

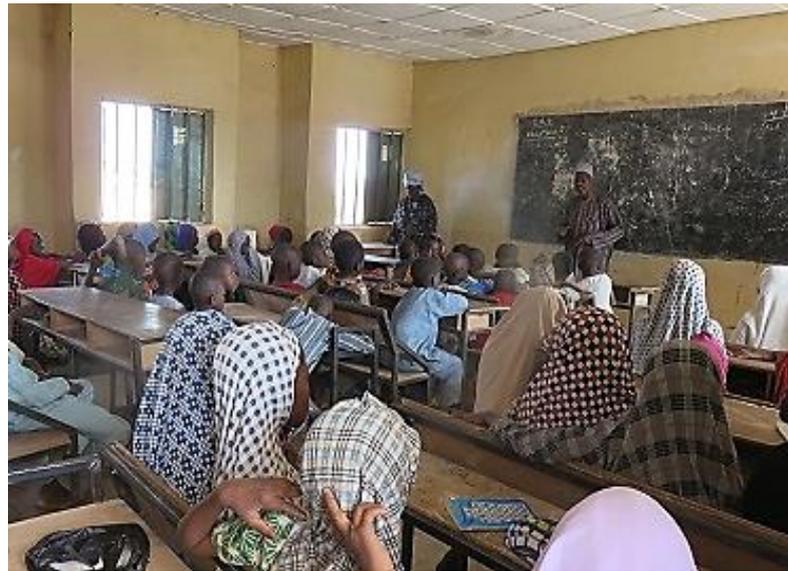


**USAID** | **NIGERIA**  
FROM THE AMERICAN PEOPLE

# EDUCATION CRISIS RESPONSE

## Project Year Two

### Second Quarter: January 1 – March 31, 2016



### **USAID/EDUCATION CRISIS RESPONSE**

Contracted Under AID-620-A-15-00001

#### **DISCLAIMER**

This document was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International.

# **EDUCATION CRISIS RESPONSE**

## **Year Two Quarter Two Report**

**January 1 to March 31, 2016**

Submission Date: April 30, 2016

Cooperative Agreement: #AID-620-A-15-00001  
AOR Name: Timothy Curtin

## Table of Contents

<b>ACRONYMS</b> .....	<b>4</b>
<b>PROGRAM OVERVIEW/SUMMARY</b> .....	<b>6</b>
PROGRAM DESCRIPTION/INTRODUCTION.....	6
<b>SUMMARY OF RESULTS TO DATE</b> .....	<b>8</b>
<b>1. ACTIVITY IMPLEMENTATION PROGRESS</b> .....	<b>11</b>
1.1 PROGRESS NARRATIVE HIGHLIGHTS .....	11
1.2 IMPLEMENTATION STATUS .....	20
1.3 IMPLEMENTATION CHALLENGES .....	37
1.4 MONITORING AND EVALUATION PLAN UPDATE .....	37
<b>2. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES</b> .....	<b>38</b>
2.1 GENDER EQUALITY AND FEMALE EMPOWERMENT: .....	38
2.2 SUSTAINABILITY MECHANISMS.....	38
2.3 YOUTH DEVELOPMENT .....	39
2.4 POLICY AND GOVERNMENT.....	39
2.5 LOCAL CAPACITY DEVELOPMENT.....	40
<b>3. STAKEHOLDER PARTICIPATION AND INVOLVEMENT</b> .....	<b>41</b>
3.1 COLLABORATION WITH USAID AND OTHER IMPLEMENTING PARTNER PROJECTS .....	42
<b>4. MANAGEMENT AND ADMINISTRATIVE ISSUES</b> .....	<b>42</b>
<b>5. LESSONS LEARNED</b> .....	<b>43</b>
<b>6. PLANNED ACTIVITIES FOR NEXT QUARTER, INCLUDING UPCOMING EVENTS</b> .....	<b>43</b>
IR 1: INCREASED AVAILABILITY OF SAFE, QUALITY AND RELEVANT NFES AND ALCs .....	43
IR 2: INCREASED QUALITY AND RELEVANT INSTRUCTIONS AND TEACHING-LEARNING MATERIALS FOR LITERACY, MATHEMATICS AND LIFE SKILLS IN NFES AND ALCs .....	44
IR 3: INCREASED COMMUNITY ENGAGEMENT AND SUPPORT OF SCHOOLING IN TARGETED NFES.....	44
IR 4: INCREASED STATE AND LOCAL GOVERNMENT AND CIVIL SOCIETY SUPPORT FOR NFES AND ALCs ....	45
<b>7. FURTHER INFORMATION</b> .....	<b>45</b>
<b>ANNEX A: PROGRESS SUMMARY</b> .....	<b>46</b>
<b>ANNEX B: PROGRAM ACTIVITIES FOR PROJECT YEAR TWO QUARTER TWO AND PLANNED ACTIVITIES FOR YEAR TWO QUARTER THREE</b> .....	<b>50</b>
<b>ANNEX C: TRAINET REPORT</b> .....	<b>58</b>
<b>ANNEX D: TRAINING PLAN (PY2 Q3- APRIL TO JUNE)</b> .....	<b>61</b>
<b>ANNEX E: SUCCESS STORIES</b> .....	<b>62</b>
<b>ANNEX F: PRESS RELEASES</b> .....	<b>64</b>
<b>ANNEX G: LIST OF PROJECT SUBGRANTEES AND LOCATION FOR IMPLEMENTATION BY STATE</b> .....	<b>65</b>
<b>ANNEX H: TYPES OF CENTERS SUPPORTED BY STATES BY LGAS</b> .....	<b>67</b>

## 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
LEA	Local Education Authority
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:	January 1 to March 31, 2016
Name of Prime Implementing Partner:	Creative Associates International
Contract/Agreement Number:	#AID-620-A-15-00001
Name of Sub-awardees	International Rescue Committee 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) Subgrantees
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 aged 6-17, in the 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 northeastern 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 religious centers, community centers, formal schools (using shift systems where classrooms are overcrowded), and other available alternative learning centers. The project also seeks to collaborate with other implementing partners in the focal states that have effective interventions in child protection and safe learning environments. Furthermore, it works from within host communities where families have taken Internally Displaced Persons (IDPs) into their homes, and in communities where IDPs live in temporary settlement-type housing.

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 and ensures Technical Working Groups (TWGs) are involved in

making teaching-learning materials available to NFLCs. The project also generates community support by raising their awareness to help targeted educational centers (NFE and alternative education learning centers) in providing educational opportunities, improving the value placed on education, and encouraging IDP and host community girls, boys and youth by showing them a way to sustain their education.

Education Crisis Response also collaborates with state and local government authorities and civil society to support NFE and alternative education options in an effort to ensure government funding and policy support to sustain and expand non-formal education.

## SUMMARY OF RESULTS TO DATE

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
# of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14)	14,321 (7,469m, 6,852f); Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)			131%	Target exceeded by 31%. With ECR's success in Y1, parents were more inclined to enroll their children. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
# of new entrants in non-formal learning centers (NFLCs) and alternative education (AE) centers*	14,321 (7,469m, 6,852f); Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	21,837 (9,770m, 12,067f): (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)			131%	Target exceeded by 31%. With ECR's success in Y1, parents were more inclined to enroll their children. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
# of learners receiving reading interventions at the primary or equivalent level** (3.12.1-35)	14,321 (7,469m, 6,852f); Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)			131%	Target exceeded by 31%. With ECR's success in Y1, parents were more inclined to enroll their children. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
#/% of learners who complete the NFE/AE program *	14,321 (7,469m, 6,852f); Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	65%	N/A	NA				Not applicable for this Quarter
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	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	32%	30%	N/A	NA				Not applicable for this Quarter

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
meaning of grade level equivalent text *(3.12.1-27)									
#/% of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	69%	65%	N/A	NA				Not applicable for this Quarter
#/% of NFLC/AE learners transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	14%	10%	(209) 1.2%	1,722 (23%)			23%	On target
% of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	67%	65%	N/A	NA				Not applicable for this Quarter
# of USG supported learning spaces meeting criteria for safe schools program* (3.2.1- 40)	269(100%)	269	65%	4 (2.08%)	429 (98%)			98%	On target
# of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support** (3.2.1-31)	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f); Adamawa 157 (108m, 49f)	464	466	38 (24m, 14f)	923 (663m, 260f): Ada 319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (146m, 54f), Yob 200 (142m, 58f)			923 (663m, 260f): Ada 319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (146m, 54f), Yob 200 (142m, 58f)	Target exceeded by 106%. Many teachers from formal schools in Yobe needed to be trained because IDP learners registered in their classes as well in additional 10 centers.
# of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)	L: 14,321 T: 422	L: 14,321 T: 422	L: 16,760 T:466	L 209 T 38	L 22,046 T 916			L:131% T:198%	Target exceeded by 31% for learners and by 98% for teachers. With ECR's success in Y1, parents were more inclined to enroll their children. Also, Yobe IDPs are taking advantage of the presence of USAID-ECR. Many teachers who were involved in handling IDP learners enrolled in Yobe state were trained.
#/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14,	56	NGO:19 CC:52		NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe			NGO:168% CC:100%	Target exceeded by 68%. Y1 experience suggested a need for one NGO per LGA in order to facilitate more effective coordination.

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
	Adamawa 14)				14, Adamawa 14, Yobe 10)				
# of NFLC/AE/FSs supported by CCs	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	338	LC:396 FS: 52	FS: 2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)			113%	Target exceeded by 13%. With ECR's success in Y1, 139 FS had to be supported (instead of 52) because of the mainstreamed learners. Also, 10 additional NFLCs were established in four project states based on needs assessment (Yobe;7; CSACEFA 3)
# of laws, policies, regulations, or guidelines developed or modified to improve primary reading programs or increase equitable access* (3.2.1-38)	5	4	1	1	NA			100%	On target
# NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	338	LC:396 FS: 52	2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)			113%	Target exceeded by 13%. With ECR's success in Y1, 139 FS had to be supported (instead of 52) because of the mainstreamed learners. Also, 10 additional NFLCs were established in four project states based on needs assessment (Yobe;7; CSACEFA 3)

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

## 1. Activity Implementation Progress

### 1.1 Progress Narrative Highlights

**Mobilizing 32 subgrantees, CSACEFA and FOMWAN to action in Adamawa, Bauchi, Gombe and Yobe states:** As a project requirement, NGO subgrantees are the main implementing partners of the Education Crisis Response project in the various communities. Following USAID approval, 32 NGO subgrantees were awarded grants that totaled N177.1 million (\$890,000). Eight subgrantees were awarded per state in the Adamawa, Bauchi and Gombe states, while nine were awarded in Yobe. One subgrantee was allocated per LGA to manage all project supported centers, except in Yobe, where two subgrantees were assigned to one LGA due to the intensity of the insurgency’s impact. The two subgrantees were assigned in order to facilitate the project’s reach to 7,211 (3,319m, 3,892f) See detailed list of subgrantees and LGAs allocated in Annex G.

The project continued with familiarization visits, which were started in Q1. In collaboration with FOMWAN and CSACEFA, the project conducted visits to communities with new subgrantees in order to formally introduce them to the Education Secretaries of each LGA, the Community Coalitions, the Mentor Teachers, Community Leaders, Village Heads, and Religious Leaders. These stakeholders expressed their willingness to support and cooperate with the new subgrantees to help them achieve their project mandates. The subgrantees also conducted sensitization campaigns in IDP sites in order to encourage community members to enroll their children so that they may access the quality, protective, and relevant non-formal education (NFE) and alternative education (AE) opportunities available within their communities.

*“ This workshop [has] enlightened me so much. It has bridged the gap from what I lacked, thank you ECR.”*

**The head teacher of Shagari Primary School, Mallam Jibrilla Abdulrahman. (Adamawa state)**

In Yobe, this was a litmus test for the newly engaged subgrantees. The familiarization visits to all the five focused LGAs attracted the blessings of the royal fathers of the various LGAs. It also secured strong commitments from various stakeholders to buy into the successful implementation of the ECR project in the Yobe state.

**Sensitization campaigns to enlighten members of communities to support schooling and release their wards for enrollment into NFLCs:** In Bauchi and Gombe states, the sensitization campaigns were conducted together with the introduction of the NGOs to the communities. This was done to save time in convincing the IDPs’ parents, the community and the traditional leaders to allow their children to be enrolled in the centers. The importance of their children’s education and the observation of personal hygiene were the key messages at the compound meeting held with IDP mothers and their children. Across the target states, project national partners organized compound and palace-based meetings, where participants agreed to the long-term advantages of girls’ education over such occupations as hawking.

**Identification and establishment of 396 centers and enrollment of 16,760 learners:** The process of establishing NFLCs began with the mapping of communities by the subgrantees and community coalition members, a process that was led by FOMWAN and CSACEFA program officers. This was done in order to ascertain the presence and the number of the targeted group in the proposed communities, which in turn informed the set-up of learning centers. Some of the YR1 centers were relocated due to insufficient numbers of IDPs in specific areas. For instance, in Song LGA of Adamawa, Gudu and Holma 1 & 2 NFLCs were closed and then new centers were established in Golare 1 & 2 and Bongo. In Yobe, the project



*Enrolled Learners in Udubo II NFLC Bauchi displaying their bags. Photo Credit: Hussaini Ahmed RHISA*

carried out an intensive site verification exercise for a full project scale-up. Using criteria such as safety, distance to communities and the availability of IDP children and youth, the results of this exercise determined the number of non-formal learning centers established, as well as their locations. The analysis also informed the choice of formal schools that enrolled IDPs and out-of-school children from the host communities, particularly in each of the five LGAs of Yobe state. In each of all the project’s focal 21 LGAs in the ABG states, 14 centers – comprised of eight NFLCs (boys and girls ages 6-12), two NFLCs (girls-only ages 6-12), two AGLCs (ages 13-17) and two YLCs (ages 13-17) – were established. In all, learners have been enrolled and instruction has begun in 406 NFLCs (214 mixed gender, 64 AGLCs, 66 YLCs, 59 girls only, and 3 CPCs) and 139 formal schools (see details of established centers in Table 1 in IR 1.1 below).

As a result of collective mobilization efforts coordinated by the project, enrollment figures shot up across all states and reached a high of **22,046** (9885m, 12161f), **32%** above the project targets of **16,760**. A graphical illustration of these in Figure 1 further shows an excellent gender disparity in favor of the female learners in all states: 55% female and 45% male. This can be attributed to strategies employed by the project to opening girls-only NFLCs and AGLCs to provide greater opportunities for the vulnerable/marginalized girls, as well as the success of compound and palace-based meeting advocacies conducted by FOMWAN and CSACEFA for enrolling girls.

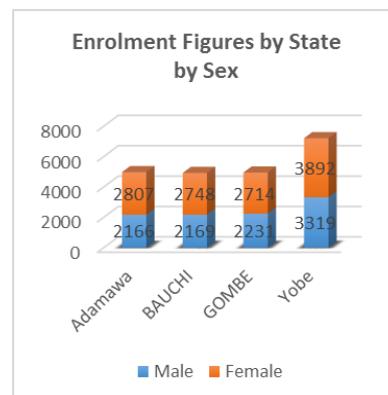
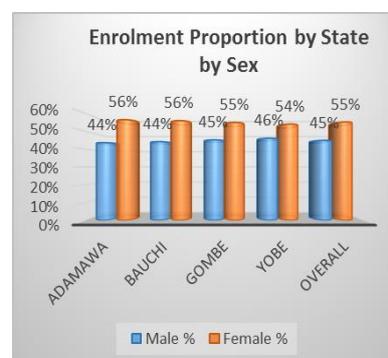
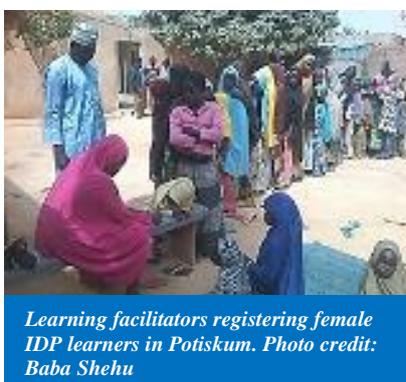


Figure 1: Q2 enrollment figures by State by gender

**Identification of and support to 139 (115 in ABG states and 24 in Yobe) formal schools:** In Year One, the project identified two formal schools in close proximity to the NFLCs in each of the 21 focal LGAs. In Year Two, some of the learners who completed the program were mainstreamed into such schools. In order to ensure that the teachers *do no harm*, the project supported 115 of such schools in Adamawa (66), Bauchi (28), Gombe (21) and Yobe (24) states. In all, 439 (299m, 140f) school teachers were trained in these formal schools: One hundred and ninety-eight (198) in Adamawa (132m, 66f), 84 in Bauchi (65m, 19f), 79 in Gombe (56m, 23f), and 78 in Yobe (46m, 32f).



**Scale-up in Yobe from 4 centers to 100 across the 5 LGAs:** Program activities took off in Yobe in September 2015 with a quick win that saw the enrollment of 209 internally displaced children (115m and 94f), as well as out-of-school children between ages 6 and 13 years, in four cohorts into three formal schools: Chadi, Mai Umar in Potiskum and Model Primary School in Damaturu LGAs, by CSACEFA and FOMWAN respectively. With the release of the first tranche to the additional nine subgrantees in Yobe, the project scaled up to 107 cohorts in NFLCs and 24 formal schools with 7,211 learners enrolled.



In collaboration with the 10 established community coalitions (2 per focal LGAs), the nine subgrantees, CSACEFA and FOMWAN continued with sensitization campaigns and the identification of safe and protective learning spaces for the establishment of NFLCs and the enrollment of drop out IDP learners and children from host communities. The stakeholders targeted the establishment of 100 NFLC/AEs with an enrollment figure of 5,000 children between 6 and 17 years of age. Due to the mass support for the project, the high population of the internally displaced children, and the huge number of dropout children in Yobe aged 6 to 17 years, the team was able to gradually establish 141 NFLC/FS (107 NFLCs, 24 FS including a center for the physically challenged within a three-month period, with a total enrollment figure of 7,002 (3,204m, 3,798f) learners. This added to Q1 enrolment, gives a grand total of 7,211 (3,319m, 3,892f) representing 44% increase over target figure of 5000.

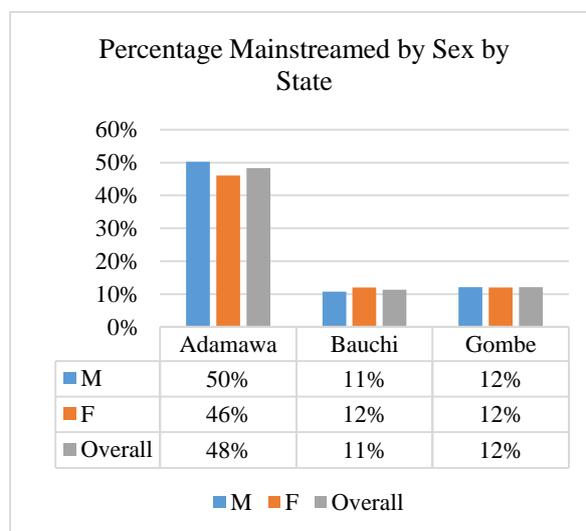


Distribution of scholastic materials by COSFON M&E officer. Photo credit: Hauwa Buba

**Mainstreaming of 3,382 (1801m, 1581f) learners in Adamawa, Bauchi and Gombe states:**

The project completed the mainstreaming of successful learners from the Year One cohort. Government institutions took lead in the assessment, moderation and certification of learners. 40% was the minimum acceptable score for mainstreaming by states. Each state agency sent the list to State UBE Boards and LGAs for placement.

In all, 9,478 (4,934m, 4,544f) out of the 14,321 (7,469m, 6,852f) enrolled during the year (66%), passed the placement test. State specific figures were: Adamawa – 2,968 (1,602m, 1,366f), Bauchi – 3,308 (1,682m, 1,626f) and Gombe – 3,202 (1,650m, 1,552f). A total of 3,382 (1,801m, 1,581f) learners (36%) were mainstreamed into formal schools. This figure disaggregated by states is: Adamawa – 2,252 (1,225m, 1,027f), Bauchi – 539 (270m, 269f), and Gombe – 591 (306m, 285f). This represents 36% of those who passed the test. EU Children of Peace supported the mainstreaming of over 76% of learners that passed in Adamawa state with a bursary award and scholastic materials.



The project is engaging the government and CCs to support either the enrollment of those who passed but were not mainstreamed by the project into formal schools or a transition into the Post Literacy class of SAME/ANFEA. Those learners who failed the test and were within primary school age were encouraged to enroll in P2, while those above primary school age were referred to vocational centers run by Ministry of Women Affairs/Youth/SAME for skill acquisition.

In preparation for the mainstreaming of the second cohort, the project is mobilizing Community Coalitions, SUBEB, MOE, mentor teachers and other stakeholders to support the transitioning of learners with scholastic materials including school uniforms, exercise books, school bags, sandals, socks, pencils and text books in core subjects to facilitate their schooling. In Gombe, IDP learners in PY1 mainstreamed in the Hammadu Kafi community of Akko LGA received scholastic materials leveraged from benevolent individuals, and organizations such as the proprietor of Zion Pilgrims private school in Bauchi who mainstreamed 12 (6m, 6f) into his school.



Hauwa'u, one of the mainstreamed IDP with her class teacher in Zamuwa Pri. Sch. Ung. Dawaki Bauchi. Photo credit: Aishatu Aminu

## Local Capacity Building for Project Implementation and Material Development

**Training/retraining of master trainers:** ECR organized the first phase of a three-day training of trainers (ToTs) workshop in Gombe, during which 40 (27m, 13f) master trainers (Adamawa: 7m, 2f; Gombe: 5m, 5f; Yobe: 8m, 3f; and Bauchi: 7m, 3f) were trained. Trainees were drawn from state ministries, departments and agencies (MDAs), institutions such as colleges of education and universities, and program officers of CSACEFA and FOMWAN, who were to conduct the step-down training for learning facilitators (LFs) in the 26 focal LGAs in the project states. The training focused on approaches to teaching reading and numeracy, classroom management, information on safe schools and classroom environments, as well as learner-centered activity-based pedagogy.



Training of master trainers in Gombe. Photo credit: Chris Ikpe

The second phase of ToTs on Social and Emotional Learning (SEL) was held from February 8-11, 2016. The training was facilitated by two experts from the International Rescue Committee (IRC) and the topics discussed during the training included: Do No Harm principles, SEL and its competencies, creating and writing lesson plans, improvisation, use of instructional materials, conflict mediation and early warning signs. The training was participatory, and participants were encouraged to put to use what they have learned during step down. 40 (27m, 13f) master trainers from the project states attended the training.

**Step-down training/re-training for LFs/mentor teachers/formal school teachers:** A total of 299 (218m, 81f) learning facilitators from the ABG states and 107 LFs (82m, 25f) from Yobe, 439 (299m, 140f) teachers from formal primary schools, and 78 (65m, 13f) mentor teachers received a 3-day refresher training on literacy (reading) and numeracy across the 26 focal LGAs in the project states.

The training workshop equipped the participants with knowledge, skills and learner-centered pedagogy so that they could effectively work in the ECR learning centers

Furthermore, a two-day SEL training workshop was conducted to build the capacity of learning facilitators, mentor teachers and formal school teachers in the 26 focal LGAs of the Adamawa, Bauchi, Gombe and Yobe states. The training aimed to equip participants with the SEL competencies that would enable them to deliver lessons that are designed to cushion the effect of trauma as a result of displacement caused by insurgency. Participants practiced the five SEL competencies through demonstration lessons so that they could acquire the skills needed to deliver their lessons in such a way that the emotional status of distressed IDP children and youths accessing USIAD-ECR's basic education and the life skills programs could be improved. The cooperation of the subgrantees, mentor teachers, learning facilitators and the respective Education Secretary of each LGA contributed to the success of the training.



Outdoor activity during SEL training in Yola North: Photo credit: Zainab Tukur

*"We [LFs and teachers] in Dukku LGA, welcome any development project that touches the lives of the less-privileged, [and] assure 100% success of the ECR project"*

**Mallam Bawa Mohammed –  
mentor teacher in Dukku LGA,  
Gombe**

**Training of subgrantees:** In Q1, 32 NGO subgrantees were selected to manage the implementation of grant activities at the LGA level. A five-day capacity strengthening course was conducted for 34 NGO subgrantees working with ECR, including FOMWAN and CSACEFA desk officers. The training began with an Institutional Capacity Assessment, in which all participating organizations completed an online institutional capacity assessment that examined their



Group photos of participants in the CSOs' training in Bauchi. Photo credit: Helen John.

perceived strengths and weaknesses according to a set of indicators that covered seven organizational strengthening areas. 72 participants (47m, 25f) were trained. The training provided a deep insight into effective organizational capacity assessment and strengthening plans. Participants not only developed efficient procurement policies, acquired reporting skills to document project implementation progress and identified the best accounting and auditing techniques, but also developed action plans to improve their project management skills. Certificates were presented to participants at the end of the training (see IR: 4.2 for more details).

The project also conducted a one-day training on the use of tracking and reporting tools, performance data collection and reporting, as well as general principles of the project monitoring and evaluation system for the subgrantee monitoring and evaluation officers and partners. The training aimed to teach participants to better understand M&E procedures, and to use M&E tools for adequate reporting. A total of 56 (42m, 14f) officers and partners were trained on M&E tools and procedures across the four project states.



Participants doing exercise on the Tools at the workshop - Nasir

### **Testimony from a participant at the NGO Capacity strengthening training**

*“This was no doubt, a great and memorable event for me – a training indeed. I deeply appreciate the rich content of training materials sandwiched with both group and individual participation. The methodology was exciting as well as didactic with great self-assessment tools. The intermittent role plays and dramatic presentations have all helped to drive the lessons home. The team spirit and friendliness among all team members, facilitators and executive students alike, also deserve my commendation. Many thanks to Ayo, too, and the Bauchi-based winning team for all the support.”*

**Bishop Ransom Stephen, Executive Director, HOHVIPAD YOLA**

**ToT of master trainers for 52 CCs structures:** The master training workshop for the Yobe community coalition was conducted in Yobe Damaturu from January 13-15, 2015, at the GATT Hotel in Damaturu. Participants included 10 master trainers (6m, 4f) selected from government MDAs, which included SUBEB, SAME, MOE and MOWA, subgrantees, CSACEFA and FOWAN program officers. The objectives of the training workshop for CC master trainers were to build their capacity to step down the training of community coalitions, which are community based organizations that will help sensitize communities on the importance of education and the enrollment of children in schools. The trainers are to support trainees in the formation of community coalitions across the focused LGAs and guide them to work towards the implementation of their community action cycle at the end of the training. Training included an overview of community mobilization, a community coalition overview, the process of forming community coalitions, SEL content, conflict sensitive education, community action cycles, working in partnership, and tools for problem analysis and problem tree analysis. Participants were also engaged through a process of group discussions, plenary sessions, questions and answers. Tests were conducted before and after the training and there was active participation throughout the training days. At the end, the master trainers were paired together so that they could step down the training across the five focused LGAs.

**Step down training of CCs:** Given the Yobe expansion, 10 CCs were established in five LGAs of Yobe. In Q1, 10 (6m, 4f) community coalition master trainers were identified and trained from line MDAs in Yobe. In Q2, the trained master trainers were assigned to the five LGAs in Yobe to cascade the training to the community coalition members. The workshop built the capacity of community coalition members to implement the CC initiatives. Participants were taken through the training modules that included SEL components, conflict sensitive education, early warning signs, community mobilization, CAC Methodology and working in partnerships. At the end of the



A cross section of participants in Bade LGA (Yobe) during CCs step-down training in Yobe. Photo by Kamilu Zainu

training, CCs were aided in developing action plans in support of the IDPs and host community children’s education in their communities. A total of 147 (110m, 37f) CC members were trained across the five LGAs. Given the success of the Yobe expansion, we will establish new CCs and strengthen existing ones in the Adamawa, Bauchi and Gombe states.

**Material Development by LMDWG**

**“Read Aloud” materials and an accompanying facilitator’s guide:**

20 short stories in Hausa were developed with practical illustrations. The stories were critically reviewed to incorporate and infuse SEL themes that will bring hope and resilience to traumatized IDP learners. An overview from the Reading Access Research Activities’ (RARA) “Read Aloud” materials was presented to serve as a guide for the material development group, which enabled them to review, adapt and produce one- to two-paragraph stories for the learners. An instructional guide was created to show the learning facilitators how to teach reading competencies using the stories. Both the guide and the stories take cultural context and gender balance into consideration.



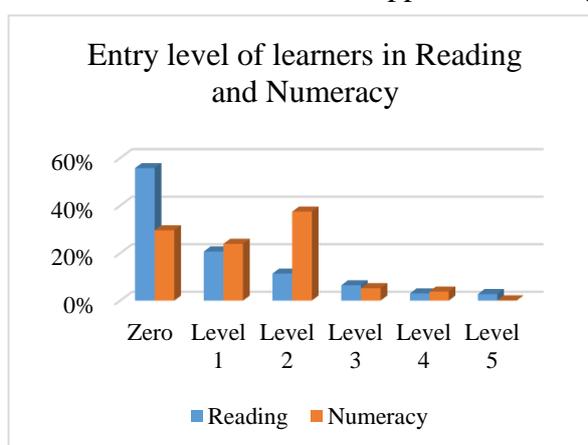
Top: Enumerators administering ASER tool at Shabewa NFLC; Down: Baseline assessment on a female learner at Lawan Girgiri House Nguru LGA - Yobe. Photo credit: Peter Fujuno and AbdulAkeem Abdulganiyu.

**Baseline learning assessment and rolling assessment:** For a project to measure its achievement after intervention and/or track impact, a comparison of baseline and end-line results is required. A baseline assessment was conducted within the project intervention LGAs and states during this quarter. A rolling assessment was also conducted. In order to complete the assessments, teams were taken to selected communities in all four states and all LGAs where ECR is working.

**Training of enumerators in the projects:** The baseline assessment started with the training of enumerators. In all, the project trained 61 (42m, 19f) enumerators and monitors, drawn from government partners in the four project states. The training reviewed and developed assessment instruments for field testing at the ECR-supported NFLCs. The instruments reviewed included the annual status of education report (ASER) tools for measuring learner’s reading levels and numeracy; Strengths and Difficulties Questionnaire (SDQ) instruments for teachers, parents, and learners; and observation tools. At the end of the training, 36 (22m, 14f) enumerators and 10 (9m, 1f) partners serving as monitors were mobilized into the 43 ECR-supported learning centers across the project states for data collection.

**Data collection in 43 selected NFLCs and formal schools in the four project states:**

The project concluded the data collection for baseline learning assessment in all project LGAs across the project states. The assessment will ascertain learners’ entry level in reading, numeracy and social and emotional learning (SEL). This will consequently provide a basis for comparative learning improvement among learners enrolled at the end of the 9-month basic literacy program. A total of 1,075 learners drawn from 43 randomly selected non-formal learning centers (NFLCs) established across the four focal states (25 per center) were to be involved in the assessment. However, only 1,055 learners were surveyed, as some were absent on the day of data collection in a few of the selected learning centers. The selected NFLCs comprised of four youth learning centers (YLCs), four adolescent girls’ learning centers (AGLCs), 28 NFLCs (mixed), four NFLCs (girls only), and three centers for the physically challenged. Although the report is still being compiled, initial data analysis shows that **56% of the learners cannot recognize the letters of the alphabet, and about 30% of them cannot recognize one-digit numbers.** See the graph above for details.



## Rolling Assessment

**Training of enumerators in the projects:** A second rolling assessment was designed to monitor project performance and “complexity awareness” to inform mid-course design, implementation and management decisions. This assessment is a follow-up study to ascertain the level of community awareness of conflict resolution and support to the IDPs, particularly in terms their education. Thus, the assessment provides information on the shifts between one rolling assessment and another in terms of levels and types of conflict, to enable the project to make program adjustments as needed. The assessment was conducted between February 17-20, 2016, and involved a training of 37 (23m, 14f) participants, comprised of 28 (15m, 13f) enumerators and 9 (8m, 1f) staff members, who joined in the monitoring of the data collection on the assessment.



FGD with IDP boys during Pilot Testing of instruments. Photo Credits: Peter Musa

The training activities centered on:

- 1) A review of assessment instruments and the training of data enumerators on their use;
- 2) Logistics for data collection, supervision and monitoring; and
- 3) Mobilization for data collection and the collection of valid and reliable data.

Three major instruments were reviewed for use in the rolling assessment’s multiple data collection methods. They were focus group discussion (FGD) guides (for children, parents and teachers), in-depth interview guides and the secondary data form. These instruments were validated through a pilot visit to a community. During data collection, one community was visited in each of the project LGAs. A total of seven FGDs were conducted in each community; the FGDs groups include IDP parents (men and women separately), IDP children (boys and girls separately), host children (boys and girls separately), and a group of teachers. A total of seven IDIs were conducted in each community for the Education Secretary, HoD Education and Social Department, traditional leader, head teacher, religious leader, female leader and youth leader. A final rolling assessment report is forthcoming.



FGD with IDP boys and girls during pilot-testing of instruments. Photo credits: Peter Musa.

## Collaboration and leverages

### Collaboration

#### UN delegation and World Bank Visit to ECR NFLCs

As part of a collaborative effort, the project attended a meeting with the UN delegation to Nigeria, World Bank representatives, top government officials, special advisers to the vice president, opinion leaders in the community and other national and international NGOs. The purpose of the meeting was share project experience and to conduct assessments on the impact of the Boko Haram crisis and the current response to it. World Bank representative Dina Ghaida paid a visit to ECR Adamawa activity sites. The aim of her visit was to inform a part of the assessment on the impact of Boko Haram and the current response. The World Bank representative also visited one of the NFLCs, Wuro-Chekke, in Yola South, and met with community members and leaders. The representative expressed being highly impressed with the ECR activities in the area.



Dina N. Ghaida of the WB at Wuro-Chekke NFLC, Yola South LGA - Adamawa. Photo credit: Stephen Medugu.

**UN Refugee Agency’ potential vocational support for education of adolescent youth and caregivers in the four project states:** The project team also met with UNHCR at its Bauchi HQ overseeing the northeast region. After a detailed discussion on the support to IDP youth and adolescent girls, UNHCR requested that the project submit a concept note for its consideration, so that the vocational skills training of youth and adolescent girls in the USAID-ECR supported

centers could receive further support. The concept note has been submitted and the project hopes to receive support from UNHCR for vocational skills as a means of providing protection for these vulnerable groups.

***ECR sought collaboration with Sesame Square to enhance the reading abilities of learners in the project states:*** ECR collaborated with USAID-funded Sesame Square Nigeria and supported the training of trainers on child-friendly multimedia educational materials, mainly in the Hausa language, that could aid and strengthen the reading and listening skills of IDP learners enrolled in the project states. Technical staff with two representatives from the Sesame Square visited ECR learning centers in Bauchi to assess appropriate ICT materials that could be used in the NFE centers for reading. The centers visited were Inkil “A” Adolescents Girls Learning Center (AGLC), Inkil “B” Girls Learning Center (GLC) and Adamu Jumba Youth Learning Center (YLC) in Bauchi LGA.

### ***Leverages***

***Adamawa: FOMWAN (feeding & milk supplement):*** The Federation of Muslim Women Association in Nigeria (FOMWAN) Adamawa chapter donated 144 cans of Frisomum (feeding and milk supplement), worth N187,200 (\$940), to support 100 pregnant women and lactating IDP mothers. The Frisomum was intended to improve their nutritional status and to bring hope to the IDPs in fulfilment of humanitarian and education services in the state.



*IDPs pregnant and lactating women behind Sani pack Yola South displaying Frisomum to improve their nutrition. Photo by Ama Gwani*

In Adamawa, the IRC’s health department provided 32 tins (each containing 1,000 tablets) of anthelmintic (deworming) medicines valued at N57,216 (\$288) to strengthen the normal growth of children and to reduce health risks among over 22,000 IDP learners in ECR-supported NFLCs.

***Philanthropist in Bauchi:*** Philanthropist and retired school principal, Alhaji Tafida Moh’d in Tirwum, provided his large sitting room as a class for the community established AGLC in the Tirwum community. As an educationist, he said “every child has a right to education and girls especially should be given an equal opportunity to acquire quality education to lead a better life.”



*Second from the right, a retired principal philanthropist who offered his sitting room as a classroom. Photo credit: Dogara James*

***Zion Primary and Secondary School proprietors mainstreamed 12 USAID-ECR graduates in Bauchi:*** The proprietors of a private school, Zion Pilgrim Primary and Secondary School Kagadama, Mr. and Mrs. John Jinjingi mainstreamed 12 (6m, 6f) graduating learners from the first cohort of IDPs, at no cost to the project and provided training in carpentry and basic computer literacy for the IDP youths. They also organized a Christmas celebration for internally displaced children from the center in December 2015. The Jinjingi’s reported that they were motivated by the American support to IDPs.

### ***Gombe LGA and ANFEA donate scholastic materials for mainstreamed IDP children:***

Following stakeholder engagement and a call for in-kind support by ECR for internally displaced children, the chairman of Gombe local government area, Alhaji Sani Sarkin Dogarai, donated 200 20-page exercise books and 100 40-page exercise books worth N8,000 (\$40) to the children mainstreamed to formal schools. In addition, the Adult and Non Formal Education Agency (ANFEA) provided teaching and learning materials to the mainstreamed learners as well as NFE centers with items worth N296,600 (\$1,490). The items include:

- 1) Karatu ta hanyan Radio- 1000 copies
- 2) 20 leaves exercise books- 1200 copies
- 3) Koyon karatu da rubutu 500- copies
- 4) Pencils- 1200 pieces
- 5) Primers for basic literacy- 200 copies
- 6) NFE bench mark- 15 copies

- 7) Post literacy primer English year one- 200 copies
- 8) Data collection instrument – 101 copies
- 9) Non formal education curriculum -61 copies

***Yobe: Construction of three temporary classrooms for over 120 IDP learners:***

A philanthropist, Alhaji Baba Adamu from Potiskum in Yobe state, constructed three temporary classrooms for over 120 IDP learners to continue their education in conducive learning environments in his community. He built a 100-meter fence around the centers to improve their safety, donated six large synthetic mats (2 per center) for the comfort of the learners, supplied three standing chalkboards (1 per center) and three cartons of chalk to facilitate teaching and learning. The gesture of Alhaji Baba is valued at N157,000 (\$789). This huge support was a result of advocacy carried out by community coalition members in Potiskum local government authority (LGA) as one of the activities on their action plan which they conducted developed during the capacity building training by the project. While challenging the learners to take advantage of this opportunity, he applauded USAID-ECR’s intervention for bringing a sense of hope through education of the IDP children. The project hopes to document, in detail, his motivation for this laudable support as soon as possible.

***Do No Harm:*** In ensuring the principle of ‘Do No Harm,’ priority was given to those communities with a high number of IDP children and youth for enrollment in the centers. Furthermore, no one was discriminated against based on gender/sex, disability, religion etc. The project established safe and protective NFLCs that adhere to culturally appropriate principles. Master trainers strived for neutrality, impartiality, inclusiveness, respect for culture and custom, and accountability. The project ensured the development and integration of interpersonal skills and social-emotional competencies in the teaching curriculum. LFs, mentor teachers and FS teachers received training on how they could apply these principles in their teaching. CCs were also trained on how to ensure the implementation of the Community Action Circle (CAC) as a pathway to safeguarding learning environments. More girl-exclusive centers and centers for the physically challenged were established in all project states in order to provide more opportunities to these disadvantaged groups.

***Challenges and how resolved:*** Communal clashes and the fluidity of security were two key challenges during this quarter. In Adamawa, there were violent outbreaks in two locations, Jatau Noine and Demsare, which are both in the Girei LGA where ECR learning centers were established. As a result of the conflict, all activities were consequently suspended for about one month and one of the learning centers was burnt down. Once the crisis was resolved, the CCs mobilized and re-activated the learning centers, which continue to function to date.

There were a few explosions in the neighboring Borno state, which intensified security concerns in the project states. The project worked with community structures to raise alarms where necessary and act on early warning signs to mitigate security issues. In one of these face offs with military personnel at Kukareta IDP camp where the military took over the ECR learning centers, the CC Chairman for Damaturu, Bunu Aidami, working with the subgrantees COSFON and the community mobilization officer, met with the village head, LFs and the military representative. The issue was amicably resolved and the military requested a partnership with ECR in the area of capacity building on psychosocial support and SEL for their facilitators.



*Figure: A cross section of military personnel, CCs, LFs and Community members during dialogue meeting at Kukareta. Photo credit: Idris COSFON*

***Handling of learners from public school in NFLCs:*** Following the monitoring visits to some selected NFLCs in Fika LGA, some public primary school pupils were observed to have enrolled in the NFLCs. The attention of a subgrantee was called and, with support from the community coalition, a decision was taken not to enroll children currently in public schools. Most of those in uniform were dropout children who became interested in education again and enrolled into USAID-ECR centers. The ECR project in such communities regained parental confidence to allow girls to attend learning centers within the community, despite the parents’ earlier misgivings.

## 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*

##### **Identification and establishment of 396 centers and enrollment of 16,760 learners**

**Identification and enrollment out-of-school children and youth IDPs, in Yobe:** In the quarter under review, centers were scaled up from four quick-win centers to 141 centers (107 NFLCs and 24 formal schools) in Yobe state. In collaboration with its national partners, FOMWAN and CSACEFA, as well as subgrantees in Yobe state, the project continued to build support in communities for the enrollment of IDPs and host community children. As part of the scale-up activities, the project worked with FOMWAN, CSACEFA, line ministries, NGOs, CCs, JNI, CAN and LEAs to conduct advocacy visits to communities and religious leaders to better understand and support the project implementation in their various capacities. In addition to the establishment of NFLCs across the five project LGAs in Yobe, formal schools were also identified based on their proximity to established NFLCs, the promise of safety without security risk, and their ability to provide a conducive learning environment. With the scaling up, the total enrollment in the centers stood at 7,211 learners (3,319 m, 3,892 f), or 144% against the target of 5,000.

**Establishment, retention and relocation of NFLCs, enrollment of 11,760 IDPs out-of-school children and youth across the 21 LGAs in ABG states:** The establishment of centers in the 21 focal LGAs of the Adamawa, Bauchi and Gombe states was completed in Q1. A total of 299 centers have been established, where the IDP and host community children are taught literacy, numeracy and social and emotional learning with a total enrollment of 14,835 (6,566 m, 8,269f). The centers have been established to promote equity and inclusion. Some centers were relocated due to the fluidity of IDPs, the inaccessibility of centers to some of the communities during the rainy season and sometimes due to perceived, security threats. Two NFLCs in the Holma Community of Song LGA were relocated to Golare community within Song LGA. The Jabbore AGLC in Girei LGA was also relocated to Sangere Marghi Community, also in Girei LGA. Shagari NFLC was relocated to the Bayan Tasha Sani community. Five new centers were established in Yola North LGA, which had only nine NFLCs in the first project year due to a relatively low concentration of IDPs. This effort helped to increase the coverage of the learning centers and to better address community members' needs. Below is a summary table of types of centers established by state.

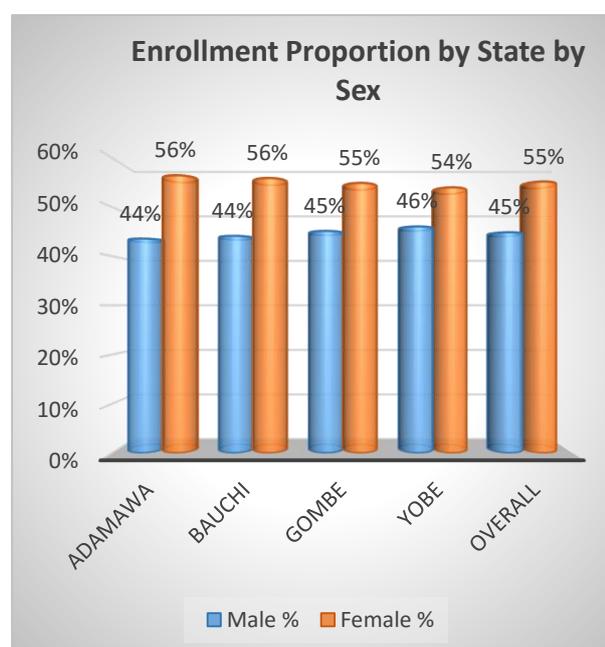
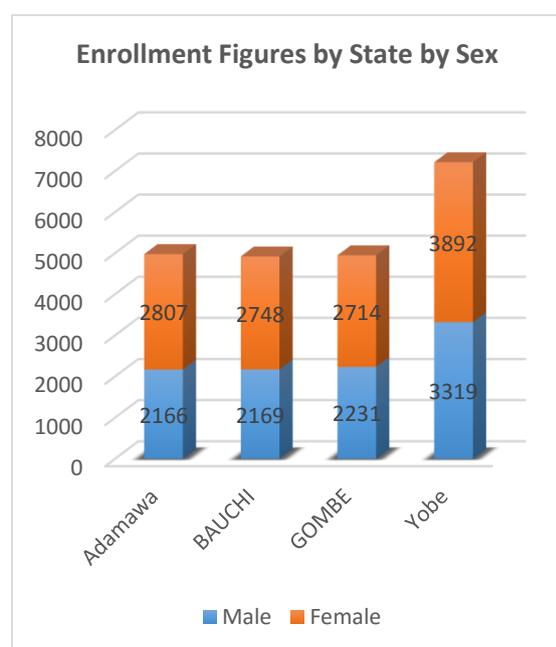
**Table 1: Summary of types of centers by states and LGAs**

Row Labels	AGLC	CPC	GLC	NFLC	YLC	Total NFLC	Total FS	Total
Fufore	2		2	8	2	14	14	28
Girei	2		2	8	2	14	10	24
Numan	2		2	8	2	14	11	25
Shelleng	2		2	8	2	14	11	25
Song	2		2	8	2	14	7	21
Yola-North	3	1	2	8	2	16	4	20
Yola-South	2		1	9	2	14	9	23
<b>Adamawa Total</b>	<b>15</b>	<b>1</b>	<b>13</b>	<b>57</b>	<b>14</b>	<b>100</b>	<b>66</b>	<b>166</b>
Alkaleri	1		1	9	3	14	4	18
Bauchi	3		2	8	2	15	4	19
Dambam	2		1	9	2	14	4	18
Gamawa	2		2	8	2	14	4	18
Ganjuwa	1		3	8	2	14	4	18
Itas-Gadau	2		2	8	2	14	4	18

Row Labels	AGLC	CPC	GLC	NFLC	YLC	Total NFLC	Total FS	Total
Toro	1		2	9	2	14	4	<b>18</b>
<b>Bauchi Total</b>	<b>12</b>	<b>0</b>	<b>13</b>	<b>59</b>	<b>15</b>	<b>99</b>	<b>28</b>	<b>127</b>
Akko	2		2	9	1	14	3	<b>17</b>
Balanga	2		2	8	2	14	3	<b>17</b>
Dukku	2		2	8	2	14	3	<b>17</b>
Gombe	3	1	2	8	2	16	3	<b>19</b>
Kwami	2		2	8	2	14	3	<b>17</b>
Shongom	2		2	8	2	14	3	<b>17</b>
Yamaltu Deba	2		2	8	2	14	3	<b>17</b>
<b>Gombe Total</b>	<b>15</b>	<b>1</b>	<b>14</b>	<b>57</b>	<b>13</b>	<b>100</b>	<b>21</b>	<b>121</b>
Bade	7		2	6	5	20	5	<b>25</b>
Damaturu	5	1	5	12	3	26	5	<b>31</b>
Fika	5		3	9	7	24	4	<b>28</b>
Nguru	3		1	8	6	18	6	<b>24</b>
Potiskum	2		8	6	3	19	4	<b>23</b>
<b>Yobe Total</b>	<b>22</b>	<b>1</b>	<b>19</b>	<b>41</b>	<b>24</b>	<b>107</b>	<b>24</b>	<b>131</b>
<b>Grand Total</b>	<b>64</b>	<b>3</b>	<b>59</b>	<b>214</b>	<b>66</b>	<b>406</b>	<b>139</b>	<b>545</b>

As of Q2, the enrollment figures across all ECR learning centers stand at 22,046 (9,885m, 12,161f). A disaggregation of the figure by state and gender shows that the enrollment figures in the project states stand as follows: Adamawa has 4,973 (2,166m, 2,807 f); Bauchi has 4,917 (2,169m, 2,748f); Gombe has 4,945 (2,231m, 2,714f) and Yobe state has 7,211 (3,319m, 3,892f). The graphs below illustrate that there are more female learners in each state, with 55% female and 45% male enrollment in ECR learning centers.

**Identification of and support to 115 formal schools in ABG states and 24 formal schools in Yobe**



**Mainstreaming of 3,382 (1801m, 1,581f) learners in Adamawa, Bauchi and Gombe states:**

The project successfully completed the mainstreaming of successful learners in the Year One cohort. Led by SAME, the NFE TWG in each state drew up test administration protocols and printed out copies of the test papers. Test administration took a week in each state on the NFLCs contact days. Project subgrantees and monitoring officers were deployed as test administrators. Government partners, master trainers, mentor teachers and project staff monitored the conduct. Answer scripts in each LGA were marked by the two LGEA mentor teachers (education

supervisors) who collated the scores and sent them to state agencies for moderation. The moderated scores were then sent to the project office for processing by data entry and analysis.



Mainstreamed learners in Hammadu Kafi primary school in Akko LGA Gombe state. Photo credit: Maigari D Hamza



Mainstreamed IDPs with their academic supports. Photo credit: Sussana Hussaini

A list of learners who sat for the examinations was compiled. This list also detailed their final scores. A table of performance was also developed and shared with state agencies and LGEA staff, in which 40% was the minimum acceptable score for mainstreaming. Each state agency used the list to issue

certificates for successful candidates, and forwarded the names to State UBE Boards and LGEAs for placement.

In all 9,478 (4,934m, 4,544f) passed the test for placement, with the following dispersion: Adamawa – 2,968 (1,602m, 1,366f); Bauchi – 3,308 (1,682m, 1,626f); Gombe – 3,202 (1,650m, 1,552f). Of the 14,321 (7,469m, 6,852f) learners who enrolled during the year, 3,382 (1,801m, 1,581f) were mainstreamed into formal schools. This figure disaggregated by state reveals 2,252, 539 and 591 from Adamawa, Bauchi and Gombe states respectively. This represents 48%, 11% and 12% of the enrollment in these states respectively, as shown in the graph on page 13 above. EU ECHO Peace of Children supported the mainstreaming in Adamawa which resulted in high percentage of mainstreamed learners.

### ***Safety benchmarks set for safe and protective non-formal and alternative education options***

***Awareness raising conducted for elders, parents, CCs, CSOs and stakeholders to increase their capacity to implement the benchmarks:*** In order to ensure that the non-formal learning centers (NFLCs) are safe and provide a protective environment, safety benchmarks already established through the NFE TWG in Year One were strictly adhered to. The project’s national partners convened a meeting of parents and caregivers, government partners, traditional rulers, community heads, and Civil Society Organizations (CSOs), and sensitized them on the NFE benchmarks in policy documents approved by the Federal Government of Nigeria (FGON). These standards include measures to ensure that children are free from victimization by their peers; teachers’ codes of conduct; facilitators’ remuneration, facilitator-to-learner-ratio, contact hours, language of instruction, as well as methodology of delivery. School-wide rules and positive discipline procedures were also reinforced. By raising awareness among parents and care givers, elders and other relevant community actors, these stakeholders became responsible for implementing these benchmarks. All CSOs managing the project’s NFLCs were trained to understand how to incorporate these standards into program activities. Government agencies strictly monitored the NFLCs to ensure adherence to the implementation of the benchmarks. CSACEFA conducted awareness workshops for elders, parents and stakeholders to increase their capacity to implement the ECR benchmark in Itas-Gadau (Bauchi), Kwami and Dukku (Gombe), and Girei LGA (Adamawa). Attendees included education secretaries, community leaders, elders and parents: 60 (58m, 2f) from Mashema and Dawaki; 22 (12m, 10f) from in Girei and 40m from Kwami and Dukku.



Stakeholders at the ECR benchmark sensitization meeting in Girei LGA. Photo credit: John Manabete

The project collaborated with states' government partners and the Non Formal Education Technical Working Group (NFETWG) to ensure the implementation of the NFE benchmarks by monitoring the centers. Government partners spearheaded the assessment of the most culturally appropriate SEL skills for IDPs and host community girls and boys. In addition to compliance benchmarks, the learning facilitators, mentors and formal school teachers received a refresher training to ensure the observance of the benchmarks and strategies that safeguard the safety, protection and security of the learning centers. The outcome of the exercise revealed an improvement in learning facilitators' delivery of instructions.



AGLC Bulabulin, Nguru LGA Yobe during benchmark monitoring. Photo credit: Olalekan Ifakande

**Do No Harm:** To ensure that the 'Do No Harm' principle is followed, the non-formal education component established 406 centers within the reach of learners in the host communities across the four projects states (Adamawa 100, Bauchi 99, Gombe 100 and Yobe 107) so that IDP children do not suffer the risk of violence to and from the learning centers. Interpersonal skills and social emotional competencies were infused into the core subjects (literacy and numeracy). Activities in the centers were made age appropriate and culturally sensitive. The dominant local language – Hausa – is used in the learning centers to reach out to IDPs from different ethnic groups. In addition, recreational and extra-curricular activities were incorporated into the centers' programs. The process of identifying and establishing a center was transparent and based on IDP needs. Furthermore, learners who were mainstreamed into formal schools within the host communities were provided with uniforms, textbooks and writing materials just like the host community children.



ECR Project Director during benchmark monitoring in Mai- Umar Pri. Sch. Potiskum, Yobe state. Photo credit: Baba Shehu

**Coordination:** In establishing the centers, the project collaborated with a wide range of state and community partners. While state and LGA partners like MoE, MOWA, SAME/ANFEA, SUBEB and LEA led the process of community entrance given their statutory role of providing education, CCs and subgrantees worked with communities to identify suitable centers and beneficiaries.

The ECR team coordinated with multiple stakeholders including: The Non-Formal Education Technical Working Group (NFE-TWG), which has the responsibility of ensuring adherence to NFE guidelines; Agency for Mass Education (SAME); State Universal Basic Education Board (SUBEB); Ministry of Budget and Economic Planning; Ministry of Education (MOE); Christian Association Nigeria (CAN); and Jama'atul Nasirul Islam (JNI). The project also coordinated with the 'Education in Emergencies Working Group' (EiEWG), of which the IRC is a member. The EiEWG provides a coordination forum for stakeholders working in education, to ensure conflict-affected children have access to quality education. Finally, the ECR project team also coordinated with the subgrantees and the national partners, CSACEFA and FOMWAN, to carry out advocacies and sensitization campaigns to host communities, traditional leaders, religious leaders, and IDP parents in order to strengthen cooperation and ownership of the project.

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

#### ***Enhanced NFE curriculum***

**Monitoring conducted with NFE TWG to ensure implementation of the Enhanced NFE curriculum (Reading, Numeracy and SEL) by LFs in NFLCs:** The finalized NFE curriculum, Scheme of Work, Trainers and Facilitators Guides were adapted by the NFE technical working group and project consultative group, and were presented to the LMDG. The materials have been reproduced and distributed to master trainers, learning facilitators

and stakeholders in the project. The project worked with state government partners and the NFETWG to ensure the implementation of the enhanced NFE curriculum through monitoring of the centers. Government partners spearheaded the joint monitoring of the centers and ensured compliance to the use of the enhanced curriculum in the three thematic areas trained on their use. In Adamawa, IRC provided a Healing Classroom Handbook to LFs to address the needs of traumatized children.



*ECR Project Director, Mr. Ayo Oladini assessing learners reading ability at AGLC, old barracks Potiskum, Yobe state – Photo credit: Baba Shehu.*

### ***Material development***

***Read Aloud materials developed:*** A workshop was held in Gombe for master trainers from tertiary institutions, the Ministry of Education and non-formal education officials. There were 32 participants, including ECR staff from the project states. An overview from the Reading Access Research Activities’ (RARA) “Read Aloud” materials was presented to serve as a guide for the material development group, which enabled them review, adopt and adapt one- to two-paragraph read aloud materials for the learners across the project states. An instructional guide was created to show learning facilitators how to teach reading competencies using the stories. This guide took the cultural context and gender balance into consideration, and final pilot testing is being carried out to incorporate its use in centers. In all, 20 stories were developed in Hausa with practical illustrations. The stories were critically reviewed to incorporate and infuse SEL competencies that will build traumatized IDP learners’ resilience.

### ***Integration of alternative learning programs in NFLCs, YLCs and AGLCs***

***Consultation of learners for skills prioritization:*** The process of integrating alternative learning programs in Non-Formal Education involves the acquisition of skills through practice. The purpose of skill acquisition is to train adolescent girls and boys to acquire life skills that are cost effective, marketable, easy to learn and profitable. These skills may in turn possibly be a source of livelihood support. As part of ECR’s intervention to meet the needs of learners in youth and adolescent girls’ learning centers, the wrap-around specialists worked with the community coalition chairmen, mentor teachers and the learning facilitators of each community to conduct a skill prioritization exercise for all the youth and adolescent girls learning centers in the projects states.



*Resource person from NDE delivering strategies in prioritizing skills. Photo credit: Idris Lawal*

In Adamawa, this activity was supported by the staff person from the National Directorate for Employment (NDE). Some of the skills identified as profitable and easy to learn include:

For adolescent girls:

- Pomade and soap making, detergent making, room fresheners
- Crocheting, sewing (hijabs, bed-sheets, window blinds, underwear)
- Henna (body decoration)
- Bead making (necklace, bangles, bags, flower vases), bead stringing
- Fish smoking
- Spice production

For adolescent boys:

- Tie and dye
- Haircutting
- Soap and pomade making
- Leather works (bags, belts, slippers, shoes)
- Motorcycle seat covering
- Furniture (local stools, benches)
- Basket making

Aluminum pot making, bag production, doormat making, ground nut oil extraction were identified as appropriate for both adolescent boys and girls.

The project is striving to facilitate skill acquisition by engaging local craftsmen and women within the communities and to begin production. In Q3, AGLCs and YLCs will be supported with materials for the prioritized skills. The skills to be taught will ensure that the gains of the project are sustained through the development of a local capacity that will be put to use within the local environment.

**Do No Harm:** The project established safe and protective NFLCs that adhere to culturally appropriate principles. The master trainers uphold the principles of ‘Do No Harm’ (neutrality, impartiality, inclusiveness, respect for culture and custom, accountability). Training and re-training of stakeholders continues to make up a large portion of the project. The project ensures development and integration of interpersonal skills and social-emotional competencies in the teaching curriculum. LFs, mentor teachers and FS teachers had received training on how to apply these principles in their teaching. Mentor teachers have also been trained to support learning facilitators in adherence to these principles. Furthermore, CCs were trained on how to ensure the implementation of the Community Action Circle (CAC) as a pathway to safeguarding the learning environments.

**Coordination:** The project has achieved increased coordination with state and local governments in the implementation of its activities. The NFE-TWG and PCG quarterly meeting is a sustainability strategy that works through their participation in and coordination of project activities. The project also facilitates coordination with other development partners by providing health, protection, child protection, and WASH activities to support learners with deworming drugs, dignity kits, water source rehabilitation, psychosocial counselling and sensitization campaigns. Notable partners include the IRC, UNICEF, UNHCR and NERI. The project’s national partners, CSACEFA and FOMWAN, were largely responsible for facilitating this coordination as well as mobilizing community support. They were also successful in mobilizing resources to further strengthen the implementation of the project through place-based sensitizations held to advance acceptance of the project, especially at the grassroots level.

## 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*

**Copies Of Finalized Facilitators And Trainers’ Manuals Reviewed By TE And LMDG, Produced:** In January 2016, the project worked with Florida State University (FSU), the International Rescue Committee (IRC) and other technical leads to review the Trainer’s Guide, Facilitator’s Manual, Scope and Sequence, Coaching and Mentoring handbooks and to ensure that the contents of these manuals were enriched with SEL concepts and principles. Lessons learned in Year One from the observations of master trainers, learning facilitators, mentor teachers and other stakeholders during training sessions in workshops and classrooms informed the review of these manuals. In all, 3,600 manuals were produced and distributed to 923 for LFs, mentor teachers, and formal school teachers. These are in full use by in all 406 centers and 139 formal schools across the four project states. Table 2 below shows details of manuals produced and distributed.

**Table 2: Manuals produced and distributed**

S/N	Item/manual	Copies produced	Copies distributed					Total distributed
			Learning Facilitators	Teachers	Mentor teachers	Master trainers	NFE TWG	
1	Facilitators Guide (English)	1200	406	439	78	40	40	1,003
2	Jagoran Malami (Hausa)	1200	406	439	78	40	20	983
3	Coaching and Mentoring Handbook	500	-	-	78	40	20	138
4	Scope and sequence	500	406	-	78	40	20	544
5	Trainers' Guide	200	-	-	78	40	10	138
		<b>3600</b>						<b>2,806</b>

**Refresher training for existing Master Trainers in Project Year One states and Yobe:**

ECR organized the first phase of a three-day training of trainers (ToTs) workshop in Gombe, during which 40 (27m, 13f) master trainers (Adamawa – 7 m, 2f; Gombe – 5m, 5f; Yobe – 8m, 3f; and Bauchi – 7m, 3f) were trained. Trainees were drawn from state ministries, departments and agencies (MDAs), institutions such as colleges of education and universities, and program officers from CSACEFA and FOMWAN. They were trained to conduct step-down trainings for learning facilitators, mentor teachers and formal school teachers **in the 26 focal LGAs of the Adamawa, Bauchi, Gombe and Yobe states**. The training included approaches to teaching reading and numeracy, classroom management and information on safe schools.

The second phase of ToTs on Social and Emotional Learning (SEL) was held from February 8-11, 2016. The training was facilitated by two experts from the International Rescue Committee (IRC) and the topics discussed during the training included: Do No Harm principles, SEL and its competencies, creating and writing lesson plans, the use and improvisation of instructional materials, conflict mediation, and early warning signs. It was a participatory training that encouraged participants to put to use what they had learned. The training was attended by 40 master trainers (27m, 13f). Other relevant topics discussed were motivation, psycho-social counseling, referral pathways, promoting civic responsibility, creating child-friendly environments, positive discipline and encouraging language confidentiality.

**Step-down training for teachers in project states**

**Step-down for LFs/mentor teachers/formal school teachers in ABG states and Yobe:**

A total of 923 (663m, 260f) educators were trained during the quarter. Out of these, 406 (299m, 107f) were LFs; 78 (65m, 13f) were mentor teachers/LGEA supervisors, while 439 (299m, 140f) were teachers from formal public schools. These personnel received a three-day (refresher for ABG states) training on literacy and numeracy across the 26 focal LGAs in the project states. The training workshop equipped the participants with knowledge and skills of activity-based and learner-centered pedagogy so that they could effectively deliver such lessons in USAID-ECR supported learning centers. Participants were also taught how to produce instructional materials using the available local materials (Make and Take). The project has observed a significant improvement in teacher instruction during routine monitoring. Below is a detailed number of personnel trained by state, LGA and gender.



Participants at SEL training in Numan - Adamawa and out-door SEL activity in Yola-north - Adamawa. Photo credits: Peter Fujuno and Zainab Tukur.

**Table 3: Number of Learning Facilitators, Mentor Teachers and Formal School Teachers Trained**

LGA	Learning Facilitators			Mentor Teachers			Formal School Teachers			Total Trained		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Fufore	10	4	14	3	0	3	34	6	40	47	10	57
Girei	13	1	14	3	0	3	22	6	28	38	7	45
Numan	3	11	14	3	0	3	10	22	32	16	33	49
Shelleng	10	4	14	1	2	3	22	10	32	33	16	49
Song	10	4	14	3	0	3	18	4	22	31	8	39
Yola North	9	7	16	2	1	3	4	8	12	15	16	31
Yola South	12	2	14	2	1	3	22	10	32	36	13	49
<b>Bauchi state</b>												
Alkali	11	3	14	2	1	3	9	3	12	22	7	29
Bauchi	9	6	15	3	0	3	6	6	12	18	12	30
Dambam	11	3	14	3	0	3	9	3	12	23	6	29
Gamawa	11	3	14	3	0	3	9	3	12	23	6	29
Ganjuwa	10	4	14	3	0	3	10	2	12	23	6	29
Itas Gadau	13	1	14	3	0	3	11	1	12	27	2	29
Toro	10	4	14	2	1	3	11	1	12	23	6	29
<b>Bauchi Total</b>	<b>75</b>	<b>24</b>	<b>99</b>	<b>19</b>	<b>2</b>	<b>21</b>	<b>65</b>	<b>19</b>	<b>84</b>	<b>159</b>	<b>45</b>	<b>204</b>
<b>Gombe</b>												
Akko	13	1	14	2	1	3	9	2	11	24	4	28
Balanga	9	5	14	3	0	3	7	5	12	19	10	29
Dukku	11	3	14	2	1	3	8	3	11	21	7	28
Gombe	8	8	16	1	2	3	10	2	12	19	12	31
Kwami	14	0	14	2	1	3	8	4	12	24	5	29
Shongom	8	6	14	3	0	3	8	4	12	19	10	29
Yamaltu Deba	12	2	14	2	1	3	6	3	9	20	6	26
<b>Gombe Total</b>	<b>75</b>	<b>25</b>	<b>100</b>	<b>15</b>	<b>6</b>	<b>21</b>	<b>56</b>	<b>23</b>	<b>79</b>	<b>146</b>	<b>54</b>	<b>200</b>
<b>Yobe state</b>												
Bade	16	4	20	3	0	3	7	5	12	26	9	35
Damaturu	19	7	26	3	0	3	9	9	18	31	16	47
Fika	19	5	24	3	0	3	8	4	12	30	9	39
Nguru	13	5	18	3	0	3	7	5	12	23	10	33
Potiskum	15	4	19	2	1	3	15	9	24	32	14	46
<b>Yobe Total</b>	<b>82</b>	<b>25</b>	<b>107</b>	<b>14</b>	<b>1</b>	<b>15</b>	<b>46</b>	<b>32</b>	<b>78</b>	<b>142</b>	<b>58</b>	<b>200</b>
<b>Grand Total</b>	<b>299</b>	<b>107</b>	<b>406</b>	<b>65</b>	<b>13</b>	<b>78</b>	<b>299</b>	<b>140</b>	<b>439</b>	<b>663</b>	<b>260</b>	<b>923</b>

Furthermore, an SEL training workshop was conducted to build the capacity of learning facilitators (LFs), mentor teachers and formal teachers in the 26 focal LGAs of the Adamawa, Bauchi, Gombe and Yobe states in terms of SEL competencies. The training included inclusive techniques encompassing peer-learning and practical activities that enabled participants to write effective lesson plans infused with SEL competencies. The delivery of these lessons has in turn improved the emotional status of distressed IDP children and youths accessing basic education and life skill programs in the 299 USAID-ECR supported learning centers in the ABG states, and 107 in Yobe State.

**Wrap around SEL Services:** For this project, these are defined as social and emotional skills prioritization, learning, materials development and student assessment. They include psychosocial supports for those learners exposed to violence who may need additional support activities.

**Psychosocial supports provided to create learner friendly environment in NFLCs (deworming, WASH facilities):** Through the IRC’s integrated programming support, the project dewormed beneficiaries in the NFLCs in coordination with State Primary Health Care Agencies, community coalitions and IDP parents and caregivers. Internally displaced learners in the 406 learning centers received deworming intervention in order to serve in both a

preventative capacity and as a treatment method for helminthiasis and other infections that can pose a serious threat to children’s health, education, and productivity. A total of 22,046 (9,885m, 12,161f) learners were dewormed in the four project states.

In Adamawa, ECR enjoyed ECHO funding through IRC by providing children with access to drinking water while they learn. The IRC, through the ECHO Children in Peace project, rehabilitated 12 hand pumps (boreholes) in five LGAs of Adamawa state, where ECR learning centers and communities are located. These are the Geriyo community in Yola North, Prof. Jibril Aminu Primary School, Burawo Primary School and Angwan Fada community in Song, Vunoklang Primary School and Girei 1 Primary School in Girei LGA, Wuro Chekke in Yola South, Wuro Hausa and Central Primary School Malkohi. In the other project states, water is provided in jerry cans through the subgrantees, while efforts are being made to collaborate with other partners working on WASH for similar provision of water within NFLC locations. Because of this support in Adamawa, lessons are no longer disrupted by learners needing to travel some distance to find water.



*A water source rehabilitated by the IRC for learners in Geriyo NFLCs. Photo credit: Annas*

The project continued to provide psychosocial support to learners in order to create a friendly learning environment. The project also provided recreational activity items such as footballs, volley balls, skipping rope, whistles, jerseys, badminton rackets, nets and shuttles, while ECHO granted more items in Adamawa. In the same manner, learners in Youth Learning Centers and Adolescent Girls Learning Centers between 14 and 17 years old have been supported with Dignity Kits. A way of providing psychosocial care to adolescent girls, these kits include washing soap, bathing soap, clothes, combs, Vaseline, Dettol soap, sanitary towels, tissue paper, sponges and scrubbing stones; adolescent boys received washing soap, bathing soap and disinfectant. Learners in NFLCs between 6 and 13 years old were also supported with sandals and foam mattresses through other IRC funding. School attendance has remained high and learning outcomes have significantly improved due to these provisions.



*Adolescent Learners signing and receiving Dignity Kits distributed by Child Protection Officer and CSACEFA Program Officer in Yola North LGA. Photo credit: Jamila Hassan*

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

***Review meeting by TE and LMDG and the production of copies of finalized Coaching and Mentoring Handbooks:*** The project scaled up the numbers of mentor teachers by including local government officers in charge of non-formal education. There are now three government officials overseeing mentor teachers in each of the 26 focal LGAs. The primary role of mentor teachers is to visit and mentor learning facilitators in the established NFLCs. They carried out two visits per month to each of the learning facilitators to ensure that the learning facilitators understand their role and address any questions or concerns they might have. The Coaching and Mentoring Handbook developed in Year One provides guidance for mentor teachers on how to conduct professional development activities and it contains strategies that were used to support LFs in teaching reading in schools.

The project conducted capacity building training in Bauchi to strengthen the pedagogical skills of 78 (66m, 12f) mentor teachers (LGEA education officers and supervisors) in the 26 LGAs of the four project states. The training deepened their understanding on the use of ECR manuals and instructional materials to improve the quality of instructions delivered in the 406 USAID-ECR learning centers. The training not only improved their capacity to monitor LFs’ compliance to ECR benchmarks, their use of SEL skills to heal the emotional injuries of the traumatized learners and the enhancement LFs’ skills to deliver instructions in multi-grade classroom environments, but also supported them in effective classroom management

(coaching and mentoring).

**Coaching and mentoring visits by mentor teachers to improve quality of instructions in NFE centers:** *To ensure* the continued professional development of the LFs, trained mentor teachers have been carrying out scheduled visits to ECR center across 26 focal LGAs to coach and mentor the LFs. The three mentor teachers per LGA each visit the centers twice a month. During such a visit, the mentor teacher observes lessons taught (pedagogy), classroom management and conflict-sensitive compliance, and provides feedback to LFs on identified best practices for reinforcement, as well as gaps where performance can be improved. This continuous on-the-job training system has been observed to strengthen LFs’ capacity to deliver quality instruction in the core subjects – numeracy, reading and social and emotional learning.

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

**Quality Teaching And Learning Materials Distributed/Developed/Adapted (Read Aloud Stories) by LMDG:** The Trainer’s Guide, Facilitator’s Manual, Scope and Sequence, Coaching and Mentoring Handbooks were revised to include SEL concepts and principles from lessons learned in Year One and the observations of master trainers, learning facilitators, mentor teachers and other stakeholders during training sessions in workshops and classrooms. All of these manuals were produced, distributed and are in full use by the master trainers, mentor teachers and learning facilitators in all 406 centers across the four project states.

In the same vein, all learners (22,049) were provided with learning materials including exercise books, while those enrolled in formal schools in Yobe had an additional four textbooks in the core subjects (English, Mathematics, Social Studies and Primary Science). In Adamawa, learners also received copies of teaching and learning materials (2A and 2B exercise books, Koyon Karatu and Lissafi primers, sharpeners, erasers, pencils, school registers and diaries) donated by the State Agency for Mass Education at the end of PY1. Furthermore, the project distributed scholastic materials donated by the North Eastern Region Initiative (NERI) to non-formal learning centers in Adamawa. In the same manner, the IRC ECHO Children in Peace supported all learners who were mainstreamed into formal schools with a bag containing exercise books, two pens, two pencils, an eraser, sharpener and a set of uniforms. Each learning center also received recreational materials like footballs and skipping ropes, which were distributed through the LGA distribution network to learners.

To further facilitate the nine-month accelerated basic literacy learning program, the project conducted a workshop for the Learning Material Working Group (LMDG), during which 20 one- to two-paragraph stories were developed in Hausa with practical illustrations. The stories were critically reviewed to incorporate and infuse SEL competencies that will bring hope to the traumatized IDP learners. An overview from Reading Access Research Activities’ (RARA) “Read Aloud” materials was also presented to serve as a guide for the workshop. This enabled LMDG to develop read aloud materials for the learners across project states. These stories, when finalized, will enhance reading and improve LFs’ skills in the use of the local language, Hausa. The final draft will be reviewed and incorporated into adapted RARA material in the third quarter for use by learners and LFs.

*“We are grateful for the USAID-ECR project because it has really touched our lives and has given a reason for our children to continue with their lives normally.”*

*IDP parent in Fufore LGA*

**Do No Harm:** During the adaptation and development of read aloud materials, the project ensured that all passages and stories developed were critically reviewed to incorporate and infuse SEL competencies that will build resilience among traumatized IDP learners. The project ensured that the capacities of all actors including the mentor teachers, master trainers and the learning were built into the implementation and support of project activities in the NFLCs. The project also promoted inclusion of females in the selection of all key partners in the training and monitoring of learning activities in the learning classrooms through dialogue. This ensured the safe delivery of manuals for teachers and pupils to use during

distribution process. This collaboration also created transparency and trust, and reduced tension. This system of support tracking and monitoring upheld the principles of Do No Harm in the development and distribution of instructional materials.

Similarly, mainstreamed IDP learners were enrolled into formal schools, which provided them with the opportunity to make friends and gain further confidence.

### 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 conducted:** Several sensitization and awareness campaigns have been conducted on the importance of schooling and non-formal and alternative education opportunities in order to rapidly build the knowledge of key stakeholders in the target states. These efforts were led by FOMWAN and CSACEFA in collaboration with states' and LGAs' FOMWAN Amirahs across the project states. The exclusively female meetings were used to sensitize women about the importance of sending their girls to the established centers and prioritizing the education of their daughters. These sessions were also used to discuss NFE policy, including benchmarks and their roles in the delivery of NFE. These benchmarks include the age limit, contact hours, time lines etc.



Cross section of women during compound meeting in Bauchi. Photo credit: Mohammad Ali.

Counseling meetings with mothers affected by violence were also held across the four project states. The methods of the sensitization included the use of female religious leaders, such as the FOMWAN state Amirahs. The importance of peaceful co-existence and harmonious living from a religious point of view, access to learning and equal opportunities for all children, and the support of children's education – especially girls' – were the subjects of discussion during the sensitization. The meeting was also used to discuss simple health tips such as hand washing at critical times and covering pit toilets to avoid spreading of diseases. In Bauchi, women affected by the crisis from Yobe, Borno and Adamawa were linked with the Da'awa chairperson in the Toro LGA for further counseling sessions.



CSACEFA's counseling meeting with displaced mothers in Itas Gadau. Photo credit: Peter Alade

FOMWAN collaborated with the CCs to conduct place-based sensitization visits in Adamawa, Bauchi, Gombe and Yobe states with community and religious leaders and ward heads to discuss support for IDP children. In one of the meetings, the Emir of Alkaleri in the Bauchi state was overwhelmed with the project – so much so that he pledged to render his maximum support for the success of its activities. The village head of the Wauro Jabbe community in the Yola South LGA Adamawa state sees the project as “ours, not yours.” About 140 people, comprised of IDP parents and members of the host community, attended the sensitization. In Yobe, the palace-based advocacy was attended by JNI, CAN, CCs, and subgrantees. In the communities visited, the leaders pledged their support to the project. Zanna Lawan Girgiri, a community leader, commented that “this is a very good initiative and we will work at ensuring everyone lives in peace with one another, irrespective of religion and tribe, and we will continue to preach peace by engaging religious leaders to emulate this gesture.” He vowed to take the opportunity presented by ECR to educate all displaced children in his community.



Palace based Advocacy in Toro LGA. Photo credit: Helen John

**Study Tour—CC Exchange Visits:** The wish to emulate some best practices recorded by one of the CCs in Dadin Kowa Yamaltu Deba LGA of Gombe state led to the organization of an exchange visit. The purpose of the exchange visit was to find out how the CCs in Yamaltu Deba were able to successfully implement activities to support an additional AGLC in their community, the setting up of an early warning system, and resource mobilization, so that CCs from other states will also learn and replicate these best practices in their LGAs. The exchange visit included a visit and interaction with the adolescent girls and discussions with CC members on how they were able to provide the needed assistance. 21 (14m, 7f) CC members participated in the exchange visit. By the end of the encounter, the CCs were able to plan specific actions they intended to take based on the exchange visit.



*CC members exchanging ideas during exchange visit in Gombe. Photo credit: Jamila Hassan*

### **Training of CCs**

#### **Strengthening of 52 CC structures in Adamawa, Bauchi, Gombe and Yobe states:**

To further strengthen the capacities of the CCs, 52 CC structures and subgrantees were trained on Advocacy, Resources Mobilization and Community Based Early Warning Signs. As part of their efforts toward mobilizing resources that will improve service delivery to IDPs, the trained CCs and the representative of subgrantees identified IDPs' needs. They also identified ways of mobilizing resources that will guarantee the sustainability of the project. As a result of the training, the CCs have identified individuals/families, philanthropists, commercial institutions, trade unions, civil society organizations, religious leaders within their LGAs and environs as the potential providers. After the training, the CCs developed action plans to mobilize additional resources to support the IDPs.



*Cross section of CC members at training in Bauchi. Photo credit: Aishatu Aminu*

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

##### **Activate and strengthen Community Education Support Groups- CSOs:**

One strategy of the project is to strengthen education support groups and committees in order to improve awareness on education, particularly through local structures. This strategy attempts to draw attention to the key roles of community or religious leaders and other notable members. The community leaders serve as entry points into the community and facilitate community engagement and participation. The community leaders have mobilized members of the community to support the project, and were especially useful in securing the support received by the Community Coalition, who were able to engage youth groups who visited communities to conduct sensitizations as part of the action plans developed by the group. The CCs conduct regular visits to the community and religious leaders to deliver regular feedback on project achievements so as to further gain support and to also keep them in the loop of any recorded successes.



*CC chairperson (right) and mentor teacher (left) during an advocacy visit to the emir of Gadau. Photo credit: Alade Peter*

The CC in Dukku LGA of Gombe state conducted sensitization visits in the host communities to raise the attendance of the mainstreamed IDP learners in formal schools (Manga Primary and Dukku Junior Secondary Schools). CSACEFA in Bauchi collaborated with the CC Gadau in Bauchi to pay an advocacy visit to the Emir of Gadau to enlist his support in the enrollment drive, an attempt to bolster attendance at established centers and other forms community support. In Yobe, subgrantees, CCs and youth groups carried out sensitization visits to communities. The sensitization activities focused on traditional or community and religious leaders, as well as community members. Traditional and religious leaders were



*Visit to District Head at Potiskum, Yobe. Photo credit: Adamu Pioneer*

targeted for their support due their role as community gate keepers in order to raise awareness on the value of education and to encourage community members to attend centers established in their communities.

The activity was conducted by the CCs in the respective LGAs as one of their mandates in the work plan. The community mobilization unit supported them in developing advocacy messages and other technical assistance as may be required by the CCs.

The project's religious partners, JNi and CAN, were consulted in all the activities of the project. They helped to gain entry into the communities, and participated in selecting and establishing learning centers. They also assisted by preaching peace and forgiveness in our centers and in their respective communities. These efforts have greatly improved social cohesion among a larger audience in the community, and have contributed greatly toward project sustainability.



*JNi Official Malam Dahiru Musa preaching peace in NFLC Filiya Shongom LGA as CAN and CC Chairman looks on. Photo credit: Maigari D Hamza*

**Socialization and recovery strategy established:** ECR coordinated with CCs and the subgrantee working in the Fika LGA of Yobe state, to establish two youth and adolescent girls' peace clubs/ groups and peace initiatives. The initiatives will strengthen peaceful coexistence and help to inculcate a spirit of love among members, who consist of mainly youth and adolescent learners enrolled in the ECR NFLCs. The clubs hope to promote positive moral values to help youth abstain from extremism and other unlawful activities that could endanger their lives and others. JNi, FOMWAN and other members in the community kick-started activities for the clubs with the preaching of peace and love among the members.



*Youth and adolescent girls' peace clubs/groups and peace initiatives in Fika LGA, Yobe state. Photo credit: Aliku Hayatu*

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

**NFE Support Program:** FOMWAN participated in the sensitization of CSOs, CCs and local education support groups on NFE policy, including benchmarks and their roles in the delivery of NFE during our place-based advocacy and compound meeting with mothers and caregivers. Counseling sessions with mothers affected by crisis were also held during the sensitization exercise in the three LGAs Akko, Balanga and Shongom LGAs. Thirty (30) mothers attended the counselling session, while 36 participants attended the sensitization meeting at Akko LGA.

**Alternative learning center support:** In response to the highly volatile environment in which they live, the CCs set up early warning systems around the established NFLCs to reduce the effect of risks, should they occur in the communities within which the learning centers were established.

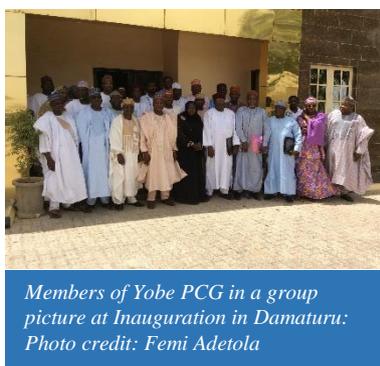
**Do No Harm:** In order to do no harm, different interest groups were involved in the training and community sensitization campaigns conducted. The project ensured the participation of beneficiaries (men, women, girls, boys, traditional and religious institutions) to ensure the large-scale buy-in of local populations. It also ensured that the campaign processes were not manipulated to unintentionally promote exclusion, hate and social inequity. Different groups in the community were taken into consideration. For instance, women were specifically targeted in compound meetings as they are often excluded from communal activities. This fair representation of community interest groups and other stakeholders has ensured community-wide participation, ownership and promotion of "do no harm" principles.

**Collaboration:** In a collaborative effort to strengthen the community education support group, the project participated in Education in Emergency (EiE) meetings held in Adamawa, Gombe and Yobe states, as well as Abuja. The group synergizes efforts made by INGOs, CSOs and MDAs in order to coordinate humanitarian responses in education. The project also acts in coordination with state partners like SUBEB, the Ministry of Education, the Ministry of Women Affairs, and ANFEA. The goal is to have government MDAs internalize the concept and own the process after the close-out of the project.

## 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*

**Catalyzed Coordination and Dialogue:** The project inaugurated the Project Consultative group (PCG) in Yobe under the chairmanship of the Commissioner for Education. Present were commissioners of key MDAs, as well as internal development partners like COOPI, UNICEF, ACF, and ICRC. The members made commitments to support the project.



Members of Yobe PCG in a group picture at Inauguration in Damaturu:  
Photo credit: Femi Adetola

ECR also conducted a one-day meeting in Adamawa with the members of the PCG, Technical Working Group (TWG) and Learning Materials Development Group (LMDG) in Yola for 34 participants (25m, 9f) and seven ECR staff. In total, 41 participants were in attendance. The major meeting item discussed was the transition plan to ensure the sustainability of the program and its handover to the government after the

program concludes.

A member of the Learning Materials Development Group gave some insight on the finalized manuals that were collaboratively produced. Finalized manuals were presented to the chairperson of the group, the Executive Director of ADSAME, to hand over to the Permanent Secretary, MoE, to submit to the state government. The Permanent Secretary, Adamawa State Planning Commission, Dr. Garba Ahmed, received the developed manuals on behalf of the government. Mrs. Charity Dubi, called on the Education Secretaries from all of the seven LGAs that were present to collaborate with ADSAME in the area of Non-Formal Education in their LGAs for the progress and development of the state. In a response, the Education Secretary from Girei LGA reported that formal school teachers who participated in the teachers training carried out by ECR in Numeracy, Literacy and Social and Emotional Learning were far better off in performance than teachers who were not part of the training.

To align the program with national priorities and to gain support for NFE in the state, the project carried out two advocacy visits to the State House of Assemblies in Bauchi and Adamawa. The team met with the Speaker of the Assembly and Chairman of the House Committee on Education and its members to discuss and share the project achievements since it began implementation of its activities.

In the second quarter, various advocacy visits were conducted targeting key government partners and other policy makers at state and community level. As one of the project requirements, an advocacy visit was paid to the Ministries of Education, Women Affairs, Youth, Social and Community Development, State UBE Board (SUBEB) State Agency for Mass Education (SAME) and the State Emergency Management Agency (SEMA) to ensure their support for the project. FOMWAN in Bauchi led visit to the Ministry for Women Affairs. The purpose of the visit was to further solicit support from the ministry in terms of skill acquisition materials and facilities or adolescent girls' and youth learners in their learning centers, as well as scholastic materials, among other things, for NFLCs. The commissioner expressed delight with the project and requested that ECR forward a proposal for adolescent girls' and youth skill acquisition facilities and materials for possible support by the ministry.



Advocacy visit to Bauchi State House Committee on Education:  
Photo credit: Chris Ikpe

Similar advocacy was conducted to the Ministry of Women Affairs and the State Agency for Mass Education (SAME) to solicit support for girls' education in Adamawa. At the state Ministry for Women Affairs, Director of Social Mobilization Mallam Mohammed Mayo, who represented the permanent secretary, promised to include the issue of girl children in their community mobilization activities and SAME promised that they will continue to work with ECR to promote education for all in the society, but especially for those affected by the Boko Haram insurgency.



*ECR Project Director during advocacy visit to Hon. Commissioner Haj. Asabe Hamma MOWA, Bauchi. Photo credit: Titus Ibi*

In preparation for the activity, the ECR team in Yobe requested that JNI/CAN provide a list of their representatives to support the center-based preaching session. The activity was conducted at LGAs under the leadership of Education Secretaries from February 9-13, 2016, where CCs, IDP representatives, IDP parents and other members of the community attended the session in the LGAs. In the five LGAs, at least three centers were visited and the preachers emphasized the importance of peace and all of positive things that it brings to the society. They also reminded participants to always be patient, most especially during trying times, and advised learners of the importance of reconciliation and how Islam always advocates for dialogue instead of revenge.

Quranic verses and the tradition of the holy prophet were used during the exercise, along with other psychosocial support messages that encouraged learners to always work hard in order to become useful to themselves and the society in general. The CAN representatives also praised peace and its importance to the society, and advised participants to tolerate one another. The Education Secretaries thanked them for introducing peace-building in their program and pledged their support for the success of the exercise in their LGAs. In Fika LGAs, the INOL in collaboration with Muslim Sister Organization, JNI and IZAL, promised to continue with the program bi-monthly.



*JNI Official Abubakar Mohammed Malala preaching peace and forgiveness to IDPs while CSACEFA program officer and Bitrus Shuaib of CAN listen with attention. Photo credit: Hassana*

**Identification of peace makers in five ECR LGAs in Yobe state:** To catalyze existing coordination mechanisms used by providers of NFE and alternative education options to facilitate open dialogue, peace makers were identified in the five focal LGAs in Yobe state from February 9-15, 2016. To engage the community and religious leaders in peace-making and to ensure community ownership and sustainability, all relevant stakeholders were involved, including community and religious leaders, CCs, and community based peace organizations.

In all the LGAs, the idea of identifying and engaging peace-makers was shared with community and religious leaders. During the exercise, the criteria for the selection of peace makers was read by a community mobilization officer. The criteria state that the peace maker should be an influential person in the community, a religious leader or an influential personnel from the government or a CBO working in peace-building. The people identified in all the LGAs were community and religious leaders, political opinion leaders and CCs, and included both men and women. Below are the key peace champions nominated by their communities:

**Table 4: Key peace champions in Yobe state.**

S/N	LGA	NAME OF PEACE CHAMPION	OUTSTANDING PERFORMANCE SIN ENHNAING PEACE	NOMINATED BY
1	Nguru	Kaka Alhaji Chori	Chairman JNI, Nguru branch, preaches peace.	Community coalition and community leader
2	Nguru	Zannah Lawan Girgiri	Mobilised his community and provided accommodation for the AGLC, until project became well accepted, where they moved learners to a permanent site in a JSS nearby.	Community coalition and community leader

S/N	LGA	NAME OF PEACE CHAMPION	OUTSTANDING PERFORMANCE SIN ENHNAING PEACE	NOMINATED BY
			Always monitors learners and LFs' punctuality and performance.	
3	Damaturu	Maimuna Abdullahi	An influential female Islamic preacher whose views are respected; provided two classrooms for the ECR learners at Tsamiyar lilo.	Community coalition and community leader
4	Damaturu	Ali Aji Baitu	An influential person who always represents Damaturu Emirate in resolving crisis and is very well respected.	Community coalition and community leader
5	Bade	Hauwa Basai	Currently supporting ECR in the LGA and supports orphans and widows with livelihoods.	Community coalition and community leader
6	Bade	M. Umar Ahmad Talba	The Chief Imam of Bade and Chairman council of Ulama, Bade LGA; he coordinates preaching sessions in Gashua and its environs; well-respected and chosen by the community members to make the list.	Community coalition and community leader
7	Fika	Alh damu Bala Yusuf	An influential person who always represents Gadaka Emirate in resolving crisis and is very well respected.	Community coalition and community leader
8	Fika	Hauwa Mohammed Fada	Currently operating schools to support children in Fika community, and has supported ECR with two classrooms for the ECR learners.	Community coalition and community leader
9	Potiskum	Alhaji Adamu Yaro	A very influential and respected person who supported ECR project with three learning centers and provided an additional LF to support ECR LFs.	Community coalition and community leader

The project collaborated with JNI and CAN in the preaching of peace in our centers with the full collaboration and participation of other community leaders. After visiting the palace of the district Head in Malala of Dukku LGA, the team – along with the representatives of JNI and CAN – went to the six centers that were running concurrently in Malala and preached peace and forgiveness. The two preachers drew the attention of the learners to the need to forgive and forget. They also promised to visit the centers regularly.



*CMA Maigari D Hamza and other community leaders during peace talk at the Filiya District head palace in Shongom LGA. Photo credit: Penuel Dauda*

FOMWAN collaborated with community groups, Christian Association of Nigeria (CAN), Jamatul Nasarul Islam (JNI) and other stakeholders like the Christian Muslim Peace initiative to sensitize communities in Shongom LGA regarding the importance of reconciliation and peace-building. In addition, FOMWAN participated in meetings with NGOs to identify lessons learned, good practices, and needs from CCs, CSOs, and others during the course of implementing the project. The activity was conducted in District Head palaces and community gatherings. The project collaborated with JNI and CAN to conduct that activity.

**Do No Harm:** The above two activities were conducted with a high sense of caution so as to avoid doing harm in the process. This led to the involvement of the two major local religions in preaching peace in centers and communities and going to the centers together in order to avoid any conflict or disagreements between religious groups.

**Collaboration:** There was collaboration with other state partners and the two religious bodies JNI and CAN in conducting the activities.

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

**Capacity building workshops conducted to strengthen CCs, CSO and NGO subgrantee institutions:** A five-day capacity strengthening training was conducted for 34 NGO subgrantees working with ECR, including FOMWAN and CSACEFA. All participating organizations completed an Institutional Capacity Assessment which examined their perceived strengths and weaknesses on a set of indicators in seven organizational strengthening areas. The training provided a deep insight into effective organizational capacity assessment and strengthening plans. The methods used in conducting the training includes group discussion, role models, and plenary sessions. Lots of simulations, roleplay and group work were covered during the training sessions.



Group photos of participants in the CSOs' training in Bauchi. Photo credit: Helen John .

There was a step down of this training at state level immediately after the training. CSOs' skills were enhanced in order to improve their overall performances. Furthermore, participants not only developed efficient procurement policies, acquired reporting skills to document project implementation progress and identified best accounting and auditing techniques, but they also developed action plans to improve their project management skills. These plans included improved proposal-writing skills and resource mobilization strategies as well as human resource and financial management best practices.



Participants during "River Crossing" team-building activity in Gombe. Photo by Helen John

The training has emboldened subgrantees with the ability to partner effectively with the government at all levels, and to solicit and sustain project achievements in the conflict affected environment. Overall, participants showed an increase in skills or knowledge of 1 skill level, moving from a 2.5 average to a 3.5 average which translates to between apprentice and professional level. (1. No knowledge; 2. Novice level; 3. Apprentice level; 4. Professional level; 5. Expert level). Participants rated a 5 (strongly agree) that they would recommend the training to others. Certificates were presented to participants at the end of the training. 72 participants (47m, 25f) were trained in the first phase.

A step down six-day zonal training workshop was organized by ECR for CSOs who were not on the first phase by project technical staff trained by Capacity Building Expert, Nia Dickett, from Creative HQ.

In Adamawa state, the project collaborated with the Nigerian Red Cross Society to train learning facilitators across the seven focal LGAs (in the 99 NFLCs) on the use of First Aid to support learners' wellbeing. The purpose of the training is to ensure LFs are familiar with the proper and effective use of the first aid box. Topics covered during the training include: materials of a first aid box, how to use them effectively, the difference between first aid and follow-up treatment, and the importance of first aid box to learning centers. The trainer also gave practical demonstrations of how to rescue victims in various conditions. These centers all have a First Aid box thanks to the IRC's ECHO-funded Children of Peace project.



Females participants demonstrating rescuing skills during the training at Yola-North center. 9/3/2016 Photo credit: Idris m Lawal

**Do no Harm:** Conflict sensitive education programming requires the strengthening of institutional systems and expects policy priorities, plans and programs to be based on a comprehensive conflict analysis. We recognize that there is a link between education development objectives, state building, and security.

The project has designed activities like the peace-building and reconciliation to consolidate peaceful relations and strengthen the cultural and religious institutions (community leaders, JNI

and CAN) capable of mediating conflict and has strengthened other mechanisms that will support the necessary conditions for sustained peace with host communities. The principle of “do no harm” was observed in the Kukareta community in Damaturu LGA, where conflict between ECR and the military was resolved through dialogue meetings between ECR and a military team working in Kumareta. More children were consequently given the opportunity to access education from another source other than ECR and a relationship was established with the military to the extent that the military advocated for the use of ECR modules in their centers.

During peace building and the identification of peace-makers, the two religions were both well-represented to ensure that no one is discriminated against by the project. JNI and CAN representatives facilitated the center-based preaching sessions conducted in the LGAs.

Principles of do no harm were also observed at Bulabuin Primary School, where conflict between the ECR project and UNICEF was resolved. ECR conducted community dialogues where classes were provided for learners in the school and changed contact time from afternoon to evening to avoid a clash with the formal school and UNICEF learners.

**Collaboration:** USAID-ECR identified state level structures where our partners are working and continues to present project progress and challenges (SSI, EiE WG, MOB&F and UN agencies, USAID IPs coordination meetings) to develop strategies on joint engagement of government.

### 1.3 *Implementation Challenges*

- There are limited female teachers in host communities to complement the project’s vision of gender balance. The CCs, however, assure adequate monitoring to ensure LFs identified put in their maximum effort.
- Communal clash between nomads (Fulani – cattle herders) and farmers in Girei LGA led to suspension of educational activities in three NFLCs until normalcy returns to these communities.
- Lack of support for some mainstreamed IDPs (uniform, core textbooks, etc.) by government.
- One of UNICEF officers (Judith Giwa-Amu) monitoring Yobe state, visited one of project’s established centers in Bulabulin community of Damaturu. The learners were accommodated in UNICEF supported temporary learning space which was meant to accommodate a spill over of enrolled children in the nearby formal school. The project directed the subgrantee overseeing the center to negotiate another time after school hours for the use of the facility or move the children to another site as identified by the community coalition.
- The Malala, Shabewa and Dukku communities in Dukku LGA, Gombe state, are overcrowded. The project is collaborating with CCs to mobilize resources from community members to create additional NFLCs for IDPs children in these areas.
- A recent mass transfer in MDA staff in Bauchi led to the transfer of focal officers in the line ministries with which ECR is working. This caused a delay in decision making because these focal officer served as advocates of the ECR project in their different MDAs. Re-orientation of new focal officers to understand and support the project in their ministries has begun.

### 1.4 *Monitoring And Evaluation Plan Update*

**M and E Quarterly Review meeting:** The project’s M and E team held a three-day review meeting in Yobe State to keep its staff abreast of Year Two goals, plot dynamic timelines based on its improved strategies that will replicate Year One successes, and attempts close the observed gaps. Specifically, the meeting discussed the important components of the M&E plan, focusing on state targets for Year Two. In addition, the team proposed to strengthen the capacities of relevant project staff, including those of the subgrantees as well as the government partners, to understand the M&E plan and to effectively use the learning assessment and reporting tools to ensure project goals are result-driven.

The team also used the opportunity to map out strategies for delivering on its upcoming activities, including: a familiarization meeting, which is to provide an opportunity for LFs to learn M&E operations and demands, as well as how to complete all center records; and in-house monitoring visits – staff are to draw up a schedule for monitoring and should be guided by the center time tables.

**Familiarization meeting:** The ECR conducted familiarization meetings and orientation with learning facilitators (LFs) in each LGA. The meeting was to introduce the different components of the project and the LFs' responsibilities. It also provided an opportunity for the LFs to interact with the various M&E tools in use on the project. The modalities provided a capacity-building opportunity for the SG M&E officers, as they were trained to facilitate the workshops and trainings at the LGAs. In all, 389 (288m, 101f) facilitators benefitted from the training. This figure consists of 100 (69m, 31f) LFs from Adamawa; 94 (70m, 24f) from Bauchi; 94 (74m, 20f) from Gombe; and 101 (75m, 26f) from Yobe state.

## **2. Integration of Crosscutting Issues and USAID Forward Priorities**

### **2.1 *Gender Equality and Female Empowerment:***

The enrollment figures presented earlier in this report shows that the ECR project is succeeding in bridging the gap between male and female participation in education. Currently, ECR enrollment figures show parity between female learners at 55% and that of their male counterparts at 45% in our learning centers. The strategies used to increase female enrollment was establishing girls-only centers as well as mixed-gender centers, which were adopted at the beginning of Year Two. Female participation was also encouraged through sensitization and awareness creation during the recruitment of learning facilitators, identification of mentor teachers, enumerators and master trainers within the 26 LGAs of the project states. Furthermore, teaching methods and materials were free of stereotypes and gender bias.

The project made conscious efforts to ensure the inclusion of women through information-sharing and engagement. Health and hygiene talks were provided in exclusively female meetings to improve the general health conditions and cleanliness of their household environments. Mothers were sensitized on the recent outbreak of Lassa fever and its prevention, hand-washing skills, and the prevention of mosquito bites. Based on the vulnerability of the adolescent girl, CSACEFA collaborated with Nigeria Red Cross in Adamawa and Bauchi, and exposed 100 adolescent girls to lessons on reproductive hygiene to build and maintain a healthy lifestyle at CSACEFA established AGLC in the two states. Similarly, Adamawa State distributed dignity kits to the learning centers where girls are enrolled.

### **2.2 Sustainability Mechanisms**

ECR recognizes the importance of sustainability and stakeholders taking ownership of project activities. Deliberate efforts have been made by the project through the engagement of stakeholders and using transparently selected community groups in all stages of the project's implementation. The roles of the community coalition (CC) groups in the success of the project cannot be overemphasized. They ensure the compliance of both the subgrantees who are the managers of the centers and also the learning facilitators. They represent different interest groups in the community and report back to community leaders about the activities of the centers. In this way, the spirit of ownership is inculcated in all community members.

The capacity of 34 local NGOs was built to increase their responsiveness in order to implement similar programs in the future. The government is expected to maintain the project and take over all structures for the use of beneficiaries. The involvement of Ministries, Departments and Agencies (MDAs) in this project opened doors for participation, internalization and the adoption of the program by the states.

Local NGOs were trained on how to build their institutional capacity, assess their strengths and weaknesses and also how to brainstorm solutions to them. Other areas that the NGOs were

trained in include project management, resource mobilization, human resource management and financial management.

The roles of the CC in the success of the project cannot be overstated. They ensure the compliance of both the subgrantees, who are the managers of the centers, as well as the learning facilitators. They represent different interest groups in the community and report back to community leaders about the activities of the centers. This also serves to promote a sense of ownership. The project sought out the active engagement of stakeholders at all stages, which stimulated communities to mobilize resources, and fostered increased capacity among local NGOs to enhance their responsiveness to implement similar programs in the future.

## **2.3 Youth Development**

***Access to Basic Education and Prioritization of skills for YLCs and AGLCs:*** Youth including the adolescent girls occupy 130 centers (32%) of project's 406 NFLCs. Some have confessed that the reading and numeracy educational opportunities provided by USAID-ECR are the first they have ever experienced. The youth are feeling fulfilled now and have developed a great interest in schooling.

In order to empower the youth and adolescent learners further, ECR conducted a prioritization of skills for youth and adolescent girls in the learning centers. The following skills were chosen: cap making, embroidering, tie and dye, soap making, bead making, henna design, anti-septic, detergents, air fresheners, and tailoring. The learners will be equipped with valuable life skills that will help them generate income and support their families. This vocational training phase will commence in the third quarter.

## **2.4 Policy and Government**

The MDAs welcomed and gave support to the project at various stages of implementation. Such organizations include: the Ministries of Education, Youth Development and Sports, Women Affairs, Economic Budget and Planning, and Finance and Local Government Affairs. Others include SUBEB, SAME, and SEMA. The support received came in the form of the provision of personnel, structures and facilities for learning, and the supply of teaching and learning materials.

The Project Consultative Group (PCG) had been at the forefront of providing support to the project in the implementation of its activities. The Learning Material Development Group (LMDG), which consists of personnel drawn from various MDAs, was involved in the development of the project learning materials (Read Aloud). Government stakeholders were also involved in the review, development and adaptation of various assessment tools used in the project. Staff from various MDAs provided hands-on support in the development of learners' tests and assessment tools, which the project has employed in measuring progress in learners' learning outcomes.

The project conducted the monitoring and supervision of centers with the project NFE, NFETWG and M&E component to ensure compliance to benchmarks. Observations made during the monitoring exercises were duly considered and systems strengthened to ensure project intentions are met.

### ***USAID-Nigeria Mission Director's Visit to Kagadama IDP non-formal learning center***

The USAID/Nigeria Mission Director (MD), Michael Harvey, known for his unrepentant field visit, on Wednesday, March 3, 2016, visited IDP learners at Kagadama non-formal learning center (NFLC) in Bauchi state. He was accompanied by other USAID senior staff like Crophelle Harris-Hussein – Team Leader for Education and Adamu Igoche, Deputy Team Leader Peace and Democratic Governance, USAID/Nigeria

During the visit, the MD observed a reading class. He was impressed with the learning facilitator's (LF's) child-centered pedagogical skills and boosted learners' morales with the distribution of USAID-branded water bottles and packets of pencils for each of the learners to improve water hygiene and their class work.

He also had congratulatory handshakes with some IDP learners that were mainstreamed from the first cohort into a formal school by a philanthropic school proprietor- Mr Joel Jinjingi.

He had a robust interaction with the community leaders and government officials during which traditional ruler, community coalition, government officials expressed appreciation to the American people on the support for quality, protective basic education of the internally displaced children.

In his remarks, he emphatically said ***"I am pleased with this project!"*** While assuring of stakeholders of the American peoples' support, he also commended the sustainability mechanisms and complementary supports from the stakeholders.



USAID-MD, Michael Harvey, donating water bottles and pencils to IDP learners in Kagadama NFLC. Credit: Chris Ikpe



USAID-MD, Michael Harvey encouraging learners at Kagadama NFLC. Photo credit: Chris Ikpe



MD in stakeholder's meeting at Kagadama NFLC. Photo credit: Chris Ikpe

## 2.5 Local Capacity Development

### ***Local Capacity Building for project implementation and Material development***

***CreativeMapper training:*** The project launched an ICT tool in the form of a web-based application during this quarter. The application will ensure efficient and accurate data collection from the field using mobile devices. The ICT tool called CreativeMapper uses GIS spatial analysis that empowers enumerators to map and collect relevant data (such as the center's name, number of learners, and the center's latitude/longitude, etc.) via mobile devices on the ECR non-formal learning centers (NFLCs) and classrooms, routine data from subgrantees, and other information as may be required. The information collected will be uploaded online and managed by an administrator. The information will then be analyzed for project staff, policymakers and other stakeholders so that they can make critical decisions that will improve education services for internally displaced children in the four project states.



Cross section of trainees on CreativeMapper technology. Photo Credit: Akeem Ganiyu

In February 2016, Luther Jeke from Creative's Home Office trained 24 (20m, 4f) participants in the use of the application. The attendees included project staff and state partners, who were mainly enumerators in the four project states. Step down trainings will be conducted at the state level during the third quarter. The step down will immediately be followed by a mapping/data collection exercise in each of the four project states.

***The project conducted an institutional building and assessment of local NGOs, including FOMWAN and CSACEFA, CCs:*** As part of increasing local NGO grantee capacity, an organizational strengthening training was conducted for 34 subgrantees, including FOMWAN and CSACEFA (Refer to 4.2 for more details on this training). To build the capacity of staff to cascade the training subsequently, a master ToT was held that included a session on facilitation skills, and a live practice session was conducted by training/capacity building experts from CREATIVE HQ to four community mobilization components. The team explored and applied

effective facilitation skills to their training, including adult learning principles, the engagement of various learning styles, creation of a positive learning environment, and effective communication. As a result, the community mobilization component of staff cascaded the training for 17 subgrantees in Gombe. The identification of CC master trainers from line MDAs and subgrantees facilitated the enhancement of their capacity to undertake similar trainings in the future. The training of CCs on early warning systems enables them take community-based initiatives to safeguard their communities. Also, the mentoring of subgrantees by FOMWAN and CSACEFA will accord them the capacity to manage similar projects in the future.

In Adamawa state, the project collaborated with the Nigerian Red Cross Society to train learning facilitators across the seven focal LGAs (in the 99 NFLCs) on the use of First Aid to support learners' wellbeing to ensure LFs are familiar with the proper and effective use of the first aid box. The trainer also gave practical demonstrations of the processes in rescuing victims in various conditions. All centers have been provided with First Aid Kits by the IRC's ECHO-funded Children of Peace project.

### 3. Stakeholder Participation and Involvement

Sensitization visits were conducted in communities and centers where the ECR was working. The project collaborated with Jama'atu Nasril Islam (JNI) and Christian Association of Nigeria (CAN) to promote peace among IDP learners through the preaching of forgiveness and respect for one another.

USAID-ECR, in collaboration with JNI, CAN and the community coalition (CC) members, conducted large-scale peace-building outreaches to mitigate conflicts in 24 IDP communities spread across the five focal LGAs of Yobe state. Over a thousand IDP learners and their parents, including community leaders, attended the campaign. They expressed their appreciation and promised to promote peace in support of the basic education opportunities brought to their doorsteps by USAID-ECR. In the communities visited, community "peace-makers" were identified to continue to preach peace in the NFLC centers. Also, FOMWAN worked with community groups, CAN, JNI and other stakeholders (Christian Muslim Peace initiative) to sensitize communities in Kangere (Bauchi LGA), Numan (Adamawa) and Shongom (Gombe) about the importance of reconciliation and peace-building among the IDPs and the host communities.



*Peacebuilding outreach for IDP learners in Bulabulin Nayi-Nawa Tsallake in Damaturu -Yobe. Photo credit: Kamilu Zainu*

CSACEFA collaborated with JNI and CAN in Adamawa to conduct an activity on reconciliation and peace-building in the community following a chaotic clash between herdsmen and members of the community that disrupted activities in the NFLC. They emphasized the fact that there is no alternative to peace. They advised the community to strive to promote peace in their everyday interaction with each other. Normalcy has returned to the community and instruction has continued in the NFLC. In Bauchi, CSACEFA worked with CAN youth and Young Men's Christian Association (YMCA) on an Easter program to reach out to at least 300 (120m, 180f) people with a message of love, unity, peace and reconciliation at a Zion pilgrim school in the Kagadama Bauchi State. Features of the event included Easter messages that focused on peace and forgiveness, games and presentations of gifts to the children.



*Balloon breaking game at the Easter event. Photo credit: Alade Peter*



*FOMWAN program manager presenting gifts to winners of respective games at the Easter event. Photo credit: Alade Peter*

The project in Gombe state experienced full participation from community leaders, who collaborated with JNI and CAN in the preaching of peace in the centers. In Adamawa state, the project collaborated with Adamawa peace initiatives in preaching peace in centers. In Bauchi, the project, through CSACEFA, worked with

the youth arm of CAN and (YMCA) in promoting peace. In Gombe, the project visited District Head palaces to talk of peace to community members before reaching centers. The preachers in all the states drew the attention of the learners to the need to forgive and forget. They also promised to visit the centers regularly so that they can continue to preach to the children.

***Stakeholders teamed up to safeguard against disruption of project activities by hoodlums at Nayi Nawa NFLC in Damaturu LGA – Yobe:*** The CC and school management of Buhari Quarters Primary and Junior Secondary School teamed up and provided security to a CSACEFA established AGLC in Nayi Nawa to avoid the recurrence of a breach of peace by thugs in the area. The community coalition went the extra mile to report the incident to the divisional police officer (DPO) in charge of the area. Consequently, the DPO promised to support the center with quick responses to any future cases.



*Malam Abubakar Isa of JNi Damaturu at Bulabulin NFLC Nayinawa Tsallake Community with Education Secretary preaching peace.; Yobe Chairman JNi Kaka Alh Chori and CAN Secretary Ishaku Philip, they all preached on the importance of peace. Photo credits: Kamilu Zainu*

### 3.1 Collaboration with USAID and other implementing partner projects

Oando Foundation’s Adopt-a-School Initiative is partnering with USAID-ECR to support seven formal schools where IDP learners are mainstreamed in Bauchi state. One such school visited was in the Udubo community in the Gamawa LGA of Bauchi state. The foundation will renovate and equip the center with ICT and educational materials for the development of IDP learners, and improve classroom teachers’ capacity to deliver good quality reading, numeracy and SEL lessons. In addition, the foundation will collaborate with ECR to provide a feeding program for learners and improve key stakeholder’s capacities, including the School Based Management Committee’s (SBMC) capacity to support educational activities in the center.



*Oando Foundation visit to Inkil ‘A’ NFLC in Bauchi. Photo credit: Alade Peter*

In Gombe state, Mercy Corps supported 172 (112m, 60f) parents of IDPs enrolled in our centers with food vouchers of 28,000 Naira (140.20 USD) each. In the Adamawa state, NERI supported the project with the provision of scholastic materials and temporary classrooms. ECHO Children of Peace also supported the project by providing shelter, hygiene facilities, seats, instructional materials, water supply, renovation of classrooms, as well as scholarships to mainstreamed learners.

Red Cross also supported the project in Adamawa with technical expertise, which it imparted to the learning facilitators in the use of first aid boxes and various techniques of providing first aid to learners in need.

## 4. Management and Administrative Issues

The project further strengthened its working relationships with local and state counterparts in the ABG states and established a consolidated presence in Yobe State with the state government, implementing partners and the community of NGOs working there. There is currently a shared understanding of the ECR-USAID project in these states. Project offices were equipped with management systems to support operations and track progress to ensure quality, as well as to respond to other state field teams, Creative HQ and USAID requests.

Although the project had some challenges when some candidates declined offers after concluding a series of interview, all vacant positions were filled following due process. The need for a Grants Officer for Yobe office was identified and a staff has been hired to oversee

subgrantees' activities in the state. A few vacant positions due to resignation will be filled in the third quarter. Hired personnel including drivers were taken through full orientations at the Bauchi office, to make them familiar with the project goal and compliances.

All project implementation activities, weekly reports continued to be shared with USAID and program staff to track progress of implementation and issues requiring immediate attention.

Education Crisis Response produced video clips, which are been reviewed for USAID's approval. Meetings at different levels were held to ensure constant feedback from both management and field operations staff such as: 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 in the project states, the project hired a security officer. We also collaborated with other USG-funded projects operating within the four project states to share security information required to make informed decisions.

In Yobe state, the government has demonstrated its commitment to Education Crisis Response by providing office accommodation at SAME, to serve as a project office for FOMWAN and CSACEFA staff domiciled in Damaturu, as well as for other project staff who come into Yobe for weekly implementation and/or monitoring.

## 5. *Lessons Learned*

- The success recorded in Year One by the project increased commitment and supports from various stakeholders.
- Sourcing facilitators from communities to teach and manage classes will facilitate ownership of centers by communities after the life of project.
- Involving communities on issues and keeping them in the feedback loop facilitated easy resolution, as exemplified by the support from the Nayi Nawa community to guard against hoodlums' invasions of project centers.
- LFs and teachers' training increased the chances of engendering a sense of ownership of the project, as communities feel fulfilled by the training of LFs identified in their communities.
- Communities are ready to support the project with effective mobilization, exemplified by the support from a philanthropist, Alhaji Baba Adamu from Potiskum LGA in Yobe state, as mentioned above.
- Identifying and coordinating with peace-building organizations in host communities will hasten peaceful coexistence among IDP communities in project states, thus improving support to project activities.
- Constant mentoring and coaching support from project staff and mentor teachers to Learning Facilitators ensures effective keeping of documentation and center records.
- Spot checks and the feedback loop with stakeholders improve project implementation outcomes.
- Community Coalitions are key to the success of the project implementation and have the capacity to scale up if supported.
- Closer collaboration with government partners will make the government want to replicate the program and also take ownership thereof.

## 6. *Planned activities for next quarter, including upcoming events*

### **IR 1: Increased availability of safe, quality and relevant NFEs and ALCs**

In Q2, wrap-around components led skills prioritization and identification in the AGLC and YLC's across the LGA's. In Q3, we will provide material support for skills acquisition to AGLCs and YLCs, enabling them to acquire skills for income generation. CSACEFA and FOMWAN will mentor, coach and monitor the activities of the NGO subgrantees across project states.

To further ensure increased availability of safe, quality and relevant NFEs and ALCs to the beneficiaries, we will carry out routine monitoring to ensure compliance to NFE benchmarks in collaboration with NFE-TWG while we also observe safety and other protection issues around the NFLCs. The ECR project team will continue to monitor LFs' implementation of curriculum and activities in collaboration with NFE-TWG to safeguard quality and relevant instructions and teaching learning materials for literacy, numeracy and life skills. The project will sensitize relevant stakeholders on SEL for integrating wrap-around services in the NFE centres.

In Q3, we will recruit and train consultant monitors across the four project states along with subgrantees' M&E unit on monitoring tools and procedures. The project will conduct quality training for the M&E consultants to ensure their effectiveness and efficiency. Monitoring consultants will be deployed to two centers each effective May 2016 and would be expected to visit both centers on all days of opening. They will also be expected to provide their monitoring report on each visit using a template designed by the M&E. We will also conduct the first continuous assessment exercise in all learning centers to measure their learning status. The first continuous assessment tests, which have been finalized will be administered to all learners in ECR centers in April/May 2016.

The monitoring and evaluation component will continue routine monitoring activities by the subgrantees and project staff members led by the M&E unit. We will also step down the training on CreativeMapper and conduct the mapping of all ECR learning centers in all four project states of Adamawa, Bauchi, Gombe and Yobe. Routine monitoring information will be collected from 406 learning centers and schools during the mapping exercise.

## **IR 2: Increased quality and relevant instructions and teaching-learning materials for literacy, mathematics and life skills in NFEs and ALCs**

In Q2, the project monitored and mentored learning facilitators on delivery of instructions in numeracy, literacy and SEL. In Q3, we will continue to monitor teacher delivery in reading, numeracy and SEL as well as ensure the use of scripted lessons to meet project requirements. The Monitoring & Evaluation component will conduct one-day training to familiarize LFs in M&E systems and tools. A one-day coaching/mentoring review meeting with Master Trainers and Mentor Teachers will be held. Also, quarterly feedback loop at the LGA and state level will be conducted. ECR will continue to monitor the distribution of materials in NFLCs in collaboration with CCs, LGEA staff and NFE TWG.

In Q2, we established 26 reading corners in all the focus LGAs. In Q3, we will maintain and produce more reading materials for learners and LFs. of the IDP children.

We will continue to support 52 mentor teachers in conducting scheduled mentoring and coaching visits to the 406 NFLCs on a monthly basis to ensure that LFs are using the scripted lessons and the scope and sequence developed in PY1. In Q3, we will continue to monitor LFs to ensure compliance to the use of scripted lessons and scope and sequence. FOMWAN and CSACEFA will hold joint meetings to counsel traumatized mothers affected by crises in four centres located in the state capitals of Adamawa, Bauchi, Gombe and Yobe states.

## **IR 3: Increased community engagement and support of schooling in targeted NFEs**

In Q2, 10 CCs were trained in Yobe and 42 strengthened in Adamawa, Bauchi and Gombe states. Also in Q2, we organized an inter-state experience to share an exchange visit for selected CCs from Adamawa, Bauchi and Yobe in Gombe state. The CC members visited two centers (one AGLC and one NFLC) established by the CC in Yamaltu Deba LGA to compliment the ones established by ECR. During the visit, the CCs also noted the security set up by the CC in the centers, and a reading corner concept which the visiting CCs promised to replicate in their LGAs. In Q3, another interstate exchange visit will be organized for CCs who were not part of the study tour organised this quarter.

In Q2, we supported the CCs to deliver on community action cycle (CAC). In Q3, we will continue to support CCs to deliver the community action cycle (CAC). In Q2, CCs conducted follow up visits to formal schools where IDPs were mainstreamed. In Q3, CCs will continue to conduct follow-up visits. CSOs will be trained on feedback loop and will in turn collaborate with CCs, LEAs, ESDs and other stakeholders to organize (one per LGA) community town hall meetings, to serve as a feedback loop on IDP issues and challenges and proffer solutions. The issues identified will be used to inform Year Three program design.

CSACEFA and FOMWAN will collaborate with JNI and CAN to continue to sensitize communities on peaceful existence.

#### **IR 4: Increased state and local government and civil society support for NFEs and ALCs**

In Q2, we established PCG in Yobe State with representatives from relevant MDAs. In Q3, we will support the PCG and NFE-TWG to conduct quarterly coordination meetings in the four states. In Q2, FOMWAN and CSACEFA led CSOs for advocacy visit to SAME for buy-in to the project. In Q3, CSACEFA and FOMWAN will lead advocacy visit to the state house of assembly committee on education and SUBEB. We will organize a one-day meeting with the PCG and support FOMWAN/CSACEFA to develop an advocacy plan to visit other relevant MDAs.

We will also organize feedback loop meetings to identify what has worked, what challenges we have faced, and what lessons we have learned, as well as to conduct demand-driven activities for CCs, CSOs and other stakeholders to engage relevant government agencies.

In Q3, we will continue with our collaboration with JNI and CAN and other stakeholders to preach peace and reconciliation in our centres/schools and communities FOMWAN and CSACEFA will organize dialogue meeting between CSOs, faith-based organizations, TWGs, other locals and community leaders to share experiences and gain more project support in the four states. We will support FOMWAN/CSACEFA to develop advocacy plan to visit relevant stakeholders (MOE, SUBEB etc.) to solicit for budgetary allocation. FOMWAN program officers from the four states will attend program review meeting at its national headquarter, Abuja.

#### **7. Further Information**

None

## Annex A: Progress Summary

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
<b>Goal: Expand access to quality, relevant non-formal education (NFE) and alternative education opportunities for out-of-(formal) school children; age 6-17 in target sites.</b>											
1. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	14,321 (7,469 m, 6,852 f): Bauchi 4,751, (2,509 m, 2,242 f); Gombe 4,904 (2,521 m, 2,383 f); Adamawa 4,666 (2,439 m, 2,227 f).	FY15	14,321	16,760	0	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)			131%	Target exceeded by 31%. Successes: in Y1 parents were more disposed to enrolling their wards. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
2. #/% of new entrants in NFLCs and AEs*	14,321 (7,469m, 6,852f):Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f);Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	16,760	0	209 (115m, 94f)	21,837 (9,770m, 12,067f): (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)			131%	Target exceeded by 31%. Successes: in Y1 parents were more disposed to enrolling their wards. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
3. #/% of learners receiving reading interventions at the primary or equivalent level in NFLS & AEs**	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f);Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	16,760	0	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)			131%	Target exceeded by 31%. Successes: in Y1 parents were more disposed to enrolling their wards. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR.
4. #/% of learners who complete the NFE/AE program *	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	65%	0	N/A	NA				Not for this Q
5. #/% of students who, by the end of one full year of NFE education, demonstrate that they	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	FY15	32%	30%	0	N/A	NA				Not for this Q

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
can read and understand the meaning of grade level equivalent text *											
6. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	FY15	69%	65%	0	N/A	NA				Not for this Q
7. #/% of NFLC/AE students transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	FY15	14%	10%	0	(209) 1.2%	1,722 (23%)			23%	Target Met
8. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	FY15	67%	65%	0	N/A	NA				Not for this Q
<b>IR 1: Increased availability of safe, quality and relevant NFE and alternative education opportunities (schools, centers)</b>											
<i>Sub-IR 1.1: Establish safe, protective non-formal and alternative education opportunities</i>											
9. #/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*	269(100%)	FY15	269	65%	0	4 (2.08%)	429 (98%)			98%	On target
<i>Sub-IR 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic programs, life skills and wrap-around services into NFE and alternative learning programs</i>											
<b>IR 2: Increased quality of relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wrap-around services in NFE and alternative education programs</b>											
<i>Sub-IR 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide wraparound services</i>											
10. #/% of LCs, coaches & supervisors in project NFLC/AEs who successfully complete training**	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f); Adamawa 157 (108m, 49f)	FY15	464	448	0	38 (24m, 14f)	923 (663m, 260f): Ada 319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (1,460m, 54f), Yob 200 (142m, 58f)			206%	Target exceeded by 106 %. There was the need to train many teachers from formal schools in Yobe, owing to registration of IPD learners in their different classes as well additional 10 centers established in the four project states
<i>Sub-IR 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning center</i>											

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
<b>Sub-IR 2.3: Develop/adapt and distribute quality teaching and learning materials for literacy, numeracy, life skills and wraparound services in NFE and alternative learning centers</b>											
11. # of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)	L: 14,321 T: 422	FY15	L: 14,321 T: 422	L: 16,760 T: 466	0	L 209 T 38	L 22,046 T 923			L:131% T:198%	Target exceeded by 31% for learners and by 98% for teachers. With ECR's success in Y1, parents were more disposed to enrolling their wards. Also, Yobe IDPs are taking high advantage of the presence of USAID-ECR. Many teachers who were involved in handling IDP learners enrolled in Yobe state were trained.
<b>IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities</b>											
<b>Sub-IR 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities</b>											
<b>Sub-IR 3.2: Strengthen or activate community education support groups/committees</b>											
12. #/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14, Adamawa 14)	FY15	56	CC:52 NGO:19	0		NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)			NGO:168% CC:100%	On exceeded by 68%. Y1 experience suggested a need for there to be one NGO per LGA for more effective coordination.
<b>Sub-IR 3.3: Establish community-implemented support programs for NFE or alternative learning centers</b>											
13. # of NFLC/AE/FSs supported by CCs	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS;Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:396 FS: 52	0	FS: 2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)			113%	Target exceeded by 13%. With ECR's success in Y1, 139 FSs instead of 52 had to be supported because of the mainstreamed learners. Also, 10 additional NFLCs were established in four project states based on needs assessment (Yob;7; CSACEFA 3)
<b>IR 4: Increased state and local government and civil society support for NFE and alternative education options</b>											
<b>Sub-IR 4.1: Establish opportunities for dialogue among government agencies, NFE alternative education providers, and civil society on increasing equitable access</b>											
<b>Sub-IR 4.2: Align and operationalize policies to support NFE and alternative learning centers</b>											
<b>Sub-IR 4.3: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options</b>											
<b>Sub-IR 4.4: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers</b>											

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
14. # of policies, guidelines, standard, transition plans, etc. developed/modified to support conflict-sensitive education in NFLC/AE/FSs*	5	FY15	5	4	1	1	NA			100%	On Target
15. # NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:396 FS:52	0	2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)			113%	Target exceeded by 13%. With ECR's success in Y1, 139 FSs instead of 52 had to be supported because of the mainstreamed learners. Also, 10 additional NFLCs were established in four project states based on needs assessment (Yob;7; CSACEFA 3)

## Annex B: Program activities for project year two quarter two and planned activities for year two quarter three

Task	PY2 Activities Jan 1, 2016 – Mar 31, 2016 Activities	Outputs Jan 1, 2016 – Mar 31, 2016 Activities	Planned Activities April 1, 2016 – June 30, 2016
<b>Intermediate Result 1: Increased availability of safe NFE and alternative education opportunities</b>			
<b>Sub-Intermediate Result 1.1: Establish safe non-formal and alternative education opportunities</b>			
<b>Task 2: Establish benchmarks for safe and protective non-formal and alternative education options</b>	1. Conduct awareness raising for elders, parents and stakeholders, to increase capacity to implement the benchmarks.	Elders, parents, CCs, CSOs' capacity increased to monitor implementation of benchmark in Adamawa, Bauchi, Gombe and Yobe states.	Completed in Q2
	2. Monitor safety and protection in NFLCs and compliance to NFE benchmarks in collaboration with the NFE TWG.	A three days monitoring visits conducted by NFE TWG in each project states to ensure safety of NFLCs and formal schools as well as compliance to NFE benchmarks.	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.	Planned for quarter 3.	Develop and produce IEC materials on identified and adopted NFE benchmarks to include established safety benchmarks.
	4. Conduct one day awareness meeting for 60 participants from CCs, CSOs, parents and stakeholders on NFE benchmarks in collaboration with SAME/ANFEA, and MOWA.	(One day awareness meeting conducted for 60 members of CCs, CSOs and other stakeholders in each state on NFE benchmarks in collaboration with SAME/ANFEA across the 4 project states).	Completed in Q2
<b>Task 3: Establish a Small Grants Program to enable CSOs to establish CCs and create NFLCs, AGLCs and YLCs.</b>	1. Establish 100 centers in Yobe and strengthen 296 learning centers (NFLCs, YLCs & AGLCs) established in PY1.	107 NFLCs established in Yobe and IDPs enrolled into 24 FS. 3 additional centers established by CSACEFA in Adamawa, Bauchi and Gombe making a total of 299 centers established/strengthened from PY1 in Adamawa, Bauchi & Gombe states.  A total of 139 FS supported across the project states (Ad: 66, Bau: 28, Gom: 21 and Yobe 24 nflcs	Completed in Q2.
<b>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</b>			
<b>Task 1: Enhance and use the FGON's approved integrated curricula</b>	1. Monitor LFs' implementation of the Enhanced NFE curriculum and activities on a monthly basis (by the NFE TWG and Education Crisis Response staff).	406 LFs monitored on implementation of enhanced NFE curriculum by NFETWG in project states., 107 LFs in Yobe (82m, 25f) and 299 LFs (218m, 81f) in ABG states. The LFs are compliant to the use of scope and sequence in the three core subjects.	Monitor LFs' implementation of the Enhanced NFE curriculum and activities on a monthly basis (by the NFE TWG and Education Crisis Response staff).
	2. Sensitize relevant stakeholders (60 participants) on SEL for integrating wrap-around services into the NFE centers.	60 members of CCs, JNi and CAN sensitized in the four project states on integrating wrap-around services into NFE centers leading to their support in preaching peace in these centers	Work closely with CC, CAN, JNi to support SEL integration as wrap-around services into the NFE centers.
<b>Task 2: Prepare local CSOs to integrate ALPs into IQTE and create NFLCs, AGLCs and YLCs.</b>	1. Train CSOs on methodology for integrating wrap-around services into the curriculum (SEL, conflict sensitivity and life skills).	32 CSOs subgrantees and CSACEFA and FOMWAN trained on methodology for integrating wrap-around services into the curriculum (SEL, conflict sensitivity and life skills in four project states	CSOs subgrantees support implementation of integrating wrap-around services into the curriculum (SEL, conflict sensitivity and life skills in four project states
	2. Consult with IDPs and host community learners to inform prioritization of required skills.	Marketable skills like barbing, tye and dye, knitting, beads making identified and prioritized for youth and adolescent girls in all YLCs & AGLCs in four project on skill acquisition. [66YLCs, 64AGLCs]).	Completed
	3. Provide material support for skills acquisition materials to AGLC and YLC	Not planned for Q2.	Planned for Q 3
<b>Task 3: Integrate the enhanced integrated curriculum and wrap-around services into existing IQTE options and newly created AGLCs and YLCs.</b>	1. Explore the distribution and use of Dignity Kits to female learners to improve hygiene and well-being.	1,568 dignity kits, donated by EU Children of Peace to learners in Adamawa state distributed to support female learners maintain hygiene.	Explore the distribution and use of Dignity Kits to female learners to improve hygiene and well-being.
	2. Conduct a Workshop with NFE TWG to present the content of the enhanced NFE curriculum for adoption in Yobe.	A workshop conducted with NFE TWG in Yobe where all ECR manuals developed and produced in project Year 1 were adopted for utilization	Completed
	3. Explore opportunities for deworming of learners in NFLCs on quarterly basis.	The project liaised with IRC which provided deworming tablets for all ECR project states. Working with state health personnel and CCs, 22,046 (9885m; 12161f) learners were dewormed in the 4 project states.	Completed
	4. Explore opportunities of livelihood support to parents and caregivers of IDP learners.	In Gombe state, 172 caregivers were supported with food vouchers by Mercy Corps (60 F and 112 M) worth N 28000 to each parent/caregiver, totaling N4,816000 (\$2,1035.2)	Explore more opportunities of livelihood support to parents and caregivers of IDP learners.

<b>Task</b>	<b>PY2 Activities Jan 1, 2016 – Mar 31, 2016 Activities</b>	<b>Outputs Jan 1, 2016 – Mar 31, 2016 Activities</b>	<b>Planned Activities April 1, 2016 – June 30, 2016</b>
	5. Conduct 3-day workshop for LFs and 52 MTs on referral pathways to support learners in need.	a joint training, (78 [66m, 12f] mentor teachers were trained to support learning facilitators in referring learners for health services and other psychosocial support which the project does not cover.	Completed
	6. Train 52 Mentor Teachers and 396 LFs on Psychosocial Support and creating learner friendly environments.	The project trained 78 (65m, 13f) mentor teachers and 406 LFs on psychosocial support in creating learners' friendly environment.	
	7. Collaborate with NPC for issuance of birth certificate to the learners as part of SEL intervention.	In Gombe and Yobe, the project collaborated with National Population Commission to train subgrantees and some CC members on how to complete Form B1 to fill in the biodata of the children to facilitate issuance of birth certificate.	Collaborate with NPC for issuance of birth certificate to the learners as part of SEL intervention.
<b>Intermediate Result 2: Improved quality of instruction in NFE and alternative education programs</b>			
<b>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</b>			
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.	1. Train 36 master trainers on the Reading, Numeracy and SEL Trainers' Guide (5 days for each thematic area) by STTA (to include training on the use of the enhanced curriculum).	40 master trainers [27 m, 13 f] trained on numeracy, reading teaching methods and skills so as to step down the training to LFs).	Completed
	2. Conduct step down training/refresher training (5-day each) for Reading, Numeracy, SEL) for 296 LFs and 52 MTs in clusters on the Reading, Numeracy and SEL Trainers' and Facilitators' Guide (to include training on the use of the enhanced curriculum) by master trainer	Conducted first phase 3-days training d for 299 LFs (218m, 81f) on numeracy and reading skills in all the 21 project LGAs as well as d 78 (65m, 13f) mentor teachers.	Completed
Task 2: Implement the training program for new and existing LFs recruited to teach in NFLCs, AGLCs, and YLCs.	1. 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 and Facilitators Guide and by master trainers in Yobe state. (To include training on the use of the enhanced curriculum).	Conducted 5 days training for 107 LFs, 15 mentor teachers and 78 FS's teachers in 5 focal LGAs of Yobe state).	Completed
	2. Conduct 2-day SEL and methodology training for 260 FS teachers (Bauchi -70, Gombe -70, Yobe 50, Adamawa 70) by master trainers.	361 formal school teachers were trained in ABG states and 78 in Yobe on SEL methodology.	Completed
	3. Monitor the master trainers and step down trainings for LFs and MTs.	Project staff, NFE TWG, representative from MDAs and monitored the conduct of LFs training in 26 focal LGAs.	Completed
	4. Conduct Reading learning assessment every 2 months.	Project developed assessment items in reading , numeracy and SEL.	Conduct Reading learning assessment
	5. Review and produce copies of finalized facilitators guide and 50 copies of the Trainers guide.	Produced 1200 copies of facilitators guide [English, Jagoran Malami Hausa] 500 copies of Coaching and Mentoring Handbook; 500 copies of scope and sequence and 200 copies of trainers' guide produced. A total number of 2,806 were distributed to all 406 LFs, 78 MTs, and 439 FS teachers in the four project states).	Completed
<b>Sub-Intermediate Result 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning centers</b>			
Task 1: Review and evaluate options for mentoring and coaching LFs working in the new NFLCs, AGLCs, and YLCs with LGEA staff.	1 Teachers (thrice per mon to Facilitate scheduled mentoring visits by master trainers (once per month), and MTs to NFLCs using the coaching and mentoring handbook and tools.	78 mentor teachers are mobilized monthly to visit LFs twice every month for coaching and mentoring.	78 mentor teachers to monitor 406 LFs twice every month in Adamawa, Bauchi, Gombe and Yobe states.
	2. Conduct a one-day quarterly coaching/mentoring review meeting with master trainers and MTs.	Conducted state level review meetings with mentor teachers to share experiences, review progress and challenges as well as chart way forward to supporting the LFs in delivery of educational and psychosocial support for the learners.	Conduct a one-day quarterly coaching/mentoring review meeting with master trainers and MTs.
	3. Finalize and produce coaching and mentoring Handbook for the 4 states.	Completed (500 copies of coaching and mentoring handbook produced).	Completed
Task 2: Organize feedback loop at LGAs and state levels on quality of LFs working in the new NFLCs, AGLCs, and YLCs with CC, LGA and state staff.	1. Conduct bi-monthly/quarterly feedback loop at LGA and state level on quality of LFs and disseminate in technical fora.	Feedback provided for stakeholders and implementers of the project through several forums, the subgrantees coordination forum, compliance to NFE benchmarks; mentor teachers quarterly review meetings as well as the NFETW, PCG meeting at state levels. All stakeholders had shared understanding of how to proceed within the context of specific states and communities.	Conduct bi-monthly/quarterly feedback loop at LGA and state level on quality of LFs and disseminate in technical fora.
<b>Sub-Intermediate Result 2.3: Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers</b>			
Task 1: Support the LMDG to rapidly review, adapt/develop and produce appropriate teaching and learning materials for use in NFLCs.	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.	20 stories of one –two paragraphs read aloud materials developed and plans are being finalized to pilot test and produce them using RARA Read Aloud format.	Conduct a 4 days quarterly technical session with the LMD TWG to adapt/adopt/ RARA pupils lessons and Read Aloud to infuse SEL competencies and develop additional p one-two paragraphs read aloud materials and other

Task	PY2 Activities Jan 1, 2016 – Mar 31, 2016 Activities	Outputs Jan 1, 2016 – Mar 31, 2016 Activities	Planned Activities April 1, 2016 – June 30, 2016
			print rich classroom materials
	2. Present developed material to NFE TWG for adoption.	Not planned for Q2	Present final draft materials to NFETWG. Print 30,000 pupils lessons/books and 2000 copies of Read Aloud material
	3. Establish one model NFLC Reading corner in each LGEA (i.e. in one NFLC per LGA).	26 model Reading Corners established in each focal LGA. The Reading corner which contains Readers, charts, workbooks, Site identified and materials procured to established model reading corner in Q3.	Completed
	4. Collaborate with local partners network on materials distribution logistics.	Material distribution monitored.	There is no plan for Q3.
	5. Monitor distribution of materials for NFLC in collaboration of NFETWG, LGEAs and CCs.	Scholastic distributed to 396 learning centers.	Monitor distribution of materials for NFLC in collaboration of NFETWG, LGEAs and CCs.
<b>Result 3: Increased community engagement and support for schooling in targeted NFE communities</b>			
<b>Sub-Intermediate Result 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities</b>			
Task 1: Rapidly build the knowledge of key stakeholders in the target states on the roles of integrated CCs, their creation, and management.	1. Conduct place-based sensitization in communities in collaboration with FOMWAN and CSACEFA on the benefits of CCs, NFLCs, and sending girls to school, etc.	8 (Ada 2, Gmb 2, Bau3, Yobe= 1). palace-based sensitization campaigns conducted to seek traditional leaders support and contribution in providing education services to IDPs children and highlighting the importance of schooling.	Conduct place-based sensitization in communities in collaboration with FOMWAN and CSACEFA on the benefits of CCs, NFLCs, and sending girls to school, etc.
	2. Hold compound meetings to increase IDP and host community women's knowledge on the importance of education.	24 exclusively women compound meetings held across the four project states to solicit IDPs children mothers/caregivers support in sending their girls to school.	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).	1 inter-state exchange visit held by Adamawa CC in Gombe to understudy best practices of Akko LGA CC in community support to internally displaced children	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	1. Pay advocacy visit to chairmen and ESDs to identify existing CCs or community groups in new LGAs in Adamawa, Bauchi, Gombe and Yobe.	Completed in Q1.	Not planned for Q3
	2. Conduct cluster training for newly established CCs or other local education support groups to strengthen their capacity to deliver the CAC.	Training conducted for 10 CCs from 5 project LGAs in Yobe. A total of 147 (110 m, 37 f) were trained and action plans developed by them	There is no plan for Q3.
	3. Support and monitor CCs to deliver the Community Action Cycle.	52 CCs supported, monitored and action plans reviewed.	Support and monitor CCs to deliver the Community Action Cycle.
	4. Follow up visits to Formal Schools (15 per state) by CCs where IDP learners are mainstreamed.	CCs and subgrantees conducted follow up visits to formal schools where IDP learners are mainstreamed to ensure they are retained and complete their education	Follow up visits to Formal Schools (15 per state) by CCs where IDP learners are mainstreamed.
	5. Support and monitor CCs to implement the Community Action Cycle.	52 CC supported to implement CAC.	Support and monitor CCs to implement the Community Action Cycle.
	6. Support CC Action Plans through NGO subgrantees.	52 CCs supported with seed fund to carry out part of their action plans.	52 CCs supported with seed fund to carry out part of their action plans.
	7. Train CCs in Bauchi, Gombe and Adamawa, on early warning signs, advocacy, conducting campaigns and resource mobilization.	CCs in Adamawa, Bauchi and Gombe trained on EWS. 118 CC members participated in the training in Gombe. 35 trained: Ad, 48 (34m, 14f); Bau 35 (...m, ...f).	Completed
	8. Complete translation of community education handbook into Hausa language.	Translation of community education handbook into Hausa completed.	Completed.
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.	Meetings held with ministries (Social Welfare, Min. of Youth, SAME) on supporting CCs and NGOs with small grant.	Hold exploratory meetings with relevant state agencies on supporting CCs and CSOs with small grants.
<b>Sub-Intermediate Result 3.2: Strengthen or activate community education support groups/committees</b>			
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 around the importance of enabling equitable access to quality and safe education (Yobe and in the three states).	CSACEFA and FOMWAN work with subgrantees to mobilize communities around the importance of enabling equitable access to quality and safe education in Yobe and ABG states).	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.
	2. Collaborate with CCs, LEAs, ESD and other stakeholders to organize (1 per state) community town hall meetings, to serve as a feedback loop on IDP issues.	4 feedback loop/Community Town Hall Meetings held one per state to share experiences and bring up issues requiring support from community, LGAS, state and federal levels.	Collaborate with CCs, LEAs, ESD and other stakeholders to organize (1 per state) community town hall meetings, to serve as a feedback loop on IDP issues.
	3. 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).	CC conduct sensitization among youth, village heads to demand for education services. across four project states).	There is no planned activity for Q3.
	4. Conduct five-day capacity building workshop for NGO subgrantees on Organizational Capacity	Creative HQ STTA, Nia Dickett conducted capacity building training for 32 NGO subgrantees, and 2 national partners in	There is no planned activity for Q3.

Task	PY2 Activities Jan 1, 2016 – Mar 31, 2016 Activities	Outputs Jan 1, 2016 – Mar 31, 2016 Activities	Planned Activities April 1, 2016 – June 30, 2016
	Assessment (Joint Activity).	Bauchi. 72 participants (47m, 25f) were trained across four project states after the step down training by project staff.	
<b>Task 2: Organize feedback loop at community and state levels on issues of CCs, early warning signs and support to NFLCs, AGLCs, and YLCs with CC, LGA and state staff.</b>	1. Conduct bi-monthly/quarterly feedback loops at LGA and state level on CC support for IDPs and disseminate at different technical fora.	Not planned for Q2	Conduct bi-monthly/quarterly feedback loops at LGA and State level on CC support for IDPs and disseminate at different technical fora.
<b>Result 4: Increased state and local government and civil society support for NFE and alternative education options</b>			
<i>Sub-Intermediate Result 4.1: Align and operationalize policies to support NFE and alternative learning centers</i>			
<b>Task 1: Catalyze existing coordination mechanisms used by providers of NFE and alternative education options to facilitate open dialogue.</b>	1. Establish PCG with representatives from the relevant MDAs in Yobe state.	USAID-ECR inaugurated the Yobe state Project Consultative Group (PCG) comprising key policymakers, commissioners, chief executive officers and permanent secretaries of line ministries departments and agencies (MDAs)	Support PCG and NFE TWG to conduct quarterly coordination meetings.
	2. Support PCG and NFE TWG to conduct quarterly coordination meetings.	Quarterly coordination meeting conducted	Support PCG and NFE TWG to conduct quarterly coordination meetings.
	3. Support NFE TWG to conduct quarterly coordination meetings.	NFE TWG coordinating meeting conducted in Adamawa, Bauchi and Gombe states	Ongoing (quarterly meeting)
	3. Establish NFE TWG with LMD TWG and TE TWG as sub- working groups comprising of relevant MDAs and all key education stakeholders to adapt and develop relevant standards and coordinate NFE activities in Yobe state.	NFE TWG established in Yobe with 21 (17m, 4f) membership.	Completed
	4. Collaborate with community groups, CAN, JNI and other stakeholders to sensitize NFLCs on the importance of reconciliation and peace-building.	Collaborated with CAN, JNI and other stakeholders (Christian-Muslim Peace Initiative) to sensitize communities and NFLCs on the importance of reconciliation and peace-building across project states	Collaborate with community groups, CAN, JNI and other stakeholders to sensitize NFLCs on the importance of reconciliation and peace-building.
	5. Identify “Community Peace-Makers” to preach peace in NFLCs.	30 (22m and 8f) community peace makers identified in Yobe to continue to preach peace in NFLCs.	Work with “Community Peace-Makers” to preach peace in NFLCs and communities in Yobe.
<b>Task 2: Hold annual project conferences to share experiences and promote dialogue.</b>	1. Hold meetings to identify lessons learned, good practices, and needs from CCs, CSOs, and other stakeholders.	One meeting held by FOMWAN to identify lessons learnt.	Hold meetings to identify lessons learned, good practices, and needs from CCs, CSOs, and other stakeholders.
	2. Conduct a two-day annual project conference	Not planned for Q2	Conduct a two-day annual project conference
<i>Sub-Intermediate Result 4.2: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options</i>			
No Planned activities for Q2 under this IR.			
<i>Sub-Intermediate Result 4.3: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers</i>			
<b>Task 1: Support state governments to include funds for NFE in annual budgets.</b>	1. Organize one day meeting with SPC, TWG on SEP and SESOP, SAME, SUBEB, MOWA, etc.	Nor planned for Q3.	1. Organize one day meeting with SPC, TWG on SEP and SESOP, SAME, SUBEB, MOWA, etc.
	2.Support FOMWAN/ CSACEFA to develop advocacy plan to visit relevant stakeholders (MOE, SUBEB etc.) to solicit for budgetary allocation.	FOMWAN and CSACEFA supported to solicit for budgetary allocation at the State House of Assemblies in Bauchi and Adamawa states	2.Support FOMWAN /CSACEFA to develop advocacy plan to visit relevant stake-holders to solicit for budgetary allocation.

## Monitoring and Evaluation M&E Component

Task	PY2 Activities Jan 1, 2016 – Mar 31, 2016 Activities	Outputs Jan 1, 2016 – Mar 31, 2016 Activities	Planned Activities April 1, 2016 – June 30, 2016
<b>Monitoring and Evaluation M&amp;E Component</b>			
<b>1. Initial Assessment/Conflict Analysis</b>			
Task 2: Conduct first bi-annual rolling assessment (Adamawa, Bauchi and Gombe)	1. Review instrument for data collection; test and finalize	Five instruments for the data collection reviewed	Planned for Q4
	2. Review SOW and recruit translators (if required) (for rolling assessment)	SOW for translators reviewed and translators hired	Planned for Q4
	3. Translate instruments (where	Translators reviewed and	Planned for Q4

	necessary) (for rolling assessment)	translated all instruments for rolling assessment	
	4. Identify and train enumerators for the Assessment	29 enumerators identified and trained on the use of the instruments for data collection and the assessment protocol	Planned for Q4
	5. Select sample communities for the Assessment	One community selected in each LGA and in the central (state capital)	Planned for Q4
	6. Set up data capture, entry, analysis and sharing mechanism	Data capturing, entering and analysis mechanism set up and shared with assessment team	Planned for Q4
	7. Collect data in the communities	Data collected in selected communities and at the central (state capital)	Planned for Q4
	8. Analyse data and discern findings	Data is currently being analysed	Planned for Q4
	9. Share report with stakeholders	Report is being compiled	Planned for Q4
<i>Task 3: Conduct second bi-annual rolling assessment in Ada, Bau, Gom and first in Yobe</i>			1. Review 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. Analyse data and discern findings
			9. Share report with stakeholders
<b>2. M&amp;E Plan Development</b>			
All tasks and activities were completed in the previous quarter			
<b>3. LGEA, NFLC and Sample Selection</b>			
<b>Task 1: Select sample Project LGEAs and NFLCs</b>	1. Identify or establish NFLCs	Project NFLCs established in communities.	Completed in Q1
	2. Hold familiarization or orientation meetings in each LGEA (or LGEA clusters) with NFLCs about responsibilities and activities.	Familiarization/orientation meeting held with learning facilitators in each LGEA rather than LGEA clusters	Completed in Q1
	10. Collect and process NFLC profile forms in project database.	Completed center profile forms and enrollment forms collect and being entered into project database	Completed in Q1
<b>4. M&amp;E System development</b>			
<b>Task 1: Staffing</b>	1. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe).	Staff needs reviewed	1. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe).

	2. Recruit and hire as necessary.	Staff hired as found necessary	2. Recruit and hire as necessary.
<b>Task 2: Review routine data tracking and reporting forms</b>	1. Review data collection and tracking forms for routine data collection on project progress.	Data collection and tracking forms reviewed	1. Review data collection and tracking forms for routine data collection on project progress.
	2. Review tracking forms with staff and HQ.	Tracking forms reviewed	2. Review tracking forms with staff and HQ.
	3. Finalize tracking forms.	Tracking forms finalised	3. Finalize tracking forms.
	4. Review protocol and procedure manuals to guide use and handling of forms.	Protocols and procedure guiding the use of all forms reviewed and shared among stakeholders	4. Review protocol and procedure manuals to guide use and handling of forms.
	5. Share reviewed manuals with staff and Subgrantee M&E.	Protocol and procedure for use of M&E tools shared	5. Share reviewed manuals with staff and Subgrantee M&E.
<b>Task 3: Management of Data Base</b>	Develop SOW and recruit database developer as consultant (if Database Officer needs assistance)	Database work undertaken by database specialists	Develop SOW and recruit database developer as consultant (if Database Officer needs assistance)
	Review relational database (e.g. ACCESS, SPSS)	Database reviewed by the two database specialists	2. Review relational database (e.g. ACCESS, SPSS).
	3. Train M&E staff on using database	M&E staff trained on database	3. Train M&E staff on using database.
	4. Update database	Database updated from time to time	4. Update database
	5. Review data base operations and data entry protocols and data processing timetable	Database operations and data entry protocol and time table reviewed with all M&E staff	5. Review data base operations and data entry protocols and data processing timetable
	6. Review coding systems for all data collection/tracking instruments	Coding system reviewed from time to time	6. Review coding systems for all data collection/tracking instruments
	7. Update trainee registration system (use TRAINET, as required) and link to project database	TraiNet report updated from completed trainee forms	7. Update trainee registration system (use TRAINET, as required) and link to project database
	8. Update Performance Reporting System (PRS)	Performance reporting table updated	8. Update Performance Reporting System (PRS)
<b>Task 4: Review routine data collection procedure</b>	1. Revise data form submission timelines and procedures	Data form revised	1. Revise data form submission timelines and procedures
	2. Obtain routine data reporting forms from staff	Routine data reporting forms collected from concerned staff	2. Obtain routine data reporting forms from staff
	3. Enter and clean routine data	Routine data entered	3. Enter and clean routine data
	4. Review and produce routine data reporting tables	Routine data reporting table generated and shared	4. Review and produce routine data reporting tables
	5. Establish and maintain data form inventory and storage system	Data form inventory system established in the different state offices	5. Establish and maintain data form inventory and storage system
<b>Task 5: Staff Training</b>	1. Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP enrollment	Staff training programme for routine data collection and use of tracking forms developed	1. Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP enrollment
	2. Train project staff on data collection and data handling responsibilities, protocols and forms	Project staff trained on data collection and data handling	2. Train project staff on data collection and data handling responsibilities, protocols and forms
<b>Task 6: M&amp;E</b>	1. Training of partners and	Partners and subgrantees trained	Completed in Q2

<b>Coordination with MDAs and other partners in each state</b>	subgrantees on M&E system, tools and procedures	on M&E system, tools and procedures	
	2. Share NFLC profile information with partners.	NFLC profiles shared with state partners and subgrantees	Share NFLC profile information with partners.
	3. Conduct quarterly meeting with partners to discuss project implementation, performance and Partners support to project sites.	Moved to Q3	1. 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	M&E plan presented to partners and subgrantees	2. Present M&E plan including results, indicators and methodology to partners
<b>5. Routine Operations for Monitoring Progress, Activities and Outputs</b>			
Task 1: Conduct Routine (Monitoring) Data Collection	1. Conduct quarterly monitoring visit to project NFLCs with partners.	Monitoring visits to all project learning centers conducted	1. Conduct quarterly monitoring visit to project NFLCs with partners.
	2. Collect routine monitoring data per forms and procedure.	Routine monitoring data collected from all project learning centers	2. Collect routine monitoring data per forms and procedure.
	3. Review data quality control spot-check system and schedule.	Data quality control and spot checks conducted on all sets of data	3. Review data quality control spot-check system and schedule.
	4. Conduct monthly quality control monitoring of NFLCs.	Quality control monitoring conducted to all learning centers	4. 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.	Performance indicator table prepared and updated as necessary	1. Prepare quarterly performance indicator tracking tables per indicators.
	2. Conduct quarterly in-house progress review.	Quarterly in-house progress review conducted	2. Conduct quarterly in-house progress review.
	3. Conduct monthly data quality check on subgrantees.	Data quality checks conducted on subgrantees regularly	3. Conduct monthly data quality check on subgrantees.
	4. Conduct monthly review of subgrantee implementation status/progress.	Subgrantee implementation status reviewed periodically	4. Conduct monthly review of subgrantee implementation status/progress.
	5. Conduct quarterly M&E review meeting(s).	Quarterly review meeting conducted in Damaturu – 17March to 20March	5. Conduct quarterly M&E review meeting(s).
<b>6. Learners, LFs and NFLC Assessments</b>			
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 (including SEL) content.	Existing tests (ASER) sourced and adapted as necessary	Completed in Q2
	2. Review criteria for learners, facilitators, and NFLC performance with technical support of STTAs.	Criteria for learners and facilitators performance assessment reviewed in a workshop with enumerators	Completed in Q2
	3. Translate instruments (where necessary) (for baseline assessment).	Baseline instruments translated and translation discussed for correctness	Completed in Q2
	4. Conduct three-day instrument review, piloting and enumerators' training.	Three-day enumerators training conducted in Yola, Adamawa state	Completed in Q2
	5. Revise and finalize instruments.	Instruments reviewed and finalized at enumerators training workshop	Completed in Q2
	6. Develop data collection and	Data collection and quality	Completed in Q2

	quality control protocol (for baseline assessment).	control protocol developed and shared	
	7. Conduct data collection and monitoring visits in each state.	Data collection visits conducted to sites and together with monitors visits	Completed in Q2
	8. Recruit data entry clerks and enter data.	Data clerks recruited and data entry conducted	Completed in Q2
	9. Conduct initial data analysis of learners'/LFs and NFLC (baseline) performance.	Data analysis conducted and initial findings discerned	Completed in Q2
	10. Prepare draft reports for each state.	Draft copy of report being reviewed presently	Completed in Q2
	11. Share, discuss and obtain feedback on draft reports.	Not planned for Q2	Share, discuss and obtain feedback on draft reports.
	12. Finalize reports and project synthesis.	Not planned for Q2	Finalize reports and project synthesis.
	13. Present findings at annual M&E stakeholder meeting.	Not planned for Q2	Present findings at annual M&E stakeholder meeting.

## Annex C: Trainet Report

Training Description	Location	Male	Female	Total
<b>ADAMAWA</b>				
Training of Subgrantee M&E and State Partners on M&E tools and Procedures	Yola	9	5	14
Training of Enumerators on Baseline Assessment data collection instruments	Yola	7	4	11
Training of Enumerators on Rolling Assessment data collection instruments	Gombe	6	3	9
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	Yola	219	99	318
Training of Learning Facilitators on SEL competencies	Yola	219	99	318
Learners Performance Progression Assessment instrument development workshop	Damaturu	2	0	2
Read aloud Materials Development Workshop	Gombe	3	1	4
Stakeholder Sensitization workshop on NFE Benchmark	Yola	50	7	57
Training of Mentor Teachers on Mentoring and Coaching Techniques	Bauchi	16	5	21
CreativeMapper Training	Bauchi	1	0	1
Training of Community Coalition on Community Action Cycle	Yola	44	14	58
TOT training on Reading and Numeracy Manual	Gombe	5	1	6
TOT training on SEL manual	Gombe	6	1	7
TOT on Familiarization meeting	Yola	9	6	15
Familiarization meeting with/orientation for learning facilitators	All seven LGA	69	31	100
<b>BAUCHI</b>				
Training of Subgrantee M&E and State Partners on M&E tools and Procedures	Bauchi	9	3	12
Training of Enumerators on Baseline Assessment data collection instruments	Yola	7	4	11
Training of Enumerators on Rolling Assessment data collection instruments	Gombe	5	6	11
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	Bauchi	159	45	204
Training of Learning Facilitators on SEL competencies	Bauchi	159	45	204
CreativeMapper Training	Bauchi	3	0	3
Learners Performance Progression Assessment instruments development workshop	Damaturu	3	0	3
Read aloud Materials Development Workshop	Gombe	2	2	4

Training Description	Location	Male	Female	Total
Stakeholder Sensitization workshop on NFE Benchmark	Bauchi	40	9	49
Training of Mentor Teachers on Mentoring and Coaching Techniques	Bauchi	20	1	21
Training of Community Coalition on Community Action Cycle	Bauchi	24	13	37
TOT training on Reading and Numeracy Manual	Gombe	7	3	10
Training of Community Coalition on Community Action Cycle	Bauchi	31	4	35
TOT training on SEL manual	Gombe	7	3	10
TOT on Familiarization meeting	Bauchi	8	0	8
Familiarization meeting with/orientation for learning facilitators	All seven LGA	70	24	94
<b>GOMBE</b>				
Training of Subgrantee M&E and State Partners on M&E tools and Procedures	Gombe	11	3	14
Training of Enumerators on Baseline Assessment data collection instruments	Yola	6	5	11
Training of Enumerators on Rolling Assessment data collection instruments	Gombe	6	3	9
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	Gombe	120	43	163
Training of Learning Facilitators on SEL competencies	Gombe	139	53	192
Learners Performance Progression Assessment instruments development workshop	Damaturu	2	1	3
Read aloud Materials Development Workshop	Gombe	2	3	5
Stakeholder Sensitization workshop on NFE Benchmark	Gombe	36	17	53
Training of Community Coalition on Community Action Cycle	Gombe	24	11	35
Training of Mentor Teachers on Mentoring and Coaching Techniques	Bauchi	15	6	21
TOT training on Reading and Numeracy Manual	Gombe	5	3	8
TOT training on SEL manual	Gombe	5	3	8
TOT on Familiarization meeting	Gombe	7	0	7
Familiarization meeting with/orientation for learning facilitators	All seven LGA	74	20	94
<b>YOBE</b>				
Training of Subgrantee M&E and State Partners on M&E tools and Procedures	Damaturu	12	2	14
Training of Enumerators on Baseline Assessment data collection instruments	Yola	11	2	13

Training Description	Location	Male	Female	Total
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	Damaturu	131	58	189
Training of Learning Facilitators on SEL competencies	Damaturu	138	64	202
Learners Performance Progression Assessment instrument development workshop	Damaturu	3	0	3
Read aloud Materials Development Workshop	Gombe	2	1	3
Training of Mentor Teachers on Mentoring and Coaching Techniques	Bauchi	15	2	17
Training of Community Coalition on Community Action Cycle	Damaturu	108	35	143
TOT Training on Community Action Cycle	Damaturu	6	4	10
TOT training on Reading and Numeracy Manual	Gombe	8	3	11
TOT training on SEL manual	Gombe	8	3	11
TOT on Familiarization meeting	Damaturu	11	0	11
Familiarization meeting with/orientation for learning facilitators	All five LGA	75	26	101
<b>SUMMARY</b>				
Training of Subgrantee M&E and State Partners on M&E tools and Procedures	All four states	41	13	54
Training of Enumerators on Baseline Assessment data collection instruments	Adamawa	31	15	46
Training of Enumerators on Rolling Assessment data collection instruments	Gombe	17	12	29
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	All four states	629	245	874
Training of Learning Facilitators on SEL competencies	All four states	655	261	916
Learners Performance Progression Assessment instruments development workshop	Yobe	2	1	3
Read aloud Materials Development Workshop	Gombe	4	4	8
Stakeholder Sensitization workshop on NFE Benchmark	All four states	36	17	53
Training of Community Coalition on Community Action Cycle	All four states	55	15	70
Training of Mentor Teachers on Mentoring and Coaching Techniques	Bauchi	30	8	38
TOT training on Reading and Numeracy Manual	Gombe	13	6	19
TOT training on SEL manual	Gombe	13	6	19
TOT on Familiarization meeting	All four states	35	6	41
Familiarization meeting with/orientation for learning facilitators	All 26 LGAs	288	101	389

## Annex D: Training Plan (PY2 Q3- April to June)

S/N	Topic	Location	Proposed date	Participants	Budget	Output
1	Conduct a Workshop with NFE TWG to present the content of the enhanced NFE curriculum for adoption/Quarterly meetings in Yobe	Damaturu	April 2016	TWG, GPs, and subgrantees		
	Conduct one day quarterly coaching and mentoring with mentor teachers and master trainers	„	April 2016			
	Step down training on CreativeMapper	Bauchi	21-24 April, 2016	State partners and subgrantee M&E officers	N1241,000	Partners trained on the use of CreativeMapper App
	Step down training on CreativeMapper	Yola	21-24 April, 2016	State partners and subgrantee M&E officers	N1,112,350	Partners trained on the use of CreativeMapper App

## Annex E: Success Stories

### USAID-ECR Partners Oando Foundation's Adopt-A-School Initiative To Support IDP Learners In Adamawa And Bauchi States

Education Crisis Response (ECR) is a three-year USAID-funded initiative to support Adamawa, Bauchi, Gombe and Yobe States' governments in expanding access to quality, protective, and relevant non-formal education and alternative education opportunities for internally



Chioma Okwudiafor, Programmes Analyst, Oando Foundation (OF) posing with USAID-ECR staff during monitoring visit to Adamawa state. Photo credit: Ibrahim Abdu

displaced out-of-school children including children of host communities, aged 6 to 17.

Twenty-two thousand and forty-six (22,046) are currently enrolled and receiving basic literacy and psychosocial services in 406 established non-formal learning centers and 139 formal schools. By the end of year one (September 2015), a first cohort of 9478 (4934m, 4544f) IDP learners who had gone through USAID-ECR nine months accelerated learning program, passed the final state organized mainstreaming test out of 14,321 (7469m, 6852f) who sat for the test. Out of this,



OF officials, Ade and Augustine posing with learners in Inkil A USAID-ECR supported NFLC Bauchi. Photo credit: Alade Peter

3,382 (1801m, 1581f) representing 36 per cent of successful learners were mainstreamed through project and community efforts into formal schools within the proximity of the host communities where they live.

Oando Foundation (OF) was introduced to USAID-ECR project USAID officer at USAID (AOR, Tim Curtin) for possible collaboration. Oando Foundation (OF) is an independent charity established in 2011 with a goal of fostering sustainable development by contributing to the achievement of universal primary education in Nigeria. OF scaled up its education interventions in the north east region of Nigeria, specifically Adamawa and Bauchi States of Nigeria due to the rising number of out of school age children affected by conflict. This laid the foundation to work with USAID-ECR having common goal for out of school internally displaced children. OF has 77 adopted schools across Nigeria and is currently working with USAID-ECR to adopt four in each of Adamawa and Bauchi states where learners who completed basic literacy program are being mainstreamed.

This support is coming at an auspicious time when facilities in most of the selected schools are inadequate with insufficient teaching and learning materials; poorly equipped laboratories and inexperienced

teachers to support traumatized children accessing education in emergency.

After series of technical meetings, discussions and inspection/monitoring, OF concluded on the following schools in Adamawa and Bauchi:

**Adamawa:**

- *Nyibango Primary School, Yola North*
- *Gwadabawa Primary School, Jimeta*
- *Jambutu primary school, Yola North.*
- *Sabon Gari primary school, Girei LGA.*
- *Yoldepate Primary School, Yola South*
- *Imburu primary school Numan LGA.*

**Bauchi:**

- *Central Primary School, Udubo, Gamawa LGA*
- *Central Primary School Gamawa, Gamawa LGA*
- *Central Primary School, Liman Katagum in Bauchi LGA*
- *Bayan Banki Primary school, Alkaleri, LGA*
- *Sabon Kaura Primary School, ATBU, Bauchi LGA*

OF will among other things provide:

- infrastructure renovation,
- teacher training,
- provision of ultra-modern ICT classrooms,
- provision of early learning centers,
- award of scholarships, and
- capacity building for the School Based Management Committees (SBMCs) and Local Government Education Authorities (LGEAs).

USAID-ECR project which had already trained teachers in these schools will in addition provide technical support to:

- **School Adoption:** Facilitate the adoption of Nigerian Access supported schools in Adamawa and Bauchi states.
- **Stakeholder Engagement:** Identify and coordinate with all relevant stakeholders

to explore and share responsibilities to ensure effective provision of Access.

- **School Support:** Allow for synergy among Community Coalitions, PTAs, and SBMCs' work in the support for adopted schools.
- **Teacher Training:** Training of teachers in pedagogical skills, learners based teaching methodology and social and emotional learning skills.
- **Replication of basic literacy curriculum and manuals in walk in centers subject to USAID's approval.**

In each of the adopted schools, Oando



Adekanla Adegoke, Head, Oando Foundation posing with AGLCs learners in Inkil A: Credit Alade Peter

foundation will roll out a bouquet of the above interventions according to its agreed yearly project plan. In addition OF in collaboration USAID -ECR to mainstream children in the current cohort (6,096) who graduated from USAID ECR supported non-formal centers into the adopted schools. Furthermore, OF will also provide these kids with the support they require to stay in school, thrive and gain more access and opportunities for continuing education. To achieve perfect synergy, all newly adopted schools are located in close proximity to ECR Non-formal learning centers and joint monitoring will be conducted by **Goge** OF implementing partner in Adamawa and Bauchi states.

## **Annex F: Press Releases**

None

**Annex G: List of project subgrantees and location for implementation by state.**

States	Name of NGO	LGA allocation	# and types of Centers /schools managed
Adamawa	Christian Faithful Fight Aids In Nigeria (CFFAN)	Numan	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Adamawa	Miya (Mother) Association	Song	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Adamawa	Centre For Health & Development In Africa (CHEDA)	Fufore	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Adamawa	Restoration Of Hope Initiative	Girei	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Adamawa	The Pastoral Resolve (PARE) Adamawa	Yola South	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Adamawa	Horn Of Hope Vision For Peace And Community Development Of Nigeria (HOHVIPAD)	Shelleng	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Adamawa	Majesty Community Rural Development Foundation	Yola North	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Adamawa	Joint National Association Of Persons With Disabilities, Adamawa Chapter	Yola North	1 YLC
Adamawa	*Civil Society Action Coalition on Education for All (CSACEFA)	Yola North	1 AGLCs
Bauchi	Rahama Women Development Programme	Bauchi	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Bauchi	Association For Orphans And Vulnerable Children NGOs In Nigeria, Bauchi State	Alkaleri	14 (8 NFLCs; 2 Girls only; 1 AGLCs; 3 YLCs)
Bauchi	Muslim Aid Initiative Nigeria (Main)	Toro	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Bauchi	African Community For Environmental Health Initiative (ACE-HI)	Dambam	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Bauchi	Development Exchange Centre (DEC)	Ganjuwa	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Bauchi	Women Empowerment Initiative (Wein)	Itas-Gadau	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Bauchi	Reproductive Health Initiative And Support Association (RHISA)	Gamawa	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Bauchi	*Civil Society Action Coalition on Education for All (CSACEFA)	Bauchi	1 AGLC
Gombe	Kishimi Shelter And Care Foundation	Balanga	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Gombe	Gombe Anglican Diocesan Development Initiative (GADDI)	Gombe	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Gombe	Care For Life	Yamaltu-Deba	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Gombe	Doma Education Development Foundation (DEDF)	Dukku	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)

States	Name of NGO	LGA allocation	# and types of Centers /schools managed
Gombe	Teenager Empowerment Initiative, (TEMIN)	Shongom	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Gombe	Malam Sidi Progressive Association (MPA)	Kwami	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Gombe	Lawanti Community Development Foundation(LCDF)	Akko	14 (8 NFLCs; 2 Girls only; 2 AGLCs; 2 YLCs)
Gombe	Nigeria Association Of The Physically Challenged - Gombe	Gombe	1 NFLC
Gombe	*Civil Society Action Coalition on Education for All (CSACEFA)	Gombe	1 AGLC
Yobe	Pioneers Reproductive Health & Youth Association Misau (PREHYA)	Potiskum	14 (5 FS, 5 GLCs, 2 NFLCs, 1 AGLC, 1 YLC)
Yobe	Civil Society Action Coalition on Education for All (CSACEFA)	Potiskum	12 (2 FS, 3 NFLCs, 4 GLCs, 1 AGLCs, 2 YLCs)
Yobe	Initiative For The Development Of The Needy, Orphans, Less Privileged And Widows [INOL]	Fika	15 (2 FS, 5 NFLCs, 1 GLC, 4 AGLCs, 4 YLCs)
Yobe	Taimako Community Development Initiative	Fika	13 (2 FS, 7 NFLCs, 2 AGLCs, 2 YLCs)
Yobe	North East Youth Initiative Forum (NEYIF)	Bade	14 (3 FS, 3 NFLCs, 4 AGLCs, 4 YLCs)
Yobe	Yobe Society For The Care Of Widows, Orphans And Disabled	Bade	13 (4 FS, 5 NFLCs, 1 GLC 2 AGLCs, 1 YLCs)
Yobe	Herwa Community Development Initiative	Nguru	12 (3 FS, 3 NFLCs, 3 AGLCs, 3 YLCs)
Yobe	Geidamjin Foundation	Nguru	13 (4 FS, 4 NFLCs, 3 AGLCs, 2 YLCs)
Yobe	Communal Support Foundation Of Nigeria (COSFON)	Damaturu	16 (5 FS, 4 NFLC, 3 GLC, 2 AGLCs, 2 YLCs)
Yobe	Joint National Association Of Persons With Disabilities, Gombe Chapter	Damaturu	1 NFLC
Yobe	Federation of Muslim Women Association of Nigeria (FOMWAN)	Damaturu	15 (13 NFLCs, 1 AGLCs, 1 YLC)

\*- Additional centers established by one of the project partners- CSACEFA

### Annex H: Types of Centers Supported by States by LGAs

Row Labels	AGLC	CPC	GLC	NFLC	YLC	Total NFLC	FS	Total
<b>ADAMAWA</b>	<b>15</b>	<b>1</b>	<b>13</b>	<b>57</b>	<b>14</b>	<b>100</b>	<b>66</b>	<b>166</b>
FUFORE	2		2	8	2	14	14	28
GIREI	2		2	8	2	14	10	24
NUMAN	2		2	8	2	14	11	25
SHELLENG	2		2	8	2	14	11	25
SONG	2		2	8	2	14	7	21
YOLA-NORTH	3	1	2	8	2	16	4	20
YOLA-SOUTH	2		1	9	2	14	9	23
<b>BAUCHI</b>	<b>12</b>		<b>13</b>	<b>59</b>	<b>15</b>	<b>99</b>	<b>28</b>	<b>127</b>
ALKALERI	1		1	9	3	14	4	18
BAUCHI	3		2	8	2	15	4	19
DAMBAM	2		1	9	2	14	4	18
GAMAWA	2		2	8	2	14	4	18
GANJUWA	1		3	8	2	14	4	18
ITAS-GADAU	2		2	8	2	14	4	18
TORO	1		2	9	2	14	4	18
<b>GOMBE</b>	<b>15</b>	<b>1</b>	<b>14</b>	<b>57</b>	<b>13</b>	<b>100</b>	<b>21</b>	<b>121</b>
AKKO	2		2	9	1	14	3	17
BALANGA	2		2	8	2	14	3	17
DUKKU	2		2	8	2	14	3	17
GOMBE	3	1	2	8	2	16	3	19
KWAMI	2		2	8	2	14	3	17
SHONGOM	2		2	8	2	14	3	17
YAMALTU DEBA	2		2	8	2	14	3	17
<b>YOBE</b>	<b>22</b>	<b>1</b>	<b>19</b>	<b>41</b>	<b>24</b>	<b>107</b>	<b>24</b>	<b>131</b>
BADE	7		2	6	5	20	5	25
DAMATURU	5	1	5	12	3	26	5	31
FIKA	5		3	9	7	24	4	28
NGURU	3		1	8	6	18	6	24
POTISKUM	2		8	6	3	19	4	23
<b>Grand Total</b>	<b>64</b>	<b>3</b>	<b>59</b>	<b>214</b>	<b>66</b>	<b>406</b>	<b>139</b>	<b>545</b>