, 14FS, 1 CPC)	0	338 (294 NFLC, 42FS, 2 CPC): (Bau: 98 NFLC, 14FS;Gom: 98 NFLC, 14FS, 1 CPC; Ada: 98 NFLC, 14FS, 1 CPC)	Target exceeded by 15%. 2 additional centers established for the physically challenged and 42 formal schools received supports
# of laws, policies, regulations, or guidelines developed or modified to improve primary reading programs or increase equitable access* (3.2.1-38)	3	3	0	0	2	3	5	Target exceeded by 66%. To put systems in place for quality delivery of basic education, three policy documents were reviewed: Elements of NFE national benchmark integrated into programming; enhanced curriculum; and development of Scope and Sequence. In addition, mentoring handbook and community coalition handbook were developed
# NFLC/AEs supported by project that receive resources from the government	294	294	0	19	338 (294 NFLC, 42FS, 2 CPC): (Bau: 98 NFLC, 14FS;Gom: 98 NFLC, 14FS, 1 CPC; Ada: 98 NFLC, 14FS, 1 CPC)	338 (294 NFLC, 42FS, 2 CPC): (Bau: 98 NFLC, 14FS;Gom: 98 NFLC, 14FS, 1 CPC; Ada: 98 NFLC, 14FS, 1 CPC)	338 (294 NFLC, 42FS, 2 CPC): (Bau: 98 NFLC, 14FS;Gom: 98 NFLC, 14FS, 1 CPC; Ada: 98 NFLC, 14FS, 1 CPC)	Target exceeded by 15%. 2 additional centers established for the physically challenged and 42 formal schools also received government supports

Key: Ada-Adamawa; Bau-Bauchi; Gom-Gombe

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

1 ACTIVITY IMPLEMENTATION PROGRESS

1.1 Project Progress Highlights

Start Up

The project was awarded on October 27, 2014. The Creative start-up team hit the ground running by recruiting key personnel and putting operations, procurement, and security systems in place. The project also organized a work planning workshop to develop the Project Year One Work Plan (PY1 WP) which was subsequently approved by USAID.

Quick Win

Prior to the approval of the workplan and following USAID's approval, the project rapidly established 19 (Adamawa: 7, Bauchi: 6 and Gombe: 6) non-formal learning centers (NFLCs) in the urban capitals of Bauchi, Gombe, and Yola as part of its quick win initiative. The total number of learners enrolled totaled 953 (517m, 436f) (Bauchi 144m, 156f, Gombe 175m, 125f, Adamawa 198m, 155f). This period was instrumental in rapidly restoring hope to the IDP communities. Lessons learned during this period were also used when the project started scaling up its activities to 21 LGAs in the three states.

Assessments on Education Crisis Response

In compliance with global practice for working in education in emergencies (EiE), the project conducted a Community Education and Conflict Assessment (CECA) to map out IDP profiles and determine community ability and willingness to host non-formal learning centers. The findings revealed the presence of 40,622 IDPs in the 21 focal LGAs and also showed some interconnected factors responsible for IDPs not going to school. These included the notion of being an IDP and the perception that comes with it i.e. identifying oneself as different, the feeling of not being welcome in the local school and the fact that IDP parents were not willing to send their children to school even when the school environment is welcoming to IDPs. The findings of the CECA set the tone for the design of the project in the three project states. The full CECA report was submitted to USAID in March 2015.

The first rolling assessment was conducted in July 2015 as a follow up to the initial CECA conducted during project start up. The rolling assessment monitored project performance to inform mid-course design, implementation, and management decisions. This included: i) fidelity of implementation of the NFLC model and "hotspots" that demanded greater support, ii) effects on beneficiaries, and iii) changes in the conflict environment and awareness of the shifts (between the CECA or one rolling assessment and (next) rolling assessment) in levels and types of conflict to facilitate modest or major program adjustments where necessary. Key findings of the assessment showed that the nature of the conflict is changing. However, the majority of ECR activities were still found to be responsive to the original objective. Some of the recommendations included: increased harmony among IDP and host community learners and the establishment of safety and contingency plans for use in and around schools (particularly in Gombe state where increased spontaneous violence was witnessed).

During the reporting year, ECR conducted a rapid situational analysis (RSA) in Yobe State upon USAID'S request. This was aimed at ascertaining whether (and to what extent) IDPs were

attending school, what parents’ perceptions were, and also to establish if there was a need to provide education support for IDPs.

Three major findings stood out from the assessment. i) There was an extreme lack of access to education as a result of past and present violence; ii) a sense of fear and desperation amongst IDPs (which influenced parent/children’s choices/willingness to access education and learning opportunities); and iii) a strong resolve to obtain education and a high local community acceptance of supporting IDPs. These findings necessitated the launch of the Yobe State Expansion Project (YSEP) in September 2015.

The project conducted baseline and endline assessments to measure learning gains of children who got the opportunity to access NFLCs. The Annual Status of Education Report (ASER) tool was used for this purpose. Four other instruments and questionnaires were also used to collect personal data on the learners, their home environments, information on the socio-economic well-being of the learners and classroom observation to measure facilitator standards of instructional delivery. The results showed that the learners made significant gains in literacy and numeracy. At baseline 47% of the learners could not recognize any letter of the alphabet and only 19% could read and understand. At endline only 11% could not recognize the letters of the alphabet and 32% of the learners demonstrated that they could read and understand (please see details in 1.4, M&E Plan update).

The project made a conscious effort to provide equal opportunity for boys and girls. Out of the 296 centers established, 42 were exclusively for adolescent girls. Gender parity for learners at the end of first cohorts stood at 52:48 (see page 33).

Table 1: Gender consideration in ECR programmatic implementation

Description	Male	Female	Total	Male %
Enrolment	7,469	6,852	14,321	48%
Learning Facilitators	228	68	296	23%
Master Trainers	17	6	23	26%
Community coalitions members	304	87	391	22%
Baseline enumerators	14	10	24	42%
End line enumerators	19	12	31	39%
CECA enumerators	18	17	35	49%
Rolling assessment enumerators	14	11	25	44%
Yobe CECA enumerators	13	6	19	32%

Strategies for Scale Up From Quick Win

Sub grantees selection, training and deployment

The huge success recorded in establishing the centers could be attributed to the efforts of the local Non-governmental Organizations (NGOs) who served as the “foot soldiers” of the project. Out of 55 NGOs that submitted applications, 14 (Adamawa: 5, Bauchi: 4 and Gombe: 5, including two Associations of the Physically Challenged in Adamawa and Gombe states) were approved after rigorous screening. The project provided necessary orientation to the selected NGOs before being deployed to 21 LGAs (296 centers). In addition, the project provided a week-long capacity building exercise to help them improve their institutional efficiency.

Establishment of structures at state, local and community level

Non-Formal Education Technical Working Groups (NFETWG), Learning Material Development Working Group (LMDWG), Teacher Education Working Group (TEWG) and Project Consultative Group (PCG)

Non-Formal Education Technical Working Groups (NFETWG) were inaugurated in Adamawa, Gombe and Bauchi states to support project technical activities that relate to non-formal learning centers, especially in the areas of teacher training, instructional materials development and benchmarks/standards for implementation. The NFETWG comprised of inter-ministerial representatives drawn from key relevant ministries departments and agencies (MDAS) and other key stakeholders. It served as a platform through which technical input and standards were coordinated by each state government. The working group through its Teacher Education Sub-committee and Learning Materials Development working group (LMDWG) developed the project’s facilitators’ manual and trainers’ guide. The manual and guide were approved by the NFE TWG in each state. Likewise, the Project Consultative Group (PCG) comprising policymakers, Chief Executives of line ministries, departments, and agencies (MDAs) and partners served as a forum where we shared achievements and challenges such as mainstreaming of graduating learners to formal schools, sustainability, transition plans and monitoring of the project at each state level. In one of such meeting in Bauchi, the Ministry of Local Government gave a commitment to support payment of learning facilitators for the following fiscal year. Structures of this nature helped to improve project implementation in all states.

Community Coalitions (CCs)

To ensure increased community engagement and support of schooling in targeted NFE and alternative education learning centers, existing CCs and community groups were identified in 21 LGAs of Adamawa, Bauchi and Gombe states. These community groups came together to form 42 CCs (two per LGA). To ensure effectiveness of the CCs, 24 community master trainers (16m, 4f) were identified and trained on the Community Action Cycle¹ (CAC). 391 (304m, 87f) CC members were trained across the three states and were able to develop 42 action plans to help them leverage resources and monitor progress (see details of CCs achievements in 3.1 and Stakeholders Participation and Involvement below).

Establishment of 296 NFLCs for IDPs in the Project States

¹ An approach that empowers the community to identify their problems and proffer solutions to the identified problems.

The project scaled up from 19 to 296 non-formal learning centers and by implication from 953 IDP learners to 14,321 that completed the program. This was the outcome of advocacy conducted by the project in the communities and CSOs in 21 LGAs. Scholastic and SEL items/materials to facilitate learning and assist the IDPs psychologically were procured which included school bags, literacy readers, pens, pencils, eraser, cleaners, chalkboard, chalks, mats footballs and skipping ropes. The project leveraged support for items and equipment from organizations, philanthropists, individuals and government agencies equaling N30 million (\$150,000) during the year (see details in ANNEX E below). The project identified and trained 296 (228m; 68f) learning facilitators. Local NGOs, in collaboration with the CCs, enrolled 14,796 (7,944m; 6,852f) IDP learners and host community children.

Development of Trainers' and Facilitators' Guides by the Material Development Group and Training Learning Facilitators (LFs)

In order to strengthen the pedagogical skills of learning facilitators and some teachers in formal schools, trainers' and facilitators' guides were developed by adapting previous manuals on teacher training. The LMD TWG (25m, 11f) was comprised of staff from ministries, departments and agencies (MDAs), colleges and faculties of education, as well as professional teacher educators. They participated in a five-day workshop as part of the development of materials. Existing NFE curricula content in literacy and numeracy as well as life skills to infuse social and emotional learning, reading competency skills and methodology for teaching numeracy in a conflict-sensitive environment were reviewed by experts. The manuals also contained national benchmarks to moderate the established centers, some of which included safety parameters in locating centers, training of LFs and their allowances, conflict-sensitivity and pedagogy, facilitators-learners ratio and minimum number of contact hours. 464 copies of the facilitators' manual and 30 copies of the trainers' guide were produced and used in trainings.

The project, in collaboration with state partners, identified 24 (18m, 6f) master trainers, who were trained for four days and subsequently deployed to 21 project focal LGAs for step-down training to a cohort of 464 (343m, 121f) learning facilitators including formal school teachers. In order to strengthen LFs, the project conducted a workshop to develop a Coaching and Mentoring Handbook. This was an adaptation of the Zambian School-based Coaching Handbook, which was produced as part of a USAID-supported project. 42 (37m, 5f) mentor teachers selected from 21 focal LGAs were trained on how to mentor LFs through classroom observation and SEL competencies². These mentor teachers visited centers three times a week to support learning facilitators.

Do No Harm³ - Working with a conflict-sensitive lens

The project ensured a minimum requirement of being conflict sensitive in all programming, keeping in mind the impact that education assistance can have in conflict settings. This requires making all decisions with an awareness of how they could affect power relations and inter-group relations that may contribute to conflict. LGA selection, selection of IDP children, including youths, adolescent girls and physically challenged from diverse religious and cultural settings, engagement of communities in selection and training of LFs, and siting of centers and

² Executive function, emotional regulation, positive social skills, conflict resolution skills and perseverance

³ A minimum requirement of being conflict sensitive, keeping in mind the impact of education assistance on conflict which requires making all decisions with an awareness of how they could affect power relations and inter-group relations that may contribute to conflict e.g. thinking about whether activities will expose beneficiaries to violence, exploitation or abuse and avoids favoritism, preferential treatment and nepotism.

formation of CCs were all conducted by a wide range of stakeholders in the three states. All manuals and guides developed for the project incorporated ‘Do No Harm’ principles (neutrality, impartiality, inclusiveness, respect for culture and custom, accountability, inter-personal skills, conflict-mitigation, peacebuilding and building social-emotional competencies in the teaching curriculum). Our centers are centers of peace and children are taught how to socialize, hope for the future, and learn.

1.2 Implementation Status

IR 1: Increased Availability of Quality and Safe NFE and Alternative Education opportunities

Sub-IR 1.1 Establish safe, non-formal and alternative education opportunities



Pre-application meeting in Bauchi with intending sub-grantees. Photo by Helen John

ECR released a request for application (RFA) to solicit applications from local NGOs. Pre-application meetings were held with potential grantees to provide first-hand information on the application and nature of the program. Applications were reviewed by a Technical Evaluation Committee (TEC) that comprised representatives of key MDAs and project staff. The TEC selected five NGOs in Adamawa, eight in Bauchi, and four in Gombe. These included two centers for the physically challenged in Gombe and Adamawa states. The selection of NGOs was followed by a two-day orientation.

Topics covered during the orientation included an overview of the ECR project, budgeting, resource mobilization, CC formation, monitoring expectations, financial compliance and reporting. Fifteen NGOs represented by 26 participants (15m, 11f) including the two national partners, FOMWAN and CSACEFA, attended the initial orientation.

The selected NGOs successfully established 296 centers, mobilized resources from communities and other implementing partners to support the centers, monitored the activities of the centers and learning facilitators to ensure compliance, supported the activities of CCs and provided periodic weekly and monthly feedback.



Community Head of Tirwum Alhaji Ahmed Mohammed monitoring instruction delivery in one of the NFLCs. Photo by Helen John

The project set up a monitoring schedule that involved government and other stakeholders to ensure that quality services are provided by the local NGOs. Scholastic materials were procured and distributed to all centers. The grantees in collaboration with the CCs enrolled 14,796 (7,944m; 6,852f)

IDP learners and host community children.

Maintaining Safety in the Centers

The project ensured safety in the learning centers by creating environments that are stimulating and supportive for children. It took advantage of existing structures and capacities within communities; used a fully participatory approach in the design and implementation of the project and provided integrated services and programs that are inclusive and non-discriminatory. The



Presentation of support materials for IDP learners by Red Cross secretary to CSACEFA Program Officer. Photo by Austin RAHAMA M&E officer

selection of LGAs (where safety was one of the major criteria) involved active participation of all stakeholders including government agencies.

In order to further enhance safety in the centers and communities where IDPs reside, CCs were trained to implement a Community-Based Early Warning Systems (CBEWS). The system enables CCs to generate and disseminate timely and meaningful warning information which enabled communities and NFLCs to take necessary preparedness measures and act appropriately in sufficient time to reduce the possibility of harm. The CCs were able to assess risks within the community and around the centers, monitor them, and disseminate and communicate information that would help them decide on the best action to take. This led to all learning centers meeting safety criteria in terms of flexibility (contact days, time, and space), accessibility (close proximity), child centeredness, gender sensitivity and promotion of physical and mental wellbeing (see details in Stakeholders' Participation below).

Do No Harm



Learners at Inkil NFLC in Bauchi State playing local games. Photo credits: Chris Ikpe.

The principle of do no harm was integral to the grantee orientation, and included a focus on inclusion and transparency. The selection and screening of LFs via a written test was conducted in close collaboration with communities, CCs, and grantees, thereby reducing the risk of favoritism. Though the project is focused on IDPs, children of the host community were also provided with the opportunity to access these centers to avoid stigmatization of the IDPs and ensure the centers promote inclusion of IDP children and the children of the host community. Educational opportunities provided by the project gave girls, boys and youth a sense of confidence and ability to cope with adversity and recover from distress. Finally, members of CCs were trained to support the implementation of the CAC, preparedness response plans, as well as monitor early warning signals.

Coordination

The project worked closely with CSACEFA and FOMWAN to serve as mentors to the grantees, given their experience in managing the quick win centers created at the onset of the project before scaling up. The community mobilization component worked with community groups and CCs to mobilize communities to establish an additional 277 learning centers. In addition, the project coordinated with relevant state partners like SAME and SUBEB to mobilize communities to support the centers.

CSACEFA collaborated with the Red Cross Bauchi to provide food and household materials. The project coordinated with SAME, SMOE, SUBEB, National Mass Education Commission (NMEC), State Emergency Management Agency (SEMA), UNICEF, and religious groups in providing technical support for child protection, provision of instructional materials and membership of TWGs. These entities were also involved in the development and production of manuals used for instruction in the NFLCs.

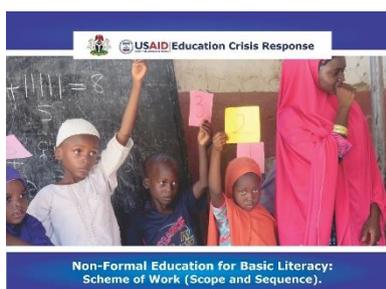
UNICEF, Red Cross, International Office of Migration (IOM), CSOs and other local and international actors are showing keen interest in supporting the provision of educational access to IDPs. The North East Regional Initiative (NERI) and ECHO provided materials such as tools to teach skills acquisition, mats, water supply, benches, toilets, and instructional materials.

The project collaborated with UNICEF and SEMA to adapt and utilize instruments used for IDP mapping. CSOs trained enumerators and mobilized communities to provide support to the initial assessment. It also worked with NMEC to obtain the revised copy of the national benchmark on NFE, in line with the findings of the assessment.

Sub-IR1.2 Integrate accelerated learning programs (ALPs) for core academic subjects, life skills, and social-emotional learning (SEL) services into NFE and alternative learning programs

Building on existing structures is one of the approaches of Education Crisis Response. The project, in collaboration with MDA and NFETWGs, supported the enhancement and use of approved integrated curricula for NFE, and the infusion of age appropriate wrap around services such as Social and Emotional Learning (SEL), conflict sensitive strategies, and life skills in the NFE curriculum. NFE benchmarks to measure standard, input, process and outcome of the project were established to strengthen the enhanced NFE Curriculum.

Project partners spearheaded the assessment of the most culturally appropriate SEL skills for IDPs and host community girls and boys and incorporated them into the already existing curriculum. In addition to the enhancement of the curriculum, scheme of work (scope and sequence), contact hours, duration of the program in teaching three thematic areas (Reading, Numeracy and SEL) were developed to guide learning facilitators during instruction delivery.



The project developed scripted lessons to guide the Learning Facilitators in classroom delivery. The enhanced curriculum and Scheme of Work (scope and sequence) were disseminated and used in all learning centers. For SEL, the curriculum included an age and developmentally appropriate scope and sequence to apply in the classroom. In the application of the SEL component (using IRC's Healing Classrooms Manuals), a short ten-minute session on one skill (e.g. empathy) is delivered daily. Other ways to implement SEL include using SEL principles in group-based or peer-led activities throughout the day and/or creating an environment of positive discipline as a part of the school climate through rules, routines, behavior management practices and using adults to model positive behavior.

Furthermore, the project's LMDTWG mapped existing curricular objectives, lesson plans, and instructional materials that teach competencies which can often be found in existing peace education or life skills type activities. The guides were used in the development of a trainers guide and facilitators guide for the training programs of LFs.

Do No Harm

The project established safe, protective and culturally sensitive learning centers. Master Trainers trained LFs, Mentor Teachers, and formal school teachers to observe and apply the principle of do no harm. The project ensured the principles of do no harm across all learning centers by incorporating SEL and psychosocial activities through the wraparound services⁴.

⁴ Wraparound services is a term used more often in domestic as opposed to international settings. For clarity in this project, this term refers to social and emotional skills prioritization, learning, materials development and student assessment –and includes psychosocial supports for those learners exposed to violence who may need additional support activities.

LFs were constantly monitored/mentored by Mentor Teachers to be sensitive to the needs of the learners. Interpersonal skills and social emotional competencies were built in the teaching of core subjects, and activities were made to be age appropriate. At home, host communities allowed learners to engage in various trades. Hausa was used in the learning centers to reach out to all IDPs from similar linguistic regions. In addition, recreational activities such as rope skipping and football were incorporated into various school or center programs. Parents of the IDP children and women in particular were also sensitized on the need to encourage their children to attend school regularly.

Coordination

The project collaborated with state and local governments and UNICEF to adapt and utilize instruments used for IDP mapping. CSOs trained enumerators and advocated to mobilize communities to provide feedback to the initial assessment. We worked with NMEC to obtain their revised copy and adapt the national benchmark on NFE.

IR.2 Improved Quality of Instruction in NFE and Alternative Education Programs

Sub-IR2.1 Increase the number and improve the capacity of LFs to provide literacy, numeracy, and life skills instruction and SEL services

Formation and inauguration of Teacher Education (TE) and Non-Formal Education Technical Working Group (NFETWG)

Government leadership in the provision of technical direction was of great importance to the project. In order to ensure programmatic activities resonate with government objectives, the NFETWG that comprises four Master Trainers,⁵ representatives from SMOE, SUBEB, SEMA, SAME and LGEAs were constituted in the three project states. A subcommittee, the Teacher Education Working Group, was also established to support the training of LFs.

TETWG and LMGWG inaugurated in the project states supported the technical activities related to the learning centers and the training of LFs, formal school teachers, and mentor teachers in particular. They were also instrumental in the development of instructional materials and adaptation of NFE national benchmarks/standards.

Technical Working Groups were also engaged in enhancing the curriculum from which the scheme of work (scope and sequence), rapid scope and sequence, scripted lessons in Reading, Numeracy and SEL and Coaching/Mentoring Handbook were developed. NFETWG members took part in the monitoring of all the NFLCs and manuals adaptation.

Table 2: # of LFs, Mentor Teachers and Formal School Teachers Trained by State and Gender

State	Description	Male	Female	Total
Adamawa	Learning Facilitators	69	30	99
	Mentor Teachers	13	1	14
	Formal School Teachers	20	16	36

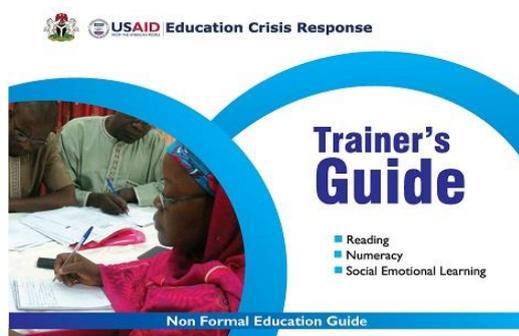
⁵ These are professional educators drawn from Colleges of Education, universities and government institutions whose capacity were built to conduct step down training for learning facilitators, teachers and community members on pedagogy, social emotional skills and other project deliverables.

State	Description	Male	Female	Total
	Subtotal	101	47	148
Bauchi	Learning Facilitators	79	19	98
	Mentor Teachers	13	1	14
	Formal School Teachers	32	10	42
	Subtotal	124	30	154
Gombe	Learning Facilitators	80	19	99
	Mentor Teachers	11	3	14
	Formal School Teachers	34	8	42
	Subtotal	125	30	155
	Grand Total	350	107	457

CSACEFA and FOMWAN, in collaboration with the community mobilization component, worked with grantees and CCs to source candidates for LFs in target communities and assisted grantees in the administration of aptitude tests for the LFs. The project’s baseline indicated that only 45% of LFs met minimum teaching standards on the basis of classroom observation tools. At endline, 67% of the LFs met minimum standards. This is attributed to the robust mentoring and support given to LFs by



A cross section Learning Material Development (LMD) group at the Material Development workshop in Bauchi. Photo Ernest Akoma.



trained mentor teachers which in turn led to a significant increase in children’s ability to read and understand grade two level text (from 16% at baseline to 32% at end line, see details in 1.4 below).

Sub-IR2.2 Establish a coaching/mentoring system to support LFs in NFE and alternative learning centers

On the job training has proven to be an effective way of developing the capacity of LFs and formal school teachers. The project developed a Coaching and Mentoring Handbook (an adapted version of the Coaching and Mentoring Handbook used in Zambia and developed with USAID support) for use by mentor teachers to support LFs and formal school teachers. The handbook, in addition to promoting strategies that support LFs, also enhanced early grade reading that aims at improving learning in the context of the enhanced curriculum. Thirty-five Mentor Teachers and Master Trainers drawn from Gombe and Bauchi states attended the training. CSACEFA and FOMWAN played a major role in this endeavor.



Improved performance of LFs which cuts across all three project states can be attributed to the success of the mentoring program.

Sub-IR2.3 Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers

Provision of Teaching and Learning Materials

The project collaborated with state partners to source conflict sensitive and culturally appropriate instructional materials and primers for distribution to the learning centers in 21 focal LGAs. The project made provisions for procurement of instructional materials while it procured a large number to complement what was provided by both the grantees and the government in the three states (see appendix E for details).

Instructional materials distribution committees comprised of the Education Secretaries, IDP



Left: Learners at Nassarawa NFLC in Gombe state displaying school bags provided by the project. Right: Learners at Sabon Kaura NFLC in Bauchi state displaying readers and exercise books provided by the project. Photo credits: Maigari D. Hamza;

parents, CC chairmen and grantees under the leadership of Local Education Authorities (LGEAs) collected the materials from the project offices to the LFs with adequate documentation.

At the NFLC level, a subcommittee comprised of the grantee managing the center, LF, representative of IDP parents, and CC secretary supervised the distribution of the materials. 14,321 (7,469m; 6852f) learners received materials during the reporting period.

Table 3: Additional Teaching and Learning Materials procured and distributed to IDPs

S/N	Item Description per learner (Procured by the project)	Beneficiaries
1.	School Bag - Back Pack, Ben 10, Medium Size or equivalent	9,800
2.	Literacy Readers (Hausa) - Koyon Karatu by Gidado Bello Akko - Book 1& 2	9,800
3.	Literacy/Early Readers (English) - Working with Sounds Phonics - Book 1	9,800
4.	HPI Pen/Biro - Blue or equivalent	14,321
5.	Pencil Eraser - White or equivalent (Medium)	14,321
6.	Pencil Sharpener - Blue or equivalent	14,321
7.	Pencil - 2B or equivalent - Red or equivalent	14,321
8.	Exercise Book - My Exercise Book or equivalent (40Leaves) - English	14,321
Item Description per Center (Procured by the project)		Beneficiaries
9.	Card Board Paper (Assorted Colors - White, Yellow, Sky blue & Pink)	14,321
10.	Chalk Board - Black (120" x 120" board made of ply wood surface, Batten edge and 2 x 2 stand)	14,321
11.	School Chalk - White (Academy) or equivalent	14,321
12.	Football for children - Health- Nylon Wound or equivalent (White with spotted Blue)	14,321
13.	Skipping Ropes for children	14,321
14.	Mats	14,321

S/N	Item Description per learner (Procured by the project)	Beneficiaries
15.	Instructional Charts - The Alphabet A-Z with drawing example, The Numbers 1-100 in words & letters	14,321

Do No Harm

To mitigate issues arising from distribution of learning materials in conflict environments, relevant actors and stakeholders were engaged in dialogue during the distribution processes. Distribution lists were painstakingly developed, and evidence of receipt by centers and learners were documented and crosschecked by grantees and project staff using appropriate monitoring instruments. These measures ensured the required transparency and trust among actors and stakeholders and helped reduce tensions.

Collaboration

The project collaborated with NMEC in the provision of primers for reading and writing. Education Crisis Response and the Reading Access and Research Activity (RARA) project agreed to use reading materials in Gombe and Adamawa states only, pending the completion of the research work being conducted in Bauchi. A Materials Development Workshop attended by relevant experts on material development was conducted in Bauchi. This included representatives from the Colleges of Education, universities and MDAs from the three project states. Existing materials were collected from UNICEF and other key projects that are implemented near or around the Education Crisis Response Project activities. In Adamawa state, the project collaborated with UNICEF on the adolescent girls training module for financing literacy and the provision of the Student Mentoring and Counselling (STUMEC) tool and School Based Teacher Development (SBTD) module. The project collaborated with the Safe School Initiative (SSI) in the provision of School in a Box kits for learners mainstreamed to formal schools.

IR.3 Increased Community Engagement and Support for Schooling in Targeted NFE communities

Sub-IR3.1 Increase awareness of the importance of schooling and non-formal and alternative education opportunities

Sensitization Campaigns

The project established 296 integrated NFE centers in collaboration with CSOs and CCs. The CCs conducted sensitization campaigns to communities on the importance of the learning centers. Meetings were held separately with women's groups to raise awareness of the integrated curricula and their roles in sending their children to the learning centers. This accounted for the high enrollment on the project (122%) and completion rate of 88% against the completion target of 65%. Equally, the project got a boost from UNDP in Gombe who supported 355 IDP parents and caregivers with farming equipment and improved seedlings with a view to becoming economically viable to support their children's education.



Sensitization of a womens group to send their children to school in Gwallaga community, Bauchi LGA. Photo by Aisha Aminu FOMWAN Program Officer.

Palace-based campaigns and compound meetings

FOMWAN conducted sensitization campaigns to sensitize community heads, religious leaders and ward heads and to support IDP children as well as their parents' wellbeing. The outreach work resulted in the Emir of Gombe's Education Development Foundation supporting the education of 1,500 (800m,700m) internally displaced and less privileged children by providing school bags, uniforms, pencils, sharpeners, erasers, exercise books, pairs of sandals and socks. He also paid N400 as school levies for all beneficiaries. Total support per child was 5,920 and totaling ₦8.88m (\$45, 000).



Compound meeting with mothers and caregivers at Udubo community Gamawa: Photo credits: Aisha Aminu



Palace based advocacy at Emir of Liman Katagum Palace, Bauchi. Photo credit: Aisha Aminu FOMWAN

Likewise, the Emir of Liman-Katagum, one of the communities where the palace-based sensitization was conducted in Bauchi LGA, described the project as “ours, not yours, because we are supposed to take care of them as a community.” Also, FOMWAN collaborated with state and LGA Amirahs and conducted compound meetings with mothers and caregivers on the importance of access to learning and equal opportunities for all children. As an outcome

to one of the compound meetings held, FOMWAN in Udubo LGA of Bauchi

state took responsibility for the ante-natal care for ten (10) pregnant IDP mothers (from booking for ante-natal service up to safe delivery of their babies).

Development of Community Education Handbook and Community Coalition Training on Community Action Cycle

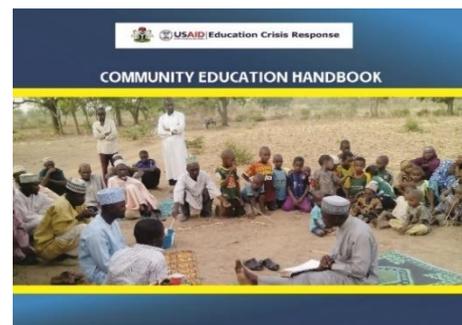
The project organized study tours to help CCs from the three states (Bauchi, Gombe and Adamawa) to understand how other efficient CCs operate in Bauchi state. These CCs were set up under the former USAID-supported NEI project. The study tour was conducted in collaboration with FOMWAN, CSACEFA, SUBEB, LMD TWG, SAME, and Community members. Eighteen persons (10m, 8f) including FOMWAN



A cross section of girls at the AGP center created under NEI in Misau visited during the study tour. Photo credits: Helen John

and CSACEFA and three project staff participated in the study tour. The study tour created an avenue for relevant state agencies, LEAs and communities to understand first-hand the roles of CCs and to learn and discuss ways to organize NFE and alternative learning programs in their own settings. The team visited Dass and Misau LGAs (NEI focal LGAs in Bauchi

state). During the study tour, participants visited an Adolescent Girls Program (AGP) and



Cover design of the Community Education Handbook

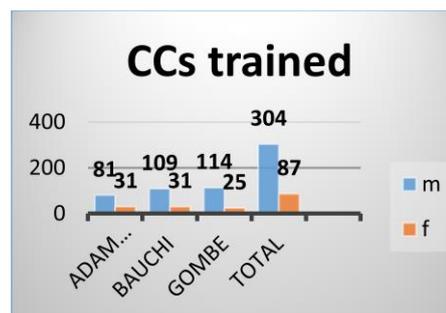


Figure 1: Number of CCs trained across the project states of Adamawa, Bauchi and Gombe

NFLCs, interacted with facilitators and learners of these centers as well as with the CCs on how they were able to sustain their activities even after the close-out of NEI. Lessons from the study tours were distilled into a Community Education Handbook in collaboration with LMD TWG and materials development experts. One of the notable achievements of the study tour was that members of CCs could understand the role of well-informed communities in sustaining projects after donor exit.

Training was conducted for the 42 Community Coalition (CCs) structures. Participants were drawn from MDAs. The workshop built the capacity of a critical mass of master trainers to



Counselling session to mothers affected by violence at Liman Katagum. Photo credits: Phoebe Mshelia, TE Advisor

implement CC initiatives and trained CCs to use the CAC to develop action plans for increasing access to non-formal and alternative education for children of IDPs and host communities. Topics covered included: i) SEL ii) conflict sensitive education, iii) early warning signs, iv) community mobilization, v) CC formation process, vi) CAC Methodology, vii) working in partnership, viii) facilitation skills and ix) operational issues. The project conducted training on the Community Education Handbook for 24 (males 16, female 8) master trainers in Adamawa, Bauchi and Gombe states (8 per state). The master trainers cascaded the training to 42 (14 per state, 2 per LGA)

newly formed CCs and were supported to develop CC-led action plans in support of their children’s education. Safety concerns were considered and integrated into these plans. This included contingency plans in the event of volatile changes in community life (emergency response plans). A total of 391 CC members were trained (Ad 112: 81m, 31f; Bau 140: 109m, 31f; Gom 139: 114m, 25f). LGAs supported the training by donating training halls worth N630, 000 (\$3,173).



Participants brainstorming in a Group at CC training in Gamawa LGA of Bauchi state. Photo by Sodangi Chindo. Muslim Aid Initiative of Nigeria Bauchi.

A seed fund was provided through the grantees to assist the CCs to carry out some of the sensitization activities detailed in their action plans. Some notable outcomes of the training were the CCs ability to set up early warning systems around the NFLCs and the timely response to the issues arising from project implementation.

Sub-IR3.2 Strengthen or activate community education support groups/committees

Grantees and CCs conducted sensitization visits to communities and youth groups as an integral part of their action plans. The sensitization activities targeted influential traditional and religious leaders by virtue of their important roles in their communities. This has resulted in generating more demand for education services by communities and the high enrollment recorded during the reporting year. Care-givers also formed part of the group that were sensitized by CCs.



CC sensitization activities to traditional leaders and mothers to demand for education in Ganjuwa and Bauchi LGAs. Photo by Sani Garba Bauchi CC Chairman.

They were able to expand understanding in their communities about the importance of enabling equitable access to quality, safe and

practical education and ensured children were enrolled in the established centers. This led to a caring, peaceful, supportive, engaging & healing learning environment.

IR3.3 Establish community-implemented support programs for NFE or alternative learning centers

FOMWAN participated in the sensitization of CSOs, CCs and local education support groups on NFE policy including benchmarks and their role in its delivery. This was cascaded during palace-based advocacy, compound meetings with mothers and care givers, and counselling sessions with mothers affected by violence. Benchmarks included age limit, contact hours, and timelines among others.

NFE Support Program

The project collaborated with SAME and SUBEB to organize NFE support groups and conducted training sessions on the national benchmarks and other education policies approved by the Federal Government of Nigeria (FGON) for 25 (21m; 4f) CCs, and CSOs to help them understand the essence of the policy. The project also disseminated the findings of the Community Education Assessment (CEA) and conflict analysis, which provided information on the origins, languages, learning needs and profiles of the IDPs. Additionally, in order to mitigate tension between IDPs and host community learners, the project enrolled school children in the host communities in the learning centers. Two Nigerian religious organizations - Jama'atu Nasril Islam (JNI) and the Christian Association of Nigeria (CAN) - were consulted to solicit support for the learning centers. These organizations serve as peace champions in the host communities where IDPs live.

Do No Harm

One of the project's approaches to ensuring that we do no harm is the inclusion of different interest groups in community sensitization campaigns and in the formation of CCs. Sensitization campaigns conducted ensured that the process did not promote exclusion, hate or social inequities. For instance, women were specifically targeted in compound meetings as most times they are excluded from attending public meetings.

In recognition of the highly volatile environment within which we operate, the CCs included setting up early warning systems around the established NFLCs to reduce the effect of such risks.

Collaboration

In conducting these activities, the project collaborated with SUBEB, SAME and LGEAs in sensitizing communities. Also the project collaborated with SUBEB, SAME, Office of DG, Tsangaya and NGO in the training of CCs. Community entry points such as School-based Management Committees - SBMCs, CBMCs, and Mothers Clubs were made to harmonize their activities with the grantees.

IR.4 Increased State and Local Governments and Civil Society Support for NFE and Alternative Education Options

Sub-IR4.1 Align and operationalize policies to support NFE and alternative learning centers

The project collaborated with JNI and CAN to sensitize communities and NFLCs on the importance of reconciliation and peace-building across the three states. Verses from both religions were used to support sensitization of communities.



CAN Director of social duties during a peace/reconciliation presentation at ECWA church Adamu Jumba. Photo credits: Peter Alade

Dialogue and Feedback from Communities

To provide opportunity for dialogue and feedback, the project created a forum whereby grantees and CCs can share lessons learned. The use of the scripted lessons and infusion of SEL was commendable.

Some of the lessons learned as shared by the participants are:

- Addressing IDP issues requires a multi-sectoral approach and collaboration with other partners working on other IDP issues,
- Instructional materials and the snack provided to the IDPs goes a long way in sustaining their interest in the program, and
- The SEL component helps in reducing the trauma and pain experienced by the IDP children.

These lessons learned are being reflected in the YR2 work plan.

Sub-IR4.2 Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options

Following the project launch, the project management team paid a visit to relevant MDAs to introduce them to project objectives and to obtain buy-in. The visits were instrumental in creating a common understanding of the project. They were also able to delineate the nature of collaboration between the project and local counterparts.

The MDAs supported the selection of LGAs, provided scholastic materials, administered aptitude tests to learning facilitators, and took part in joint monitoring exercises of the learning centers.

The project, in collaboration with the NFETWG, strengthened existing mechanisms in order to operationalize policies that supported NFE and alternative learning centers for IDPs. FOMWAN and CSACEFA specifically targeted SAME, SUBEB, MOF, MOE, Directorate of the Tsangaya Education and Tsangaya Associations and LGEAs to explore legislative approval of policies.



ECR Team during an advocacy visit to former SUBEB Alhaji Abdullahi Dabo. Photo credits: Helen John

The project held a capacity building workshop for 16 local NGOs to strengthen their institutional capacity, resource mobilization, human resource management, project management and financial management. The training led to the development of action plans to improve their organizational effectiveness and resource mobilization drive. CCs were also trained on resource mobilization during the CC training (linked to SIR 3.2).

Sub-IR4.3 Assist in development of transition plans for state and local government support of NFE and alternative learning centers

This is a second year activity, however, the project engaged SAME/ANFEA to start budgeting for NFLCs in an attempt to sustain project activities. The project worked closely with the Ministries of Budget and Economic Planning (MOBEP) in the three states to organize meetings of all development partners working in each state in order to bring to the forefront issues that require concerted efforts, collaboration and synergy among development partners. It was also aimed at ensuring incorporation of funding for the provision of NFE and alternative education into the annual budget. The project, with support of FOMWAN and CSACEFA, developed advocacy plans and conducted campaigns to build support for the on-going government funding.

With regards to policies and transitioning of initiatives to government, the project is working with the Project Consultative Group (PCG) to create a platform for discussing policy issues and a sustainability plan for government takeover. The project has secured a warm reception from government and stakeholders, and we hope this will facilitate easier dialogue to kick start sustainable actions plans that will commit government to allocate and increase funding for NFE and alternative education.

Do No Harm

To ensure the do no harm principle in sensitizing the community on peace and reconciliation, the project worked to build upon the positive aspects of the local culture, religion, knowledge, and tradition of the people.

1.3 Implementation Challenges

The project experienced the following implementation challenges and creatively proffered solutions and ways to overcome them during the reporting period. Some of the challenges experienced included:

- Poor documentation by NFLC facilitators in most of the centers. This challenge was initially tackled through on-the-job training and later on by mentor teachers and the joint monitoring team comprised of project staff and government officials.
- The older IDPs enrolled in the centers find the curriculum so simple that they pay little attention to their facilitators even though some of them could not read. A multi-grade teaching approach will be used in PY2.
- There is high demand and influx of children from host community public schools due to better quality teaching and learning being facilitated in the NFLCs. To address this problem, the project will train teachers teaching in formal schools.
- IDPs returning back to their communities in some NFLCs. This was resolved by enrolling eligible IDPs and in some cases by enrolling host community children.
- Communal crisis in some volatile areas like Shongom in Gombe state interrupted some trainings.
- The elections slowed down implementation of the project, particularly the commencement of teaching using the enhanced scope and sequence developed by the project. This challenge was overcome by quickly calculating the total number of hours required to completely cover the NFE curriculum and spreading that over the available period of time. The one month extension of the program also helped to cover topics that would have otherwise not been covered.

- Difficult terrain in some communities made it difficult to access learning centers, especially during the rainy season. Some schools were submerged as a result of flooding.
- Late appointments of commissioners in the states slowed down the formation of policy structures. The project was able to set up the structures with the support of Permanent Secretaries of key MDAs.
- Struggle for economic survival has necessitated IDP parents' desire to engage their children in economic ventures rather than encourage school attendance. The project worked hard to overcome this challenge by collaborating with other IPs and international (and national) donors to come to the aid of the parents. This effort necessitated the recent UNDP provision of support for the IDP parents in Gombe.

1.4 M&E Plan Update

Summary of all assessments and findings

The project conducted the CECA to map out locations of IDPs and establish which learning centers and/or communities were willing to host ECR non-formal learning centers. The assessment found that IDP children are largely not going to school and that a variety of interconnected factors were responsible for it. These included because they are IDPs they are viewed as different, or lesser, and sometimes feared so they are not welcome in the local school; and 2) IDP parents cannot afford to send their children to school, even where the school environment is welcoming to IDPs. The follow-up rolling assessment showed that IDPs now feel more at home, even though they still show some desire to return home; parents now want children go to school; and that the nature of the conflict is changing as a result of ongoing consultations.

The project conducted a rapid situational analysis (RSA) in Yobe State. The analysis was meant



Enumerator, Fatima Sani, assessing a female learner on numeracy, during an end-line assessment at Labor House NFLC, in Jimeta, Yola-North LGA. Photo credits: Hassana Lazarus

to inform the USAID/Nigeria Mission's decisions around potential project expansion or additional education activities that support Goal 3 of USAID's Education Strategy (2011-2015). Similar findings emerged in the situational analysis in Yobe state. These include: lack of access to education as a result of a history of violence, high rates of displacement, school closures, and lack of basic provisions, and uncertainty and fear attached to being an IDP, which influences parental choices and children's willingness to access education and learning opportunities. On the other hand, the assessment revealed that there is high resolve on the part of IDPs to obtain education and high local community acceptance of and support for integrating IDPs

in host communities. Most importantly, however, the survey revealed that children as well as family members are extremely traumatized and are currently living in harsh circumstances. Following the report of the RSA and associated recommendations, the project was awarded the Yobe State Expansion program in September 2015.

Given the size of our project and the available time for intervention, which is “short” for administration of assessment tools, the project found the Annual Status of Education Report (ASER) to be an appropriate tool for assessing learning performance. Thus, ASER instruments, (which were also used in some African countries including Kenya, Mali, Tanzania, and Senegal) were adapted for use as baseline and end line assessments.



Group work during ASER/SDQ development workshop in Gombe. Photo credits: Peter Musa.

The findings of the baseline assessment show that nearly half of all those surveyed (a total of 47%, i.e. 40% in Adamawa, 52% in Bauchi and 48% in Gombe) were unable to read letters or words. However, the ability of children to read grade two text was found to increase with age and this results in nearly half of those at age 16 being able to read grade 2 level stories. In terms of numeracy, learners who are in project-established learning centers had, at baseline, low numeracy skills. Only about 13% of the learners surveyed could perform addition and subtraction while division was successfully performed by only 0.3% of the children surveyed. The ability to count to 100 was also found to increase with age and 50% of learners who were 13 years old and older can perform this function.

The findings at the end line measure show that 32% of the learners can read grade 2 level texts and another 30% can spell and read up to four letter words. Similarly, 29% of the learners can do basic arithmetic operations such as addition, subtraction and division; another 30% can read and recognize up to two-digit numbers. When compared, it shows a significant improvement over the performances of the learners at the baseline.

On socio-emotional well-being scores, the learners surveyed exhibited higher emotional distress than any of the other subscales when looking across the scores. Age and gender show some variations in the difficulties reported and in particular, girls are experiencing about 4% greater overall difficulties as compared with boys. However, for the purpose of comparison of learners’ levels at baseline with those at end line, we developed an overall difficulties index which is a composite score which can be compared following the intervention period (end line).

Review and Finalization of project’s M&E Activity Plan and Monitoring Tools Development

The project updated its M&E Activity Plan during the reporting year in close collaboration with and through feedback received from the Nigerian Monitoring and Evaluation Management Services (NMEMS) II. Following the feedback, the project amended the plan and secured USAID approval. The project indicators were entered into the Project Reporting System (PRS) of NMEMS and quarterly and annual indicators were entered when due.

Verification of centers and monitoring tools development

Immediately after scale up of project centers from 19 to 296 in May this year, initial visits were made to verify the communities where learning centers were established. The presence of IDPs and safe learning environments were key parameters used for the verification.

The initial visits were also used to explore and document possible marketable skills in the communities for adolescent girls and youths. The visits also provided opportunities for the project staff to interact with CC members, and to select LFs and grantees’ M&E and program officers.



Mentor Teacher Mrs. Hannatu Galadima giving a demonstration exercise during monitoring visit to Baledo Youth Learning Center, Palama, in Toro LGA of Bauchi State. Photo credits: Usman Mohammed.



Project Director making observations with LFs and MTs at Bayan Banki NFLCs during monitoring visits. Picture: Chris Ikpe.

The project developed a number of tools to meet the projects’ data collection needs. Some of the instruments include the child friendly school checklist, learner enrollment form, learners’ service form, monthly site reporting form, monthly summary form, center record checklist and learning facilitator’s observation schedule. These tools were shared with grantees.

2 INTEGRATION OF CROSS CUTTING ISSUES AND USAID PRIORITIES

2.1 Gender Equality and Female Empowerment

As earlier reported above, selection of learning centers was dependent on criteria such as concentration of IDPs in a community and availability of safe learning spaces provided by the host community. The project made efforts to ensure that IDPs, especially girls, do not have to walk long distances to reach the centers. Efforts are also made so that center facilitators do not discriminate against girls or boys, but engage them with opportunities to participate in interactive and group exercises. Support materials were equally distributed amongst both boys and girls to help them achieve their potentials.



Adolescent girls during skills prioritization at Bayan Banki AGLC in Alkaleri LGA of Bauchi State. Photo credits: Helen John CMNC ECR Bauchi



The only woman elected as CC chairperson in Itas-Gadaw LGA of Bauchi state Hajiya Hadiza Ibrahim. Photo credits: Helen John

The total enrollment figures across the states show that the proportion of boys to girls in project-established learning centers is 52:48. Similarly, out of all 296 learning facilitators in ECR centers, female facilitators constitute 23%. Teaching methods and materials were free of stereotypes and gender bias. Female participation is encouraged in community coalition membership. In one of the CCs, a female member was elected as chairperson. Women formed 29% out of the total community coalition members. Furthermore, the project trained and hired an

equal number of male to female enumerators to conduct our surveys. Also, 26% of the 23 master trainers are females. These and other gender parity achievements of the project are summarized in the table below.

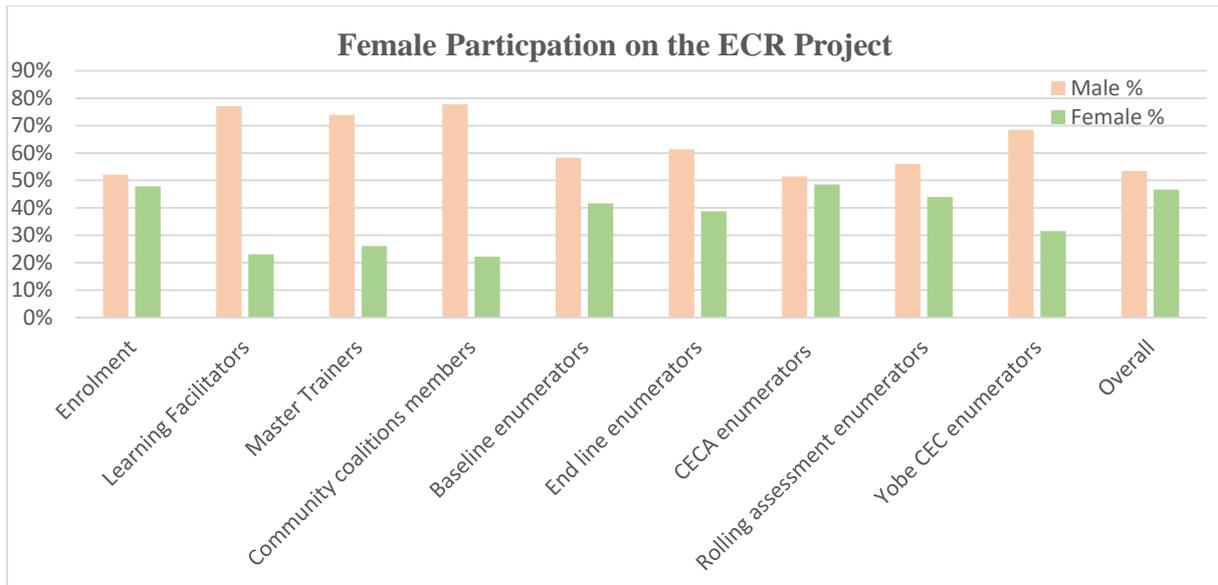


Figure 2: Female participation on ECR activities across the project states of Adamawa, Bauchi and Gombe

2.2 Sustainability Mechanisms

The involvement of all stakeholders in pursuit of project objectives was geared towards ensuring sustainability of the project, as it allowed government and its agencies to drive the process and the community to serve as “watch dogs” for activities in the learning centers.

The project’s effort to build local NGO capacity resulted in improved capacity to implement similar programs in the future. CCs are encouraged to develop action plans in view of sustaining their activities. They are also encouraged to take initiative and mobilize resources to solve communal problems.

The project promotes active engagement of stakeholders at all stages of project implementation to increase awareness. It stimulates communities to mobilize resources, and fosters increased capacity among local NGOs to enhance their responsiveness to implement similar programs in the future.

Key partners were involved in the development of PY1 and PY2 work plans, and tools development and data collection during CECA, baseline, rolling and end line assessments. Data entry for each of these assessments were done by community members.

The Project Consultative Group (PCG), comprised of policymakers such as Commissioners, Chief Executives of MDAs, and partners deliberated, analyzed, and advised on matters brought before it by the NFE TWG. This in turn improved project implementation. This will also lay the groundwork for the development of transition plans.

2.3 Youth Development

Youth development for economic empowerment is central for this project. During the reporting period, the project provided educational opportunities for youth. Eighty-four (42 AGLCs and 42 YLCs) out of the 296 centers (representing about 30% of all the learning centers) were set up for youth and adolescent girls. Enrollment amounts to 4,020 (2100m; 1920f) representing 28% of the total enrollees. These centers continue to provide the Accelerated Basic Literacy Learning Program in reading, numeracy and SEL as well as basic vocational skills. These centers were part of both the baseline and the end line assessments.



Adolescent girls acquiring life skills to make room fresheners at Liji AGLC in Gombe State. Photo Credits: Maigari Hamza

The project is providing life skills to support youth economic empowerment. The



Fatima Suleiman "beautifying" ECR Teacher Education Advisor at Baledo AGLC in Toro LGA of Bauchi State. Photo credits: Helen John

project accorded the opportunity for some adolescent girls to gain these skills who would otherwise hawk in their communities.

Health talks organized by the project raised health awareness. Skills such as henna design, making local spaghetti, tie and dye, pomade making, bead making, making room freshener, barbing, mechanic, soap, cream, and perfume making, weaving of bags, making of door/foot mats, and calabash designing are provided in these YLCs and AGLCs. The skills learned will assist these youth with

earning a living now and in their future life.

Table 4: Focus on youth development

State	Total Enrollment			13 to 17 year olds		
	Male	Female	T	M	F	T
Bauchi	2509	2242	4751	812	579	1391
Adamawa	2439	2227	4666	601	651	1252
Gombe	2521	2383	4904	687	690	1377
Total	7469	6852	14321	2100	1920	4020
Percentage	52%	48%	100%	52%	48%	28%

Examples include:

- 100 boys at Baledo youth learning center (YLC) in Palama community of Toro Local Government Area (LGA) in Bauchi State can make local bags, shoes and belts with locally-sourced materials.
- 21 (15m, 6f) youths with disabilities at the State Recovery Center -Tudun-Wada, Gombe State, produced 40 pairs of shoes and sold them at N600 (\$3) each. This was used to supplement transportation costs from their homes to the learning center.
- 100 girls at Hammadu Kafi and Liji adolescent girls' learning centers were trained to produce, brand and package local pomades and room fresheners for markets in the local communities of Gombe.
- 48 girls at Inkil AGLC in Bauchi State produced a large quantity of body pomades which they donated to less-privileged IDPs.
- 35 adolescent girls in Dukku LGA, Gombe were trained to use locally sourced recipes to bake tasty snacks and cakes. 20 boys at the YLC in the same LGA learned to make simple local kaftans and trousers for men.
- Adolescent girls at Baledo AGLC, Toro LGA, Bauchi became economically independent and self-reliant as they earned up to N1000 (\$5) daily following the acquisition of henna tattoo design skills.
- Adolescent girls at Kembu Matinja in Balanga LGA, Gombe learned to produce liquid soaps and room fresheners and started selling them N600 (\$3) per piece.
- 42 girls in *Jambutu* AGLC, Yola-north LGA, another 48 in *Jobbere* AGLC in Girei LGA (all in Adamawa state) acquired new skills to make local air fresheners and laundry detergents for washing household items.



Facilitator taking learners through labeling of finished products at Hammadu Kafi AGLC in Gombe State. Photo credits: Maigari Hamza



Boys at Baledo YLC of Toro LGA in Bauchi State acquiring skills to make shoes, bags and belts. Photo Credits: Aishatu Aminu

2.2 ECR Inclusive Education Strategy and Support to Physically Challenged IDP Children

Children with disabilities affected by crisis and conflict form one of the largest and most neglected cohorts who do not have access to quality education in the larger society. Inclusive education ensures the presence, participation, and achievement of all learners. In March 2015, at the point when grantees' applications were under review, the project engaged the Joint Association for People Living with Physical Disabilities to support children with disabilities, and following USAID's approval, grants were issued. These associations have workshops and centers where children with disabilities are trained. They had also received grants and credit from the Bank of Industry. Both associations are currently being supported by the state governments but not in the education sector. Under the project, the two associations are in charge of two learning centers for children with disabilities. Ninety-three children with disabilities are enrolled [Gom: 49 (25m, 24f); Ada: 44(30m, 14f)] in these centers.

In addition to education, the centers cater to other basic needs of the children. The children learn basic literacy, numeracy and social and emotional learning skills. 84% of the children met the requirements to transition to formal school.

The centers provided opportunity for skill acquisition such as leather works, pillows and customized stools. Most of their products were sold between N800 to 1500 depending on the quality of the materials used in making the product. The impact is commendable as disabled children become self-reliant.

In Gombe, the vulnerability of the disabled children worsened to a level that it required immediate attention across the pivotal service areas of education, health, nutrition, psychosocial support, protection and shelter by the NFE TWG meeting.

This forum spurred material support (non-food items worth N280,000 equivalent to \$1,421, 15 pieces of foam, 15 bedsheets, 15 pillows, 25 buckets, 15 praying mats, 25 mats (big size) for learners to sit on during instruction delivery, 15 cartons of detergents, 5 cartons of soap, 5 cartons of pomade and 35 kettles) by Mercy Corps. African Disabled Support facilitated discussions with a private school (Ma’ahad Nursery and Primary school Gombe) and secured a scholarship for a 13 year old child - Modibbo Nuhu – with a disability. Modibbo Nuhu has now been transferred and is receiving education with other community children in Ma’ahad Nursery and Primary school. The NGO also



Learners at the NFLC for Youths with Disabilities at the State Recovery Center, Tudun-Wada in Gombe State, acquiring skills to make shoes for men and women. Photo credits: Chris Ikpe



Modibbo Nuhu on his tricycle on his way to school

provided him with a tricycle worth ₦27, 000 to facilitate his transportation to and from school.

2.3 Policy and Government

MDAs overwhelmingly supported the project at various stages of implementation. They took the driver’s seat during all the processes requiring policy approval. The curriculum and scheme of work enhancement, learning material development, baseline instrument development for reading, numeracy and SEL, and the

infusion of national benchmarks into relevant documents were led by government actors. The process helped to ensure that the documents produced were both technically sound and that they fall under the policy framework of the state governments. Policy documents produced by the project in collaboration with state counterparts included: enhanced curriculum, scope and sequence, trainers/facilitators guides, coaching and mentoring handbook, and the community education handbook.

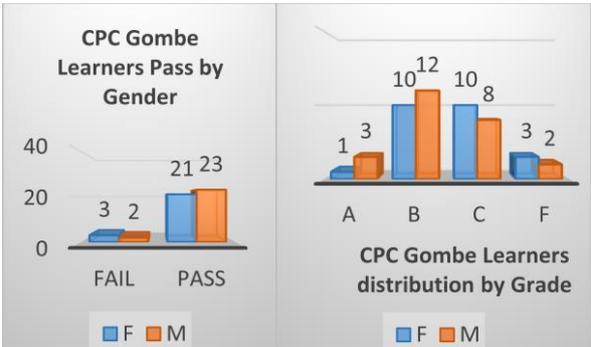


Figure 3: graphical illustration of learners who passed (A, B, C) in Gombe center by gender

2.4 Local Capacity Development

The project conducted an institutional capacity assessment of local NGOs prior to pulling together a training package. This led to a five-day training of 16 organizations that included FOMWAN and CSACEFA.

The training resulted in increased resource mobilization drive, use of issue logs as a management tool to track issues arising from project implementation and the establishment of a vocational training institute to generate income for one of the organizations. Life and Hope, one of the local NGOs, developed a procurement system.

“I have attended over 30 workshops in different thematic areas with different partners but the ECR/USAID organization strengthening workshop is a better story. I have identified gaps in my organization (Gombe Anglican Diocesan Development Initiative (GADDI)) and I will go back to implement my ACTION PLAN. Please I want the ECR/USAID GOMBE team to monitor the plan for me.”

Rev. George Agum, Program Manager (GADDI) Gombe

GADDI Gombe, a grantee that participated in the training, used the resource mobilization tool to do a follow up on resource drives to two funding organizations, the Nigeria Victim Response Fund and the UNHCR.

The training of CCs helped empower them to develop action plans and mobilize resources to support learning centers in their vicinities.



Participants presenting the “Telling our Organizational Story” Component at the NGO Capacity building workshop. Photo credits: Helen John ECR CMNC

The inclusion of coaching and mentoring helped grantees build their capacity to manage their projects effectively. Consistent mentorship visits by the mentor teachers also enhanced the pedagogical skills of the facilitator. Constant rigorous monitoring visits by staff and partners ensures LF compliance to proper record keeping.



Coaching visit by CSACEFA P.O at FAHIMTA office Picture by Tumba

3 STAKEHOLDER PARTICIPATION AND INVOLVEMENT

State partners are involved in project activities from the planning stage throughout implementation. This is evident in the identification of the CC master trainers from SAME, SUBEB, and MOWA. In Alkaleri LGA for instance, centers were supported with registers, chalk, and footballs for recreational activities. All the NFLCs in Ganjuwa LGA have been provided with diaries, registers and chalk by the Education Secretary of the LGA. In Toro LGA, Lauki community has built a block of two classrooms to be used as NFLCs.

“Seeing that our own children were identified as facilitators, it encouraged us to get involved and we decided as a community to build one block of classrooms for the learners. Our NFLC operates every day because of the acceptance of this program in the community.”

Community head of Lauki Alhaji Salihu Mohammed

In Alkaleri LGA for instance, centers were supported with registers, chalk, and footballs for recreational activities. All the NFLCs in Ganjuwa LGA have been provided with diaries, registers and chalk by the Education Secretary of the LGA. In Toro LGA, Lauki community has built a block of two classrooms to be used as NFLCs.

Also, communities are serving as “watch dogs” for the established centers in their communities. The community head of Baledo in Toro LGA collected the time table of the centers to help monitor the activities of the center. Lauki community in Toro

LGA has also constructed a block of two classrooms to be used for instruction delivery for the IDP learners.

3.1 Collaboration with USAID and other Implementing Partner Projects

Monitoring and Evaluation Management Services (MEMS) II

As mentioned under the M&E plan update above, the project's collaboration with MEMS in PY1 resulted in firming up some indicator nomenclature and definitions which would have been problematic by midterm or end of project review. The final document and the entire M&E plan has been approved by USAID.

Safe School Initiative (SSI) - UNICEF/DFID

The project reviewed some of the instruments used by SSI for use during our initial community education assessment (CECA) and the follow-up rolling assessment. By extension, the instruments used for the Yobe Rapid Situational Analysis (RSA) and the full Yobe CECA were also an abridged sample from the previous instruments adapted from SSI.

The project also collaborated with the International Committee of the Red Cross in the provision of first aid information and equipment in the learning centers. IOM provided psycho-social support and tracked IDP movement. NERI provided temporary classrooms and learning materials to support AGLCs and YLCs for skill acquisition and peace building initiatives. UNICEF, through SSI, supported IDPs by providing WASH around the learning centers.

4 MANAGEMENT AND ADMINISTRATIVE ISSUES

The project strengthened its working relationships with local state counterparts in Adamawa, Bauchi and Gombe states and ensured that a shared understanding of the project exists. It also succeeded in putting in place project management systems to support operations, track progress to assure quality as well as respond to other state field teams, Creative HQ and USAID requests.

To ensure adequate tracking of all project implementation activities, weekly reports/briefs were shared with USAID and program staff. This was followed up by technical summits held in Yola, Gombe and Bauchi in April, August, and October respectively. The summits provided all staff the opportunity to deepen their understanding of working in education in crisis and conflict environments.

ECR submitted three video clips, three success stories, and a fact sheet for project promotional purposes. Planning for PY2 activities commenced in Quarter Four. State level review exercises that involved local counterparts preceded the PY2 Work Planning Workshop. Meetings at different levels were held to ensure constant feedback from both management and field operations. Such meetings included weekly technical meetings, monthly general staff meetings and weekly/monthly component reviews of the work plan and budget.

The project developed a project-wide procurement plan using documents provided by Creative HQ. In view of the extra security needs identified in Adamawa, Bauchi, Gombe and Yobe states, the project is working with HQ to improve and provide additional security support by hiring a security officer.

5 LESSONS LEARNED

The lessons learned during this period are as follows:

- Involving community stakeholders and government partners at every stage of project implementation encourages them, gives a sense of ownership, and spurs them into actions that they would otherwise not take to benefit the program.
- The involvement of community members and CCs in monitoring NFLCs ensured timely attendance of LFs to the centers.
- Frequent monitoring and supervision of the centers ensures compliance to project standards and procedures.
- Coordination meetings where grantees' representatives interface with project staff is another form of mentoring and a feedback loop that has proved to be effective for project implementation.
- Participatory screening and recruitment of facilitators assists in managing expectations of the community and prevents favoritism.
- Creating opportunities for IDP learners to participate in recreational activities and group work for academic work reduced anxiety, prejudice, discrimination, melancholy, and exclusion and promoted positive social actions.
- Working with Government officials as enumerators and monitors immensely reduced many problems associated with survey and data collection. That also reduced community suspicions of the survey and helped to manage the high expectations of the IDP groups.

6 PLANNED ACTIVITIES FOR NEXT QUARTER (Nov - Dec)

IR1: Increased availability of quality and safe NFE and alternative education opportunities

To kick start YR2 Q1 activities, an RFA will be released and pre-application meetings held. We will set up a Technical Evaluation Committee (TEC) comprised of project staff and government partners, receive and screen the proposals received, and select the next set of grantees that will implement activities and manage the NFLCs. After the grantees are brought on board, we will conduct an initial orientation to acquaint them with project objectives to better do their job and conduct familiarization visits to LGA stakeholders and community leaders to introduce the grantees to the communities. We will also procure scholastic materials for the next cohort of IDPs. CSACEFA and FOMWAN will continue to monitor the established "quick win" centers in Yobe state.

CECA was conducted in Yobe state, and a final report will be drafted and submitted. These analyses will assess the supply and demand for education options in targeted communities. We will map the IQTEs and formal schools, identify out-of-school and IDP children's learning needs, and explore parental demand for and attitudes toward schooling. We will also assess LGEA capacity to serve as partners and provide oversight. The first rolling assessment in the year will also be conducted in the three initial project states i.e. Adamawa, Bauchi and Gombe states. The assessments will help monitor any changes in the situation on the ground, as well as monitor project performance to inform mid-course design, implementation, and management decisions. This will include (i) fidelity of implementation of the NFLC model and "hard spots"

needing greater support, (ii) effects on beneficiaries, and (iii) changes in the conflict environment.

The M&E team will continue to review the M&E Task Schedule (as necessary) and to update the Performance Indicator Tracking Table (PITT) to be submitted to USAID when due.

In order to increase availability of quality, safe NFE and alternative education opportunities, the project will monitor compliance to identified NFE benchmarks; develop and produce IEC materials; monitor the implementation of the enhanced NFE curriculum by the NFE TWG and project staff, and sensitize relevant stakeholders. We will conduct a workshop with the NFE TWG to present the content of the enhanced NFE curriculum for adoption in Yobe.

IR2: Improved quality of instruction in NFE and alternative education programs

The project will recruit nine master trainers and ten mentor teachers (LGEA staff) in Yobe state; train 36 master trainers for 5 days using the Reading, Numeracy and SEL Trainers' Guide and conduct step down training in clusters of 100 LFs and teachers (20 per LGEA). The project will train 10 mentor teachers using the Reading, Numeracy and SEL Trainers' Guide and Facilitators' Guide in Yobe State, and 296 LFs in the other three project states. FOMWAN and CSACEFA will support the visit of LGEA mentor teachers to mentor LFs.

IR3: Increased community engagement and support for schooling in targeted NFE communities

To kick start the process of CC formation in Yobe state, we will pay an advocacy visit to LGA chairmen and ESDs in the five LGAs to identify existing community groups and to establish 10 community coalitions. We will train eight master trainers to train CCs (Yobe state) on CAC and thereafter conduct cluster training for newly established CCs or other local education support groups to strengthen their capacity.

CSACEFA and FOMWAN will support CSOs and CCs to implement their action plans and to mobilize communities on the importance of enabling equitable access to quality, safe and practical education. They will be supported to conduct palace-based sensitization visits that target community heads, religious leaders/ward heads to discuss support for IDP children. FOMWAN will conduct skills acquisition support meetings in project communities to mothers and caregivers within the host community.

IR 4: Increased state and local government and civil society support for NFE and alternative education options

The project, in collaboration CSACEFA and FOMWAN, will sensitize communities on the importance of peace-building, while conducting advocacy visits to the State House Assembly, SUBEB, Ministry of finance (MOF), and Ministry of Education (MOE) to ensure budgetary support and collaboration.

ANNEX A1: ANNUAL PROGRAM ACTIVITIES FOR YEAR ONE

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
Intermediate Result 1: Increased Availability of Quality and Safe NFE and Alternative Education opportunities		
<i>Intermediate Result 1.1: Establish safe, non-formal and alternative education opportunities</i>		
Task 1: Conduct Community Education Assessments (CEAs).	1. Develop instrument for data collection; test and finalize	[State activity completed with key outputs e.g.]
	2. Identify enumerator; locations and population for administer the Assessment – and train enumerators	35 (18m,17f) enumerators identified and trained on community education assessment for Adamawa, Bauchi and Gombe (ABG) states
	3. Set up data capture, entry, analysis and sharing with stakeholder	Data collected, processed and analyzed. Report submitted to USAID
	4. Conduct rolling bi-annual assessment	1 rolling assessment conducted in July ABG states. Finding of which informed design of project year 2 work plan
Task 2: Establish benchmarks for safe and protective non-formal and alternative education options.	1. Identify and gather existing benchmarks in NFLCs, existing benchmarks at national, state and local levels. (e.g. NCE for LFs)	NFE national Benchmarks collected from NMEC zonal office Bauchi and teacher recruitment criteria of Bauchi state received
	2. Set a meeting to review all existing benchmarks to establish safety benchmarks	4 day meeting held and reviewed NFE benchmarks (contact hours, learner-facilitator ratio, LFs remuneration etc.)
	3. Conduct awareness raising for elders, parents and stakeholders, raise capacity to implement the benchmarks	Stakeholders awareness raised
Task 3: Establish a Small Grants Program to enable CSOs to establish CCs and create NFLCs, AGLCs and YLCs.	1. Establish/strengthen 294 learning centers (NFLCs, YLCs and AGLCs)	296 NFLCs established in 21 LGAs where 14,794 (7944m, 6852f) IDP and host community children were enrolled
	2. Release the request for proposal to CSOs for open competition	2 RFAs released in national dailies for interested NGOs to apply
	3. Receive and screen relevant proposals	55 proposals received and screened from the three states of Adamawa, Bauchi and Gombe (Ad:25, Bau 17: Gom:13)
	4. Meet with the awardees of the small grants for orientation on the project goals	1 Meeting held with 16 awardees including FOMWAN and CSACEFA to provide orientation with 26 participants (15m, 11f) in attendance from the 3 states
	5. Establish good rapport between NGOs and the stakeholders and mobilize leaders within the host and IDP communities where they don't exist	NGO sub grantees introduced to stakeholders and community leaders in 21 LGAs
<i>Intermediate Result 1.2: Integrate accelerated learning programs (ALPs) for core academic subjects, life skills, and socio emotional learning (SEL) services into NFE and alternative learning programs</i>		
Task 1: Enhance and use the FGON's approved integrated curricula	1. Establish a technical working group with CSOs, government, other education actors	NFE, TE, LMD TWG established in the three project states.
	2. Identify and review/study current integrated IQTE curriculum	Learning material development working group (LMD TWG) enhanced and enriched the approved (FGON) NFE curricula, by infusing Social and Emotional Learning (SEL).
Task 2: Prepare local CSOs to integrate ALPs into	1. Hire STTA to prepare CSOs on methodology for integrating wrap-around services into the curriculum (SEL, Conflict sensitivity and life skills)	SEL competencies inserted into the curriculum during a 4 day curr. Review meeting.

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
<u>IQTE and create NFLCs, AGLCs and YLCs.</u>	2. Consult with IDPs and host community learners to inform prioritization of skills required	Skills identified
Task 3: Integrate the enhanced integrated curriculum and wraparound services into existing IQTE options and newly created AGLCs and YLCs	1. Identify the elements of the wraparound services; adolescent and youth center curriculum.	Wraparound services identified
	2. Hold a Workshop with CSOs, government, other education actors to present the content of new curriculum for adoption	NFE TWG approved and adopted enhanced curriculum for utilization in project states.
	3. Establish skills acquisition centers for AGLCs and YLCs.	42 each AGLCs and YLCs in 21 focal LGAs established
Intermediate Result 2: Improved Quality of Instruction in NFE and Alternative Education Programs		
Intermediate Result 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy, and life skills instruction and SEL services		
Task 1: Adapt standards for LFs and develop a process to enable CSOs and CCs to recruit quality LFs	1. Establish TE TWG with relevant MDAs and SOW for state level working group for key education stakeholders to adapt and develop relevant standards and training materials.	TE TWG was Established with membership across colleges of education & faculties of education in 3 project states.
	2. Hold meeting with relevant Government stakeholders, NGOs, tertiary institutions and partners to agree and adopt on the teaching and learning standards for LFs and LF terms of reference already established by government in LF.	Teaching and learning Standard adapted
	3. Work with relevant agencies to identify candidates that meet the LF recruitment criteria. Government agencies will work with community coalitions and local CSO/NGOs to source candidates in target communities. Project staff will verify that community nominated candidates are qualified and meet criteria.	296 LFs were hired, trained, and deployed to 296 centers (350m 107f)
Task 2: Adapt NEI's professional development program to prepare master trainers to train new and existing LFs and Center directors to integrate and teach the enhanced curriculum	1. Conduct 2-day workshop with LMDG to 'insert' or infuse additional conflict sensitive/SEL and other relevant topics if appropriate into existing NEI professional development program.	Workshop Conducted
	2. Recruit 12 Master Trainers from 3 states and appoint 42 LGEA trainers in coordination with SUBEB using teacher recruitment and development policy developed by NEI-USAID	23 (17m 6f) Master Trainers & 42 (37m 5f) mentor teachers from 3 states recruited
	3. Train Master Trainers and LGEA trainers in the three states for 3 days	23 (17m 6f) Master Trainers & 42 (37m 5f) mentor teachers from 3 states recruited and trained in a 3 day training.
Task 3: Implement the training program for new and existing LFs recruited to teach in NFLCs, AGLCs, and YLCs	1. Master Trainers will conduct two weeks step down training in clusters to 294 LFs (98 per state)	LFs trained
	2. Monitor the step down training in collaboration with MDAs and TWGs	NFE TWG members are mobilized to support and monitor training of LFs.
Intermediate Result 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning centers		
Task 1: Review and evaluate options for mentoring and coaching	1. Adapt the UNICEF, NEI and other relevant models for coaching with the Master Trainers, LGEA Coordinators, and relevant TWGs	Models adapted

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
LFs working in the new NFLCs, AGLCs, and YLCs with LGEA staff	2.Adapt NEI classroom observation checklist for mentoring	NEI observation checklist adapted
Task 2: Train LGEA and CSO to implement mentoring/coaching program	1.Train Master Trainers in coaching/mentoring and using the classroom observation form (included in initial 3 day training)	23 (17m 6f) Master Trainers & 42 (37m 5f) from 3 states recruited and trained.
	2.Conduct a five-day training for CC and CSO to support MTs in coaching/ mentoring activities	25 (21m 4f)CCs and CSOs trained to support mentor teachers in coaching & mentoring LFs
	3.Support Master Trainers for mentoring visits	42 (37m 5f) mentor teachers mobilized for Monitoring visits in all 296 NFLCs in the project states
	4.Hold quarterly meetings to share experience on teacher performance	
Task 3: Create a Handbook for successful coaching and mentoring	1. Work with the relevant state actors and invite zonal NFE agency (see Results 2.1 Task 1) to develop coaching and mentoring Handbook.	Project conducted workshop to develop Coaching and Mentoring Handbook. This was an adaptation of Zambian school based coaching handbook on one of the USAID-supported projects.
	2.Produce copies of finalized coaching and mentoring Handbook in Nigeria for the 3 states based on field experiences	50 Copies of coaching and Mentoring Handbook produced and distributed to mentor teachers.
	3.Organize consultative event to obtain state approval and adoption	NFE TWG approved the adoption of coaching handbook.
	4.Disseminate Handbook	50 copies of Handbook disseminated partners
<i>Intermediate Result 2.3: Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers</i>		
Task 1: Create or adapt standards for relevant and effective teaching and learning materials that are conflict sensitive	1.Establish LMDG	36 (25m 11f) membership LMDG established in Bauchi
	2.Work with LMDG group to establish standards in literacy/numeracy/life skills/wrap around	Activity completed with Florida state university spearheading.
Task 2: Support the LMDG to rapidly review, adapt/develop and produce appropriate teaching and learning materials for use in NFLCs	1.Identify existing teaching and learning materials on literacy, numeracy, life skills for adaption	NEI teachers and facilitators guide Adapted to develop guide.
	2.Present developed material to Steering Committee for approval and adoption	Activity completed with support and approval from NFE TWG
	3.Produce learning materials for non-formal learning centers	Teaching and learning materials are source from government partners and distributed to all 296 NFLCs. In addition to the scholastic materials procured and distributed across the project states.
Task 3: Strengthen the capacity of appropriate state agencies, LGEAs, and local CSOs to develop a collaborative and cost efficient means to rapidly distribute materials and implement the distribution system	1.Hold collaborative meeting with local partners network on materials distribution logistics	Local partners collaborated
	2.LGEA and community coalition to witness and monitor the distribution	Materials distributed
Result 3: Increased Community Engagement and Support for Schooling in Targeted NFE communities		

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
Intermediate Result 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities		
Task 1: Rapidly build the knowledge of key stakeholders in the target states about the roles of integrated Qur'anic centers and CCs, their creation, and management	1. Conduct palace based sensitization to communities in collaboration with FOMWAN and CSACEFA on benefits of integrated Qur'anic centers and CCs	Palace based sensitization conducted in 9 communities with 315 people in attendance
	2. Hold compound meetings in collaboration with CSACEFA and FOMWAN to increase women's knowledge of IQTE	Compound meetings held in nine targeted communities across the three states. Women were sensitized about the Nigerian Education system, benchmarks and availability of NFLCs and their role in sending their children to the centers
	3. Organize study tour to CCs in Bauchi (created under NEI) for ANFEA/SAME, SUBEB and community members	1 Study tour organized where 18 persons (10m, 8f) participated in the study tour which led to the development of community education handbook
	4. Organize 3 day workshop to produce Community Education Handbook based on lessons learnt from study tour	1 Community Education Hand book produced based on lessons learnt from study tour
	5. Production of Community Education Handbook	1 Community Education Handbook produced
Task 2: Strengthen existing and establish new CCs or other local education support groups and committees	1. Identify existing CCs and community groups	Community groups and CCs identified in target communities that formed the CCs
	2. Establish 42 community coalition	42 CCs established from CBOs within the communities
	3. Train 18 Master Trainers to train CCs (6 in each states) ON Community Action Cycle (CAC)	24 (males 16, female 8) master trainers trained to cascade training to 42 CCs
	4. Conduct cluster training to existing and newly established CCs or other local education support group to strengthen their capacity for delivering the community action cycle	CCs provided initial 3 days training where 391 CC members were trained (Ad: 81m, 31f; Bau: m 109, f 31, Gom: m 114, f 25) on community action cycle and setting up of community early warning systems 42 CC led action plans developed
	5. Provide ongoing support and monitoring of CC to deliver the community action cycle	CC-led action plans monitored across the states and implementation challenges addressed with CCs and community members
Task 3: Explore the possibility of establishing agreements with state governments to create a small grants program or other funding mechanism to support CCs and CSO	1. Hold exploratory meetings with relevant state agencies on supporting CCs and CSOs with small grants	3 Meetings with relevant high level personnel during PCG and other meetings attended by state agencies discussed.
Intermediate Result 3.2: Strengthen or activate community education support groups/committees		
Task 1: Plan and execute an awareness raising campaign to build and strengthen demand for education	1. Collaborate with CSACEFA and FOMWAN, to support CSOs and CCs to mobilize communities about the importance of enabling equitable access to quality, safe and practical education	Project communities in 21 project focal LGAs mobilized about importance of enabling equitable access to quality, safe and practical education
	2. 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	42 CCs supported and worked with youth groups to sensitize ward/village head, religious gatekeepers and local education stakeholders to demand for education services
Intermediate Result 3.3 Establish community-implemented support programs for NFE or alternative learning		

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
centers		
Task 1: Enable staff from CSOs and CCs to learn about the structure and function of Nigeria's education system	1.Sensitize CSOs, CCs and local education support groups on NFE policy including bench mark and their roles in its delivery	25 (21m 4f)CCs and CSOs trained to support mentor teachers in coaching & mentoring LFs
Intermediate Result 4: Increased State and Local Governments and Civil Society Support for NFE and Alternative Education Options		
Intermediate Result 4.1: Align and operationalize policies to support NFE and alternative learning centers		
Task 1: Catalyze existing coordination mechanisms used by providers of NFE and alternative education options to facilitate open dialogue	1.Organize interface meeting(1 per state) for ANFEA/SAME, and LGEAs to interact with CSOs to promote the implementation of non-formal and alternative education opportunities	3 meetings held in the 3 project states.
	2.Collaborate with community groups, CAN, JNI and other stakeholders to sensitize communities on the importance of reconciliation and peace-building	Communities and NFLCs sensitized on the importance of peace and reconciliation
Task 2: Hold annual project conferences to share experiences and promote dialogue	1.Hold meetings to identify lessons learned, good practices, and needs from CCs, CSOs, and other stakeholders	Meetings held to identify lessons learnt good practices, and needs from CCs, CSOs and other stakeholders
	2.Organize policy dialogue meeting between CSOs, Faith Based, TWG, other locals and Community leaders to share experiences	Opportunities for dialogue established Policy dialogue meeting held
Intermediate Result 4.2: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options		
Task 1: Strengthen existing or create new governmental mechanisms for discussing and operationalizing NFE policies	1. Conduct advocacy visit to State House of Assembly, SAME, SUBEB, SPC and MOF, MOE, Directorate of Tsangaya Education/Tsangaya Association and LGEAs for buy in to the project.	2 Visit Conducted visit to State House of Assembly, SAME, SUBEB, SPC and MOF, MOE, and LGEAs
	2. Organize 3-day quarterly coordination meetings with representatives from the various MDAs responsible for NFE, LGEAs, CSOs and CCs to review and align current policies that support Integrated NFE and other education options. Sharing experiences and identify way forward.	4 Quarterly Meetings held in the 3 project states
	3. Explore options for state implementation of the harmonized policy on Integrated NFE and other education options.	NFE enhanced curriculum developed produced and approved by NFE TWG and used across the project states.
	4.Disseminate approved policy documents	
Task 2: Establish a Project Consultative Group (PCG) and TWG to bring critical decision makers from state and local government agencies together to provide advice on and learn from project activities	1.Establish NFE TWG and PCG with representatives from the various MDAs responsible for NFE, LGEAs, CSOs and CCs.	NFE TWG & PCG established in all the project states membership cut across all line ministries and agencies.
	2.Support PCG and TWG to conduct monthly/quarterly meetings	Meetings held
	3. Support CSOs/PCG and CCs to use project results to conduct advocacy to relevant policy makers at state and LGA levels on the need for increased funding to NFE in order to ensure implementation and sustainability.	Advocacy conducted

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
	4. Organize 3 field visits (1 per state) for top government officials on project progress	3 Field visit conducted in the project states.
Intermediate Result 4.3: Assist in development of transition plans for state and local government support of NFE and alternative learning centers		
Task 1: Organize capacity strengthening workshops for staff at CCs and their partner CSOs to mobilize state and local funding for NFE and alternative education options	1. Conduct 2-day workshop (1 per state) for CCs and CSOs to strengthen their capacity to mobilize funds/resources from state, local govt. and MDAs and develop plan to obtain support (financial and material) from government	42 CCs (391 participants 304m, 87f) and 16 NGOs (32 participants 19m,13f) capacity strengthened to mobilize funds/resource mobilization, project management
	2.Support CCs annually to participate in PCG meetings and present plans for Government funding	
Intermediate Result 4.4: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers		
Task 1: Support state governments to include funds for NFE in annual budgets	1.Organize one day meeting with SPC, TWG on SEP and SESOP, SAME, SUBEB, MOWA etc.	Meeting held
	2.Support FOMWAN/CSACEFA to develop advocacy plan to visit relevant stakeholders(MOE, SUBEB etc.) to solicit for budgetary allocation	Advocacy plan developed
Monitoring and Evaluation M&E Component		
Task 2: Update M& E table	1.Finalize indicators with annual and EOPS targets	15 project indicators and targets finalized
	2. Share and clarify indicators and targets with IPs	15 project indicators and targets shared
	3.Prepare M&E AP table	M&E AP table prepared with adequate support from MEMS II
	4. Prepare draft M&E Plan narrative	M&E Plan narrative prepared with adequate support from MEMS II
	5.Submit draft M&E plan to USAID for review and approval	Final draft M&E Plan submitted to USAID and approval granted
	6. Revise M&E Plan as necessary	M&E Plan reviewed in line with MEMS suggestions
	7.Circulate M&E Plan to staff	M&E Plan circulated
Task 3: Update M&E Plan annually	1.Review M&E Plan narrative	M&E Plan reviewed in line with MEMS suggestions
	2.Share M&E Plan revision with HQ	Revised M&E plan shared
	3.Submit M&E Plan revision to USAID for review and approval	Revised M&E plan submitted to USAID and approval granted
3. LGEA, NFLC and Sample Selection		
Task 1: Select sample Project LGEAs and NFLCs	1.Establish criteria and methodology for LGEA and NFLC selection	Criteria and methods established, documented
	2.Share selection criteria and methodology with states and other partners	Criteria and methodology shared with stakeholders
	3.Select LGEAs in the three states	21 (7 per state) project LGEAs selected
	4.Select or establish NFLC	296 NFLCs established
	5.Conduct inception (familiarization) visits to project NFLCs	Sites located for 296 project learning centers and visited

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
	6. Develop/adapt NFLC profile form for project learning centers	NFLC profile form adapted from formal school profile
	7. Hold familiarization or orientation meetings in each LGEA (or LGEA clusters) with LFs about responsibilities and activities, and distribute NFLC profile forms	2-day meeting held with 3x7x14=294 LFs in their LGEA clusters
	8. Collect and process NFLC profile forms in project data base	NFLC profile data from 296 project NFLCs processed
Task 2: Select sample NFLC for center-based assessment	1. Establish criteria and methodology for sampling NFLC for assessment (teacher observation, etc.)	Sampling criteria and methodology established with state stakeholders
	2. Develop NFLC assessment sampling frame and plan	Sampling frame developed with states stakeholders
	3. Select sample NFLCs	Sample NFLCs selected together with stakeholders
4. M&E System development		
Task 1: Staffing	1. Recruit and hire data base manager	Database Officer recruited following due process
	2. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe)	Staffing need job description reviewed accordingly
	3. Recruit and hire as necessary	Staff hired to fill existing vacancies
Task 2: Develop routine data tracking and reporting forms	1. Develop draft data collection and tracking forms for routine data collection on project progress	Tracking forms developed for routine data collection from centers
	2. Review tracking forms with staff and HQ	Revised tracking forms by ECR staff and then with Creative staff
	3. Finalize tracking forms	Final tracking forms produce for data collection in centers
	4. Develop protocols and procedures manual to guide use and handling of forms	Data collection manual developed to guide the use and handling of routine data collection forms
Task 3: Develop IDP registration and tracking system	1. Identify requirements for IDP tracking	Requirements for IDP learners' tracking identified
	2. Develop protocols and procedures manual to guide use and handling of forms for M&E purposes	Manual for use for IDP learners' tracking developed
Task 4: Data Base Development	1. Develop SOW for and recruit database developer as consultant (if Database Officer need assistance)	SOW for database developer developed
	2. Design relational database (e.g. ACCESS, SPSS)	Relational database developed for Bauchi and Gombe offices
	3. Train Database Officer, and M&E Advisor on using database	Database officer and Advisor trained on the use of database
	4. Develop data base operations and data entry protocols and data processing timetable	Data base operations, data entry protocols and data processing timetable developed
	5. Develop coding systems for all data collection/tracking instruments	Coding systems for all data collection/tracking instruments developed
	6. Develop trainee registration system (use TRAINET, as required) and link to project database	Trainee registration system developed

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
	7. Develop Performance indicator tracking tables	Performance indicator tracking tables developed
Task 5: Data Base Management	1. Develop data form submission timelines and procedures	Timelines, Procedure for completion and forwarding of routine data forms developed
	2. Obtain routine data reporting forms from staff	Completed data forms collected as completed
	3. Clean and enter routine data	Collected routine data entered, cleaned up and processed
	4. Produce routine data reporting tables	Processed data reported in tables and shared
	5. Establish and maintain data form inventory and storage system	Data inventory and storage system established in state offices
Task 6: Staff Training	1. Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP registration and tracking system	Training program and materials developed with information from routine data
	2. Train project staff on M&E, data collection responsibilities, protocols and forms	2-day training for about 20 persons in each state on data collection and processing
5. Routine Operations for Monitoring Progress, Activities and Outputs		
Task 1: Conduct Routine (Monitoring) Data Collection	1. Collect routine monitoring data per forms and procedure	NFLC monitoring forms completed and collected
	2. Develop data quality control spot-check system and schedule	Data spot-check system developed
	3. Conduct monthly quality control spot-checks	Routine data spot-checked
Task 2: Routine Data Analysis, Progress Review and Reporting	1. Prepare quarterly performance data reporting tables per indicators	Data reporting tables updated
	2. Prepare annual performance data reporting tables per M&E indicators	Data reporting tables prepared
	3. Conduct semi-annual in-house progress review	M&E activities reviewed
	4. Plan annual review meeting(s)	Annual review
6. Center (Student, teacher, school and community) Performance Assessment (Baseline)		
Task 1: Learner Test Development	1. Source existing tests/instruments for adaptation in alignment with curriculum content including SEL contents	ASER tools were adapted to align with ECR scope and sequence
	2. Pilot test the test for validation	Test pilot tested using a sample similar to learners in ECR project centers
	3. Finalize the instrument based on pilot experience	Test paper finalized
Task 2: Develop other Assessment Instruments	1. Conduct a review of training objectives and contents to inform items in learners, LFs, administrators, NFLC and community instruments	Instruments reviewed in line with training objectives and purpose
	2. Develop criteria for student, teacher, NFLC and community performance with technical support of STTAs	Criteria developed for students, teachers, NFLCs and community performance
	3. Conduct a two-day workshop to develop draft instruments (e.g. student interview, classroom observation, teacher interview, principal interview, SBMC interviews) per M&E	Two-day workshop held to draft instruments

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
	4. Conduct 2-day instrument review and refinement workshop with staff (for rolling assessments and performance assessments in Y1-3)	Two-day workshop held to refine instruments
	5. Develop SOW and recruit translators (if required) (for rolling assessments and performance assessments in Y1-3)	SOW for translators developed
	6. Translate instruments (where necessary) (for rolling assessments and performance assessments in Y1-3)	ASER instruments and SDQ and questionnaire translated
	7. Field test in each state (in close-by NFLCs) (for rolling assessments and performance assessments in Y1-3)	ASER instruments and SDQ and questionnaire trial tested
	8. Revise and finalize instruments (for rolling assessments and performance assessments in Y1-3)	ASER instruments and SDQ and questionnaire finalized
	9. Develop data collection protocol (for rolling assessments and performance assessments in Y1-3)	Data collection schedule developed for enumeration work
	10. Print instruments (for rolling assessments and performance assessments in Y1-3)	Instrument printed in the required quantity
Task 3: Recruit and train field research teams (for rolling assessments and performance assessments in Y1-3)	1. Develop SOWs and recruit field workers (enumerators) and researchers	SOW for enumerators developed
	2. Prepare researchers/enumerators training course	Training Guide for enumerators prepared
	3. Conduct 3-day training for field researchers/data collectors in each state (including close-in NFLC visits) Etc.	21 Researchers/data collectors trained on the handling of the tools and the process
Task 4: Center Performance Baseline Data Collection (for rolling assessments and performance assessments in Y1-3)	1. Conduct half-day meeting with sample NFLCs' heads	NFLCs met for sensitization on the planned assessment
	2. Develop schedules for quality control visits to NFLCs in each state and for research team assignments in each state	Quality control in data collection and the entire process developed
	3. Conduct data collection visits and collect data in each state	Data collected for each state and LGA
	4. Conduct quality control visits to field teams in each state	Quality control visit to field teams in each state conducted
Task 5: Center Performance Data Processing (for rolling assessments and performance assessments in PY1)	1. Assess data entry personnel needs	Number of data entry personnel required for the assessment established
	2. Develop SOW and recruit temporary data entry clerks	SOW for data clerks
	3. Develop data entry plan, for implementation by data entry clerks	Data entry plan developed for data clerks
	4. Collect and review data reporting forms to ensure completeness	Completed data forms reviewed for completeness
	5. Enter data	Electronic data
Task 6: Analysis and Reporting (for rolling assessments and performance assessments in PY1)	1. Organize data and prepare initial analysis of learners' (baseline) performance and submit to QLP	Learners' performance results organized by state, by sex and by other variables
	2. Prepare other analysis and discern baseline NFLC performance data	Baseline results for entry level of learners discerned

Task (Activity Cluster)	PY1 Activities Oct 27 2014 – September 30, 2015	Outputs Oct 27 2014 – September 30, 2015
	3. Conduct 2-day workshop on data analysis and interpretation in each state	2-day data analysis workshop conducted
	4. Prepare draft reports for each state	State specific results prepared
	5. Share, discuss and obtain feedback on draft reports from QLP staff	Findings shared and discussed with stakeholder in each state
	6. Finalize reports and project synthesis	Report finalized and submitted to USAID
	7. Present findings at Annual M&E stakeholder meeting	Findings disseminated to stakeholder state-wide

ANNEX A2: PLANNED ACTIVITIES OCTOBER 1 2015-DECEMBER 31 2015

Task (Activity Cluster)	Activities (to complete task)
Intermediate Result 1: Increased availability of safe NFE and alternative education opportunities	
<i>Sub-Intermediate Result 1.1: Establish safe non-formal and alternative education opportunities</i>	
Task 2: Establish benchmarks for safe and protective non-formal and alternative education options	<ol style="list-style-type: none"> 2. Monitor safety and protection in NFLCs and compliance to NFE benchmarks in collaboration with the NFE TWG. 3. Develop and produce IEC materials on identified and adopted NFE benchmarks to include established safety benchmarks
Task 3: Establish a Small Grants Program to enable CSOs to establish CCs and create NFLCs, AGLCs and YLCs.	<ol style="list-style-type: none"> 1. Establish 100 centers in Yobe and strengthen 294 learning centers (NFLCs, YLCs & AGLCs) established in PY1 2 Procure scholastic material 3. Release the request for Application to CSOs for open competition 4. Hold pre-application meeting with CSOS/NGOs 5. Set up Technical Evaluation Committee (TEC) 6. Receive and screen relevant proposals 7. Hold meeting with the awardees of the small grants for orientation on the project goals 8. Conduct familiarization visits to LGA stakeholders and community leaders to introduce NGO sub-grantees
<i>Sub-Intermediate Result 1.2: Integrate accelerated learning programs (ALPs) for core academic subjects, life skills, and Socio-Emotional learning (SEL) into NFE and alternative learning programs</i>	
Task 1: Enhance and use the FGON's approved integrated curricula	<ol style="list-style-type: none"> 1 Monitor LFs implementation of the Enhanced NFE curriculum and activities on a monthly basis (by the NFE TWG and ECR staff). 2.Sensitize relevant stakeholders (60 participants) on SEL for integrating wrap-around services into the NFE centers
Task 2: Prepare local CSOs to integrate ALPs into IQTE and create NFLCs, AGLCs and YLCs.	<ol style="list-style-type: none"> 2. Consult with IDPs and host community learners to inform prioritization of skills required
Task 3: Integrate the enhanced integrated curriculum and wraparound services into existing IQTE options and newly created AGLCs and YLCs	<ol style="list-style-type: none"> 1.Explore the distribution and use of Dignity Kits to female learners to improve hygiene and well-being 3. Explore opportunities for deworming of learners in NFLCs on quarterly basis 4. Explore opportunities of livelihood support to parents and caregivers of IDP learners 5. Conduct 3-day workshop for LFs and 52 MTs on referral pathways to supporting learners in need.
Intermediate Result 2: Improved quality of instruction in NFE and alternative education programs	
<i>Sub-Intermediate Result 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide SEL services</i>	
Task 1: Adapt NEI's professional development program to prepare master trainers to train new and existing LFs and center directors to integrate and teach the enhanced curriculum	<ol style="list-style-type: none"> 1. Work with relevant MDAs, SGs, CSOs and CCs to identify and select 100 candidates that meet the LF and teacher recruitment criteria in Yobe State. 2. Recruit 9 Master Trainers and 10 Mentor Teachers (LGEA Staff) in Yobe state 2. Conduct 5-day step down training in clusters for 100 LFs and teachers (20 per LGEA) and 10 MTs using the Reading, Numeracy and SEL Trainers' Guide and Facilitators' by Master Trainers in Yobe State. (To include training on the use of the enhanced Curriculum) 2. Conduct 2-days SEL and methodology training for 260 FS teachers (Bau.70, Gom.70, Yobe 50, Adamawa 70) by Master Trainers 3. Conduct Reading learning assessment after every 2 months
<i>Sub-Intermediate Result 2.3: Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers</i>	

Task (Activity Cluster)	Activities (to complete task)
Task 1: Support the LMDG to rapidly review, adapt/develop and produce appropriate teaching and learning materials for use in NFLCs	<ol style="list-style-type: none"> 1. Conduct a 2 day quarterly technical session with the LMD TWG to develop 2/4 pagers read aloud materials and other print rich classroom materials with STTA support 2. Work with LMDG to develop/adapt basic numeracy concept handbook for LFs by STTA.
	<ol style="list-style-type: none"> 6. Monitor distribution of materials for NFLC in collaboration of NFETWG, LGEAs and CCs.
Result 3: Increased community engagement and support for schooling in targeted NFE communities	
Sub-Intermediate Result 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities	
Task 1: Rapidly build the knowledge of key stakeholders in the target states on the roles of integrated CCs, their creation, and management	<ol style="list-style-type: none"> 1. Conduct palace- based sensitization to communities in collaboration with FOMWAN and CSACEFA on the benefits of CCs, NFLCs sending girls to school, etc. 2. Hold compound meetings to increase IDP and host community women’s knowledge on the importance of education 3. Organize inter-state exchange visits for CCs to share experiences and best practices (Joint)
Task 2: Strengthen existing and establish new CCs or other local education support groups and committees	<ol style="list-style-type: none"> 1. Pay advocacy visit to chairmen and ESDs to identify existing CCs or community groups in new LGAs of Adamawa, Bauchi, Gombe and Yobe 2. Establish 10 community coalitions in Yobe and strengthen 42 established ones in project states 3. Train 8 Master Trainers to train CCs (Yobe state) on Community Action Cycle (CAC) 4. Conduct cluster training for newly established CCs or other local education support groups to strengthen their capacity for delivering the CAC 5. Support and monitor CCs to deliver the Community Action Cycle 7. Follow up visits to Formal Schools (15 per state) by CCs where IDP learners are mainstreamed 8. Train CCs on early warning signs, advocacy, conducting campaigns and resource mobilization for CCs in Bauchi, Gombe and Adamawa
	<ol style="list-style-type: none"> 9. Review and translate community education handbook into Hausa
Task 1: Plan and execute an awareness raising campaign to build and strengthen demand for education	<ol style="list-style-type: none"> 1. Collaborate with CSACEFA and FOMWAN to support CSOs and CCs to mobilize communities around the importance of enabling equitable access to quality and safe education (Yobe and new LGAs in the three states) 4. Support CCs to work with youth groups to sensitize village/ward heads, religious gatekeepers and local education stakeholders (SMBCs, mothers clubs, IDP mothers) to demand education services (New LGAs)
	<ol style="list-style-type: none"> 5. Conduct 5-day capacity building workshop for NGO sub-grantees on Organizational Capacity Assessment (Joint Activity)
Result 4: Increased state and local government and civil society support for NFE and alternative education options	
Sub-Intermediate Result 4.1: Align and operationalize policies to support NFE and alternative learning centers	
Task 1: Catalyze existing coordination mechanisms used by providers of NFE and alternative education options to facilitate open dialog	<ol style="list-style-type: none"> 2. Support PCG and NFE TWG to conduct quarterly coordination meetings 3. Support NFE TWG to conduct quarterly coordination meetings
Task 1: Strengthen existing or create new governmental mechanisms for discussing and operationalizing NFE policies	<ol style="list-style-type: none"> 1. Conduct advocacy visit to State House of Assembly, (committee on Education) SAME, SUBEB, SPC and MOF, MOE, and LGEAs for buy-in to the project.
Monitoring and Evaluation M&E Component	
1. Initial Assessment/Conflict Analysis	
	<ol style="list-style-type: none"> 1. Reviewed instrument for data collection; test and finalize

Task (Activity Cluster)	Activities (to complete task)
Task 1: Conduct Community Education & Conflict Assessment (CECA) in Yobe.	2. Review SOW and recruit translators (if required) (for CECA)
	3. Translate instruments (where necessary) (for CECA)
	4. Identify and train enumerators for the Assessment
	5. Select sample communities for the Assessment
	6. Set up data capture, entry, analysis and sharing mechanism
	7. Collect data in the communities
	8. Analyze data and discern findings
	9. Share report with stakeholders
	Task 2: Conduct first bi-annual rolling assessment (Adamawa, Bauchi and Gombe)
2. Review SOW and recruit translators (if required) (for rolling assessment)	
3. Translate instruments (where necessary) (for rolling assessment)	
4. Identify and train enumerators for the Assessment	
5. Select sample communities for the Assessment	
6. Set up data capture, entry, analysis and sharing mechanism	
7. Collect data in the communities	
8. Analyze data and discern findings	
9. Share report with stakeholders	
Task 3: Conduct second bi-annual rolling assessment in Ada, Bau, Gom and first in Yobe	1. Reviewed instrument for data collection; test and finalize
	2. Recruit translators (if required) (for rolling assessment)
	3. Translate instruments (where necessary) (for rolling assessment)
	4. Identify and train enumerators for the Assessment
	5. Select sample communities for the Assessment
	6. Set up data capture, entry, analysis and sharing mechanism
	7. Collect data in the communities
	8. Analyze data and discern findings
	9. Share report with stakeholders
2. M&E Plan Development	
Task 2: Update M&E plan	1. Review and share indicators with annual and EOPS targets with staff and stakeholders
	2. Review M&E task schedule
	3. Review M&E Plan narrative
	4. Revise M&E Plan as necessary
	5. Share M&E Plan revision with HQ
	6. Submit revised M&E plan to USAID for review and approval
	7. Circulate M&E Plan to staff
3. LGEA, NFLC and Sample Selection	
Task 1: Select sample Project LGEAs and NFLCs	1. Review criteria and methodology for LGEA and NFLC selection
	2. Share revised selection criteria and methodology with states and other partners
	3. Select LGEAs in Yobe state and where necessary
	4. Identify or establish NFLCs
	5. Conduct inception (familiarization) visits to project NFLCs
	6. Review/adapt NFLC profile form for project learning centers
	7. Produce NFLC profile form
	8. Distribute NFLC profile (center facilities) form

Task (Activity Cluster)	Activities (to complete task)
	9. Hold familiarization or orientation meetings in each LGEA (or LGEA clusters) with NFLCs about responsibilities and activities
	10. Collect and process NFLC profile forms in project data base
4. M&E System development	
Task 1: Staffing	1. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe)
	2. Recruit and hire as necessary
Task 2: Review routine data tracking and reporting forms	1. Review data collection and tracking forms for routine data collection on project progress
	2. Review tracking forms with staff and HQ
	3. Finalize tracking forms
	4. Review protocol and procedure manuals to guide use and handling of forms
	5. Share reviewed manuals with staff and Sub Grantee M&E
Task 3: Management of Data Base	1. Develop SOW for and recruit database developer as consultant (if Database Officer need assistance)
	2. Review relational database (e.g. ACCESS, SPSS)
	3. Train M&E staff on using database
	4. Update database
	5. Review data base operations and data entry protocols and data processing timetable
	6. Review coding systems for all data collection/tracking instruments
	7. Update trainee registration system (use TRAINET, as required) and link to project database
	8. Update Performance Reporting System (PRS)
Task 4: Review routine data collection procedure	1. Revise data form submission timelines and procedures
	2. Obtain routine data reporting forms from staff
	3. Enter and clean routine data
	4. Review and produce routine data reporting tables
	5. Establish and maintain data form inventory and storage system
Task 5: Staff Training	1. Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP enrolment
	2. Train project staff on data collection and data handling responsibilities, protocols and forms
Task 6: M&E Coordination with MDAs and other partners in each state	1. Training of partners and sub grantees on M&E system, tools and procedures
	2. Share NFLC profile information with partners
	3. Conduct quarterly meeting with partners to discuss project implementation, performance and Partners support to project sites
	4. Present M&E plan including results, indicators and methodology to partners
5. Routine Operations for Monitoring Progress, Activities and Outputs	
Task 1: Conduct Routine (Monitoring) Data Collection	1. Produce routine monitoring forms and enrolment & service forms
	2. Conduct quarterly monitoring visit to project NFLCs with partners
	3. Collect routine monitoring data per forms and procedure
	4. Review data quality control spot-check system and schedule
	5. Conduct monthly quality control monitoring of NFLCs
Task 2: Routine Data Analysis, Progress Review and Reporting	1. Prepare quarterly performance indicator tracking tables per indicators
	2. Prepare annual performance indicator tracking tables per indicators

Task (Activity Cluster)	Activities (to complete task)
	3. Conduct quarterly in-house progress review
	4. Conduct monthly data quality check on sub grantees
	5. Conduct monthly review of sub grantee implementation status/progress
	6. Conduct quarterly M&E review meeting(s)
6. Learners, LFs and NFLC Assessments	
Task 1: Conduct baseline assessment (learners' test, questionnaire, LFs classroom observation, SEL and NFC performance instruments)	1. Source existing tests/instruments for adaptation in alignment with curriculum content including SEL contents
	2. Review criteria for learners, facilitators, and NFLC performance with technical support of STTAs
	3. Translate instruments (where necessary) (for baseline assessment)
	4. Conduct three-day instrument review, piloting and enumerators' training
	5. Revise and finalize instruments as necessary
	6. Develop data collection and quality control protocol (for baseline assessment)
	7. Conduct data collection and monitoring visits in each state
	8. Recruit data entry clerks and enter data
	9. Conduct initial data analysis of learners'/LFs and NFLC (baseline) performance
	10. Prepare draft reports for each state
	11. Share, discuss and obtain feedback on draft reports
	12. Finalize reports and project synthesis
	13. Present findings at Annual M&E stakeholder meeting
Task 7: Conduct end-line assessment	1. Review tests/instruments for adaptation in alignment with curriculum content including SEL contents
	2. Translate instruments (where necessary) (for end line assessment)
	4. Conduct three-day instrument review, piloting and enumerators' training
	5. Revise and finalize instruments as necessary
	6. Develop data collection and quality control protocol (for end line assessment)
	7. Conduct data collection and monitoring visits in each state
	8. Recruit data entry clerks and enter data
	9. Conduct initial data analysis of learners'/LFs and NFLC (end line) performance
	10. Prepare draft reports for each state
	11. Share, discuss and obtain feedback on draft reports
	12. Finalize reports and project synthesis
	13. Present findings at Annual M&E stakeholder meeting

ANNEX B: 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 target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Goal: Expand access to quality and protective non-formal education (NFE) and alternative education opportunities for out-of-(formal) school children; age 6-17 in three states.											
1. # of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14)	NIL	FY14	11,760	11,760	0	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)	14029 (7678m, 6351f): (Bau 4477, 2243m, 2234f); Gom 4905 (2788m, 2117f); Adam 4647 (2647m, 2000f)	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam 4666 (2439m, 2227f)	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam 4666 (2439m, 2227f)	Target exceeded by 22%: Influx of IDPs and community involvement in, and support for ECR activities. Also additional 2 centers for physically challenged children with total enrolment of 99 (Gom 49,24m, 25f; Ada 50 32m, 18f) were established in Gombe and Adamawa
2. # of new entrants in non-formal learning centers (NFLCs) and alternative education (AE) centers*	NIL	FY14	11,760	11,760	0	0	953 (517m, 436f) (Bau 144m, 156f, Gom 175m, 125f, Adam 198m, 155f)	14029 (7678m, 6351f): (Bau 4477, 2243m, 2234f); Gom 4905 (2788m, 2117f); Adam 4647 (2647m, 2000f)	767 (266m, 501f): Bau 274 (266m, 8f); Gom 266 (0m, 266f); Ada 227 (0m, 227f)	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam 4666 (2439m, 2227f)	Target exceeded by 22%: Project scaled up in Q3 and additional 13,076 IDPs enrolled with support of community involvement to initial 953 from Quick Win centers. Also as result of having peace return to some communities 475 learners dropped to returned to their various communities, but replacement was made making a total number of 14,321 learners
3. # of learners receiving reading interventions at the primary or equivalent level** (3.12.1-35)	NIL	FY14	11,760	11,760	0	0	953 (517m, 436f) (Bau 144m, 156f,	14029 (7678m, 6351f): (Bau 4477, 2243m, 2234f);	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam	14,321 (7469m, 6852f):Bau 4751, (2509m, 2242f);Gom 4904 (2521m, 2383f);Adam	Target exceeded by 22%: Influx of IDPs and community involvement in, and support for ECR activities.

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
							Gom 175m, 125f, Adam 198m, 155f)	Gom 4905 (2788m, 2117f); Adam 4647 (2647m, 2000f)	4666 (2439m, 2227f)	4666 (2439m, 2227f)	
4. #/% of learners who complete the NFE/AE program *	NIL	FY14	65%	65%	0	0	NA	NA	12,594 (88%) (6585m, 6009f); Bau 4190 (88%), (2108m, 2082f); Gom 4270 (87%) (2191m, 2097f); Adam 4134 (89%) (2286m, 1848f)	12,594 (88%) (6585m, 6009f); Bau 4190 (88%), (2108m, 2082f); Gom 4270 (87%) (2191m, 2097f); Adam 4134 (89%) (2286m, 1848f)	Target exceeded by 22%. Learners got interested in ECR learning program
5. Proportion of students who, by the end of one full year of NFE education (equivalent to Grade 2), demonstrate that they can read and understand the meaning of grade level equivalent text *(3.12.1-27)	NIL	FY14	30%	30%	0	0	NA	NA	32% (Ada 28%; Bau 36%; Gom 33%)	32% (Ada 28%; Bau 36%; Gom 33%)	Target exceeded by 2%. The enhanced curriculum and our methodologies put in place were successful
6. #/% of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	NIL	FY14	65%	65%	0	0	NA	NA	69% (Ada 97%; Bau 50%; Gom 66%)	69% (Ada 97%; Bau 50%; Gom 66%)	Target exceeded by 4%. Learners were becoming used to their new environment and to one another and regular instruction on SEL contribute to this achievement
7. #/% of NFLC/AE learners transitioning to formal schooling (FS)	NIL	FY14	10%	10%	0	0	NA	NA	14% (Ada 12%; Bau 17%; Gom 14%)	14% (Ada 12%; Bau 17%; Gom 14%)	Target exceeded by 4%. State agencies joined in seeing to learners being mainstreamed into formal schools
8. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	NIL	FY14	65%	65%	0	0	NA	NA	67% (Ada 75%; Bau 67%; Gom 63%)	67% (Ada 75%; Bau 67%; Gom 63%)	Target exceeded by 2%. The LFs have mentors who visited them

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
											regularly to provide support and training
IR 1: Increased availability of quality and safe NFE and alternative education opportunities											
Sub-IR 1.1: Establish safe non-formal and alternative education opportunities											
9. # of USG supported learning spaces meeting criteria for safe schools program* (3.2.1- 40)	NIL	FY14	65%	65%	0	0	19 (6%)	268 (91%)	296 (100%)	296 (100%)	Target exceeded by 35%. The criteria were discussed and strictly followed in ECR's establishment of learning centers. They include safety, flexibility, accessibility, child rights protection, child-centered, gender-sensitive and girl-friendly, promote quality learning, promote physical and mental well-being
Sub-IR 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic subjects, life skills and socio-emotional learning (SEL) services into NFE and alternative learning programs											
IR 2: Improved quality of instruction 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 SEL services											
10. # of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support** (3.2.1-31)	NIL	FY14	348	348	0	0	19 (5%) (15m, 4f)	464 (342m, 121f): Bau 153 (118m, 35f); Gom 154 (117m, 37f); Ada 157 (108m, 49f)	41(36m, 5f) Bau 14(13m, 1f); Gom 13(10m, 3f); Ada 14 (13m, 1f)	464 (343m, 121f): Bau 153 (118m, 35f); Gom 154 (117m, 37f); Ada 157 (108m, 49f)	Target Exceeded by 33%. LFs completed intensive five-day training. Nine contacts was also given under Supplementary mentorship program. Master trainers were trained on the materials development, and trained to step down training. Also Mentor teachers were training on the methodology, SEL and mentoring techniques.
Sub-IR 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning centers											

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Sub-IR 2.3: Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers											
# of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)	NIL	FY14	S: 11,760 T: 348	S: 11,760 T: 348	0	0	L 953 T 19	L 14,029 T 296	L: 767 T: 126	L: 14,321 T: 422	Target exceeded: Influx of IDPs, which was anticipated at procurement stage and providing some materials to teachers at the identified catchment public school to cater for the mainstreamed learners
IR 3: Increased community engagement and support of schooling in targeted NFE 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											
#/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	NIL	FY14	56	56	0	0	3 (23%)	56:14 NGOs (Bau:4, Gom 5, Ada 5), 42 CCs (14/state)	56:14 NGOs (Bau 4, Gom 5, Ada 5); 42 CCs (Bau 14, Gom 14, Ada 14)	56:14 NGOs (Bau 4, Gom 5, Ada 5); 42 CCs (Bau 14, Gom 14, Ada 14)	Target met
13. # of NFLC/AE/FSs supported by CCs	NIL	FY14	NFLC: 294 FS: 40	NFLC: 294 FS: 40	0	0	19 NFLC FS 0	296 NFLC (294 NFE centers & 2 CPC, (Bau: 98 NFLC, Gom: 98 NFLC, 1 CPC; Ada: 98NFLC, , 1 CPC) FS: 42 (14 in each state) ,,	0	338 (294 NFLC, 42FS, 2 CPC): (Bau: 98 NFLC, 14FS;Gom: 98 NFLC, 14FS, 1 CPC; Ada: 98 NFLC, 14FS, 1 CPC)	Target exceeded by 15%. 2 additional centers established for the physically challenged and 42 formal schools received supports
IR 4: Increased state and local governments and civil society support for NFE and alternative education schools/centers options											
Sub-IR 4.1: Align and operationalize policies to support NFE and alternative learning centers											
Sub-IR 4.2: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options											

Indicator	Data Source	Baseline data		FY 2014		Quarterly Status - FY 2014				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Sub-IR 4.3: Assist development of transition plans for state and local government support of NFE and alternative learning centers											
14. # of laws, policies, regulations, or guidelines developed or modified to improve primary reading programs or increase equitable access* (3.2.1-38)	NIL	FY14	3	3	0	0	0	2	3	5	Target exceeded by 66%. To put systems in place for quality delivery of basic education, three policy documents were reviewed: Elements of NFE national benchmark integrated into programming; enhanced curriculum; and development of Scope and Sequence. In addition, mentoring handbook and community coalition handbook were developed
15. # of NFLC/AEs supported by project that receive resources from the government	NIL	FY14	294	294	0	0	19	0	338 (294 NFLC, 42FS, 2 CPC): (Bau: 98 NFLC, 14FS; Gom: 98 NFLC, 14FS, 1 CPC; Ada: 98 NFLC, 14FS, 1 CPC)	338 (294 NFLC, 42FS, 2 CPC): (Bau: 98 NFLC, 14FS; Gom: 98 NFLC, 14FS, 1 CPC; Ada: 98 NFLC, 14FS, 1 CPC)	Target exceeded by 15%. 2 additional centers established for the physically challenged and 42 formal schools also received government supports

ANNEX C: TRAINET REPORT

Training Description	Location	Male	Female	Total
Institutional Capacity training for NGOs	Bauchi	19	13	32
Training of Master Trainers on Community Coalition formation	Bauchi	6	2	8
Training of Master Trainers on Community Coalition formation	Gombe	5	3	8
Training of Master Trainers on Community Coalition formation	Adamawa	5	3	8
Total		16	8	24
Community education and conflict assessment (CECA)	Bauchi	18	17	35
Baseline Assessment Tools Development and enumerators training Workshop	Gombe	17	9	26
End line assessment tools development and enumerators' training	Adamawa	19	12	31
Rolling assessment – instrument review and enumerators' training	Bauchi	14	7	21
Yobe CECA – instrument review and enumerators' training	Bauchi	13	6	19
Community Coalition training on Planning & IDP support	Bauchi	109	31	140
Community Coalition training on Planning & IDP support	Gombe	114	25	139
Community Coalition training on Planning & IDP support	Adamawa	81	31	112
Total		304	87	391
Learning Facilitators training	Bauchi	112	33	145
Learning Facilitators training	Gombe	112	34	146
Learning Facilitators training	Adamawa	102	48	150
Total		326	115	441
Material Development Workshop	Bauchi	6	2	8
Material Development Workshop	Gombe	5	3	8
Material Development Workshop	Adamawa	6	1	7
Total		17	6	23
Training Master Trainers	Bauchi	6	2	8
Training Master Trainers	Gombe	5	3	8
Training Master Trainers	Adamawa	6	1	7
Total		17	6	23

ANNEX D: TRAINING PLAN (PY2 Q1)

S/N	Topic	Location	Proposed date	Participants	Budget	Output
	Training of enumerators for second rolling assessment	Gombe	9-13 Dec. 2015	30	N3.5m	24 enumerators trained

ANNEX E: SUMMARY TABLE OF PREVIOUS SUPPORTS RECEIVED BY THE PROJECT

Organization	Items received	Date	₦	\$	Rate
Bauchi State Agency for Mass Education (SAME)	Donated 6 Chalkboards, 300 each of 2a and 2b exercise books, 300 each of pencils, erasers and sharpeners, 300 pieces of learners' primer for literacy, 6 each of center register and facilitators guide, 30 packets of white chalk.	January, 2015	118,200.00	675	175.11
Gombe State Universal Basic Education Board (SUBEB)	Donated learning material and teaching aids learners enrolled in the project's NFLCs.	February, 2015	1,000,000.00	5,618	177.9
Gombe Adult and Non-formal Education Agency (ANFEA)	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	February, 2015	311,600.00	1,558	200
Manawashi community elders in Gombe State	Donated three mats valued at ₦7,500 (\$42.85) to Manawashi learning center for use in instruction delivery	February, 2015	7,500.00	42.85	175
Education and Social Development (ESD) department in Gombe State	Mobilized viable Civil Society Organizations and provided hall for the Community Coalition formation meeting, valued at ₦50,000 (\$285.71).	February, 2015	50,000.00	285.71	175
African Independent Television (AIT)/DAAR Communications in Bauchi State	Learners in Tirwum center in Bauchi State were provided with relief support (10 tubers of yams, assorted clothing and shoes for adult and children and body cream) worth about ₦100,000 (\$606) from a private radio and TV network.	March, 2015	100,000.00	606	165
Bauchi State Agency for Mass Education (BASAME)	Donated instructional materials such as, 300 copies of <i>Koyon Karatu</i> (literacy primer) and 300 copies of <i>Koyon Lissafi</i> , 300 pieces of exercise books, 300 piece of pencils, 300 pieces of erasers, 6 blackboards, 100 school registers and 100 school diaries for distribution to the internally displaced children.	May, 2015	197,000.00	985	200
A local football team based in the United States comprised of young teenagers	Purchased and donated 14 new football jerseys valued at ₦150,000 (\$750) to IDPs learners in Sabon Kaura Non-Formal Learning Center (NFLC) in Bauchi State.	May, 2015	150,000.00	750	200
Federation of Muslim Women Association in Nigeria (FOMWAN)	Donated nutritional food items such as 585 pieces of Indomie noodles, 390 sachets of milks, 390 sachets of <i>Milo</i> (beverage) valued at ₦100,000 (\$500.00) to boost learning and psychosocial wellbeing of 195 (118m, 77f) IDPs children enrolled in 4 NFLCs of Yerwa-Gana, Nasarawo, Kamaro and Manawashi in Gombe LGA of Gombe State.	June, 2015	100,000.00	500	200
National Commission for Mass Education (NMEC)	Donated 4,000 elementary primers valued at ₦1.2 million (\$6,000) to improve reading fluencies, mathematics and life skills instruction in Bauchi and Gombe States.	July 2015	1,200,000.00	6,000	200

ANNEX E: SUCCESS STORIES

SUCCESS STORY 1: Amina Haruna

Amina Haruna dream of become a nurse was suddenly interrupted when she was only in the third grade. It was not too long ago when the violent extremists attacked her village, forcing her entire family to flee to the relative safety of Mubi.

Once they were settled in Mubi, Amina and her sister were enrolled in the Sangaya Quar'anic School. After only three weeks, Amina's studies interrupted and peace were shattered when Boko Haram attacked Mubi's metropolitan area. The new round of violence forced the family to flee on foot to neighboring Cameroon.



Amina Haruna writes an answer on the board during a math class. Photo By: Zainab Tukur Zumo

After six weeks in Cameroon, again they were on the move. This time, Amina and her family were relocated to Yola, Adamawa State, by security personnel.

Her life was about to change—fortunately for the better.

Amina was provided with an opportunity to resume her studies. Through USAID's Education Crisis Response program, Bako Non-Formal Learning Center in the Michika

Local Government Area of Adamawa State received support to take in internally displaced students like Amina. As she describes it, Amina felt relief by getting another chance to achieve a dream of life.

Using a curriculum developed especially for internally displaced children, Amina and her classmates receive instruction in basic literacy and math. She and other students have an opportunity to resume their studies, all taught by non-formal learning center facilitators who have been trained to support the children who have survived unique situations.

The Bako Non-Formal Learning Center also focused on helping Amina and other students to overcome some of the traumas they suffered and witnessed.



Amina Haruna Carrying out class work at the Bako Non-Formal Learning Center. Photo By: Zainab Tukur Zumo

Creative Associates international and the International Rescue Committee (IRC), both implementing partners of USAID's Education Crisis Response program, provided psychological-social training and support to the center's facilitators. Called Social and Emotional learning competencies, the facilitators are prepared to work with the internally displaced children to resolve their traumas.

The psych-social support, along with the formal curriculum of basic literacy and math, through the activities of the Education Crisis Response Project is providing Amina with hope for a brighter future and hence enabled her to participate actively in achieving her dream.

“If this opportunity will be a continuous one and same is extended to other children, children of School age in the North-East will have cause to rejoice and the rate of crime within and around our communities” will be a history, Amina said.

SUCCESS STORY 2: The Association for Physically Challenged

School-aged youth displaced by the armed conflict face a plethora of challenges when relocating to a new community. For students who are physically disabled, the obstacles can be almost insurmountable.



In addition to basic education, disabled IDPs are learning skills such as shoe repair and production. Photo by David Snyder for USAID

For Hadiza, her disabilities and displacement pushed her even further from stability. Fortunately, she found hope at the Center for the Physically Challenged in Yola, Adamawa state. With the support of USAID’s Education Crisis Response Project, the center opened its doors to Hadiza and other disabled IDPs.

“I would have been out there busy with my arms begging if not for this intervention that made me understand that I still have hope in life,” the adolescent said.

The Association of the Physically Challenged—which has supported nearly 10,000 people since it was founded in 2002—was selected for a grant and technical assistance to provide support to internally displaced, physically challenged school-aged youth residing in the area.

USAID’s support to the Yola-based center started in June 2015, and today about 44 youths attend classes in basic literacy and math, as well as psychological-social support.

A learning facilitator (who is also physically challenged) was recruited and trained to teach the IDPs. The students meet on Tuesdays, Thursdays and Saturdays for 3 hours each day.

In addition to the core curriculum, the Yola center provides skills training for its learners, including shoe making and repairing.

Comrade Abubakar Hosere, Chairman Nigeria Association of the Physically Challenged Adamawa state chapter, explained:

“When we formed the Association, we did not bother much with basic education. We only focused on skills acquisition. [Education Crisis Response] is the first organization to provide basic education and skills acquisition to our members.”



Comrade Abubakar Hosere (left), Chairman Nigeria Association of the Physically Challenged Adamawa state chapter. *Photo by David Snyder for USAID*

The Education Crisis Response program also trained the center's leadership on resource mobilization and management, which the Association of the Physically Challenged used for advocacy and to build awareness building among communities and individuals.

The efforts paid off. In September, for example, the Adamawa's First Lady, Hajiya Maryam Umar Jibrilla Bindow, visited the Yola center to learn of the Education Crisis Response program's support for IDPs.

In addition to promising continued visits, the First Lady donated 20 wheelchairs, a contribution valued at approximately N80,000 (\$400) each.

